

**PROMOTING STUDENTS' CREATIVITY FOR NATIONAL DEVELOPMENT
THROUGH RE-ENGINEERING OF GUIDANCE AND COUNSELLING
PROGRAMMES IN SECONDARY SCHOOLS
IN ANAMBRA STATE**

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ABSTRACT

The need to avert the present situation of youth unemployment found among secondary school graduands with its negative consequences on national development calling for re-engineering of guidance and counselling programmes in schools was the reason for this present study. Three research questions guided the study. A descriptive survey research design employed in the study. Population of the study comprised 518 counsellors from 259 public secondary schools within the 6 education zones in Anambra State. Sample size for the study constituted 414 counsellors drawn from 207 public secondary schools at 80% using proportionate stratified random sampling technique. A 22-item questionnaire developed by the researchers was the instrument for data collection. This research instrument was validated by two experts. Reliability of the research instrument was determined through a pilot-test and scores obtained after the test were computed using Cronbach Alpha statistics giving an internal consistency reliability value of 0.74, 0.81 and 0.76; and equally summed up to yield an overall reliability value of 0.77. Data were analyzed using the mean statistics rated at 2.50 and standard deviation statistics. The findings of the study revealed how necessary it was for re-engineering the present situation of guidance and counselling programmes in secondary schools in Anambra State. Based on

findings of the study recommendations were made and this includes among others that the Anambra State government in collaboration with the Post Primary Schools Service Commission (PPSSC) should ensure that adequate educational guidance and counselling facilities and resources should be provided for guidance and counselling programmes through sufficient funding and budget.

Keywords: Promoting, Students, Creativity, Development, Guidance and Counselling,

Introduction

Education generally has been discovered in different studies as one of the essential tools for promoting and developing students creativity in all educational institutions. It is an important resource for all-round development of any individual's personality. Education is equally an "instrument par excellence" for effecting social change, national transformation and national development as indicated by the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE). Education is virtually important for environmental/health sustainability, wealth creation and employment generation in any nation, country or society. This is the reason why governments of different nations including Nigeria continues to focus adequate attention towards educational development. However, various programmes and policy framework have been developed in order to support educational development in various countries. The Nigerian government for instance, in the National Policy on Education (NPE) gave directives towards supporting education provided in various institutions one of this educational support services include; quality guidance and counselling programmes. Guidance and counselling as defined by Dhal (2017) refers to as a process of helping students' whole-person development, which is targeted at helping students solve their developmental task problems in the areas of their social, personal, emotional, educational and vocational development. Akinade (2012) define guidance and counselling as a process of helping an individual become fully aware of his/herself and the ways in which he is responding to the influence of his/her environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour. Guidance and counselling is applicable to all aspects of human life i.e. physical, mental, vital, emotional and spiritual and in all stages of development from infancy to old age. The main objective is to help an individual to utilize the basic potentialities to the maximum for adequate adjustment in the environment (Dhal, 2017). Guidance is the process of helping an individual understand himself and his world. The word guide means to direct, watch over, know, pilot, manage and many more. Guidance aims at aiding the recipient to grow in a person's independence and ability to be able to be responsible for oneself. The purpose of guidance has been to assist the individual through counsel to make wide choices, adjustments and interpretations in connection with critical situation in his life in such a way as to ensure continual growth in ability for self-direction. Guidance is also described as counselling service to assist the individual in achieving self-direction and educational

vocational and personal adjustment and to take positive steps in the light of new orientations (Dhal, 2017). Counselling on the other hand, is a personal face to face relationship between two people, in which counsellor by means of relationships and his special competencies, provides a learning situation in which the counsellee, a normal sort of person is helped to know himself and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society and further, can learn how to solve problems and meet future needs. According to Oviogbodu (2015) cited in Dhal (2017) counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes.

Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally (Egbo, 2013). In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the school (Dhal, 2017). Both guidance and counselling is equally an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence, the need for the school counsellor to assist the child in molding their future through counselling therapy (Dhal, 2017). The important benefits of guidance and counselling programmes according to Dhal (2017) includes to provide for the realization of student potentialities; help children with developing problems; to contribute to the development of the school's curriculum; provide teachers with technical assistance; and contribute to the mutual adjustment of students and the school. Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realize their full potential in preparing for adult and working life (Dhal, 2017). Given this importance, the aims of guidance and counseling services in schools are to assist the student in fulfilling their basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011). The purpose of guidance and counselling therefore provides emphasis and strength to educational programmes (Dhal, 2017). Guidance and counselling also help students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. The education of a child needs constant mentoring hence guidance and counselling is inimical to their growth and development in a complex society that we are today. The success of any society depends largely on educated and enlightened individuals who shoulder the responsibilities of running the administration. Hence, guidance and counselling is a very necessary therapy to secondary school students. The programmes of guidance and counselling can come in different forms which includes educational, personal,

social, vocational, avocational, health, directive, non-directive and eclectic guidance and counselling (Dhal, 2017). In describing these programmes, Neeru (2016) asserted that educational guidance and counselling addresses several educational problems that the students face during the years when they receive education in educational institutions. Personal guidance and counselling helps in the emotional, physical, spiritual, social and mental development of an individual. Social guidance and counselling helps individuals to develop such aspects of their social acceptance, social adjustment, social relationships in school, and social interaction with others.

Vocational guidance and counselling deals with assisting an individual choose the right occupation or job. It enables individuals make the right career choices and options. Avocational guidance and counselling helps an individual to manage and use his leisure time in an effective manner. It enables the individual to participate effectively in cocurricular activities which helps students develop their interpersonal skills. Health guidance and counselling aims at handling preventive and curative health of individuals (Neeru, 2016). Directive counselling as further explained by Neeru (2016) is counsellor-oriented as the counsellor plays a major role in solving the problem. Non-directive counselling is client-centred counselling where the counsellor allows the client free expression, so that he can think of the possible solutions. Eclectic counselling revolves around the use of coordinated methods (Neeru, 2016). All these programmes make holistic personality development of students, including their creativity possible. In all ramifications, guidance and counselling programmes support and aid in the provision of graduates' with high creativity that will add positive value to national development. Creativity as defined by Cropley (2011) involves doing these things in ways that are, on the one hand, novel and on the other, effective in achieving a desired result. The result may range from abstract actions such as communication of a feeling, arousal of esthetic admiration, provocation of a new way of looking at something, development of new understandings of experience or existence, to concrete results such as the making of works of great beauty or imagination, the design and construction of improved or novel devices, machines, buildings or structures, improved processes or systems, more efficient operation of something, even enhancement of profits or preservation of national security. In relevant perspectives, the term "creativity" is used in three ways: it refers to a set of processes (e.g., "creative" thinking), a cluster of personal characteristic of people (e.g., the "creative" personality), and to results (e.g., a "creative" product). Creativity involves inventing something new and different (Cropley, 2011). Creativity can be seen as a mental process which produces novel and useful concepts or ideas, or it could be innovative relationships between existing ideas or concepts (Al-Ababneh, 2020). The importance of creativity lies on its ability to yield novel and proper ideas to solve complex problems, to increase efficiencies and to enhance overall effectiveness (Diliello & Houghton, 2008). Creativity has been linked to intelligence. However, today creativity are viewed as a set of teachable skills not linked to

intelligence. Thus, students' creativity as defined by Gibson (2010) can be seen as when students are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and flexible. Instead of being taught to reiterate what was learned, students learn to develop their ability to find various solutions to a problem. Therefore, developing students creativity will positively impact on national development which is acquired through education and educational services. This is so because, when students creativity is developed through education, they seem to possess certain skills that will enable them form new ideas and inventions in order to contribute towards national development.

National development however, refers to as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government (Lawal & Oluwatoyin, 2011). National development is an idea that embodies all attempts to improve the conditions of humans existence in all ramifications. It implies improvement in material well-being of citizens through institutions such as education. **National development refers to the ability of a nation to improve the lives of its citizens.** Measures of this improvement may be material, such as an increase in the gross domestic product, or social, such as literacy rates and availability of healthcare (Writer, 2020). Education therefore, encompasses pedagogical skills to impart the right type of national values, beliefs, morals, norms and creativity on the students to foster oneness in them so as to aid national development, as the presence of various efforts can aid the attainment of national goals. Thus, education is imperative due to its zeal's to inculcate the spirit of oneness in the citizenry so as to emancipate them to contribut meaningfully to national development. Therefore, to ensure that secondary school students including those in Anambra State creativity are always boosted and improved through quality education, this will require extensive integration and use of educational support services such as guidance and counselling programmes in order to support students learning in the school. Notwithstanding the benefits of guidance and counselling programmes in promoting students' creativity, yet, these programmes face a lot of challenges. A look at the administration of guidance and counselling programmes in many secondary schools showcases that these programmes are hardly utilized to support education. Studies of Akinade (2012b), Egenti (2020), Nyamwange, Nyakan and Ondima (2012), Rutttoh (2015), Salgong, Ngumi and Chege (2016), among others have indicated that guidance and counselling programmes at both the secondary school level and tertiary education level suffer challenges such as poor funding, poor planning, use of non-professionals, quality assurance problems, poor capacity building for counsellors, lack of interest, inadequate use of guidance and counselling resources and facilities, poor supervision of guidance and counselling programmes, poor policy structure and implementation, among others. Further interviews conducted by Rutttoh (2015) on the head teachers, all of them (100%) expressed

that the guidance and counselling activities were being undertaken in school. However, due to lack of finances to facilitate the implementation of the programmes and interference by other activities like games, the implementation has not been fully undertaken. All these challenges makes it difficult to promote students creativity in the secondary schools through guidance and counselling programmes. However, notwithstanding these odds, for effective guidance and counselling programmes in the secondary schools including Anambra State, this calls for the re-engineering of guidance and counselling programmes. Re-engineering entails a technique to help organizations fundamentally rethink on how they do their work in order to dramatically improve customer service, cut operational costs and become world-class competitors. Re-engineering of guidance and counselling programmes involves a radial redesign of the processes to achieve drastic improvement in critical contemporary measure of performance such as cost, quality, service (Assefa, 2015). Reengineering has been embraced by organizations or educational institutions in their programmes as a means to cut non-value-added activities (Grover & Malhotra, 2017). This will involve the application of several strategies that will aid in improving guidance and counselling programmes in the schools. Empirical studies have showcased several ways and strategies in which guidance and counselling programmes can be improved which can be used for the re-engineering of the programmes in secondary schools in Anambra State. Egenti (2020) observed in a study that the strategies for re-engineering guidance and counselling services in public secondary schools can be done through capacity building approaches, fund-related approaches and programme review approaches.

From all the above discussions, the present study sought to determine several ways of re-engineering guidance and counselling programmes in order to promote students creativity in secondary school. Furthermore, looked at the study at such aspects as the extent to which educational guidance and counselling facilities, professional guidance counsellors actively engage in capacity building programmes for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools. Empirical studies have proven that when educational facilities are utilized to a high extent this will enhance students learning. Studies of Ruttoh (2015) and Salgong, Ngumi and Chege (2016) reported that the presence of sufficient counselling facilities, infrastructure and equipment, will make it possible for guidance and counselling to succeed in promoting student's learning and other academic activities in the school. In guidance and counselling programmes, such educational facilities which can be utilized include counselling clinics, storage facilities, psychological kits, writing materials, information and communication technology facilities, among others. Also, studies have equally shown that the constant use of professional counsellors to a high degree or extent can promote educational activities and assist to solve students' educational, social, personal and career problems. This is so because, a professional in his or her field knows how to solve a particular problem. Therefore, using other teachers in guidance and counselling

programmes might be detrimental to successful goal attainment in such programmes. Studies like those of Einstein (2017) and Nnabuike (2012) have revealed the importance of the use of professional counsellors in guidance and counselling programmes. Nnabuike further added that the work of the professional counsellor is to help students to learn through deliberate and conscious manipulation of information, knowledge, skills, values, attitudes and habits of the learners in order to bring about learning, leading to desirable changes in character. Again, effective capacity building programmes are very essential and crucial for the development school counsellors. Ruttoh (2015) noted that the counsellor also serves as a link between the school and the community so as to work together to assist the student's. The counsellor is therefore a professional and consultant because he/she works with parents, teachers, head teachers, school workers and medical professionals to help the students to be successful in the education system and social life. The counsellor has the responsibility of coordinating the guidance and counselling programmes through organizing, managing and evaluating the school counselling activities. Therefore, school counsellors constant engagement in capacity building programmes seems to be beneficial to them and for effective re-engineering of guidance and counselling programmes in the secondary schools as observed by Egenti (2020) in a study. From all the foregoing, it is therefore upon this background that the researchers are motivated to investigate and determine the importance of promoting students creativity for national development through re-engineering of guidance and counselling programmes in secondary schools in Anambra State.

Statement of the Problem

Effective administration of quality guidance and counselling programmes seem to make positive impact on students creativity in schools. It has however become worrisome that many of the secondary schools including those of them in Anambra State have been found wanting in proper management of schools using guidance and counselling programmes. The secondary schools are well-known for capacity building and whereby effective guidance and counselling programmes are not highly and sufficiently utilized; this makes it difficult and impossible to promote students creativity for effective national development. Preliminary observations in most of the secondary schools in Anambra State, shows that many of the public secondary schools have not been efficiently utilizing guidance and counselling programmes to support students' education in the schools. This situation could have been responsible for the high rate of indiscipline and gross misconducts experienced among secondary school youths including their graduands equally causing many of the youth unemployment in the society. The need to avert the present situation of youth unemployment, indiscipline, indiscriminate behaviour/acts coupled with the gross misconducts found among secondary school graduands with its negative consequences on promoting their creativity and national development calls for the re-engineering of guidance and counselling programmes in the secondary schools. The need for re-

engineering guidance and counselling programmes in the secondary schools in order to promote students' creativity for national development using several means of availability of educational facilities and professional guidance counsellors coupled with guidance counsellors actively engage in capacity building programmes, has become the gap in which the present study stands to fill. However, the need to determine and the extent to which students creativity for national development can be effectively promoted through the re-engineering of guidance and counselling programmes in secondary schools in Anambra State, is equally the problem of the study.

Purpose of the Study

The main purpose of this present study was to determine the importance of promoting students creativity for national development through re-engineering of guidance and counselling programmes in secondary schools in Anambra State. Specifically, the study ascertained the following;

1. The extent to which educational guidance and counselling facilities are available for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State.
2. The extent to which professional guidance counsellors are available for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State.
3. The extent to which guidance counsellors actively engage in capacity building programmes for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent are educational guidance and counselling facilities available for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State?
2. To what extent are professional guidance counsellors available for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State?
3. To what extent do guidance counsellors actively engage in capacity building programmes for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State?

Methods

A descriptive survey research design employed in the study. This research design entailed using a research instrument, questionnaire to collect data from a sample of counsellors within a large population of counsellors in public secondary schools in Anambra State. Information retrieved from the sample of counsellors was thereafter analyzed using a statistical tool in order to generate data and draw generalization given based on the findings. Population of the study comprised 518 counsellors from 259 public secondary schools within the 6 education zones in Anambra State. Sample size for the study constituted 414 counsellors drawn from 207 public secondary schools at 80% using proportionate stratified random sampling technique. A 22-item questionnaire developed by the researchers and titled: “Promoting Students Creativity for National Development Questionnaire (PSCNDQ)”, was the instrument for data collection. Construction of the questionnaire was guided by the purpose of the study and research questions. The questionnaire was also structured on a 4-point rating scale of Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points, and Very Low Extent (VLE) – 1 point. This research instrument was validated by two experts from the Department of Guidance and Counselling and one Measurement and Evaluation expert from the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University Awka, Anambra State. The experts which determine the content and face validity of the research instrument equally made some useful corrections that led to the modification of the instrument before its final distribution to the respondents who participated in the study. Reliability of the research instrument was determined through a pilot-test on a sample of 20 guidance counsellors selected from 10 secondary schools in Enugu State. Scores obtained after the test were computed using Cronbach Alpha statistics giving an internal consistency reliability value of 0.74, 0.81 and 0.76; and equally summed up to yield an overall reliability value of 0.77, showing that the research instrument was reliable. Data were retrieved from the respondents through direct and face to face contact. An on-the-spot method was employed as well, which enabled the researcher and the six research assistants to meet the respondents, that is, representatives from the different 6 education zones that met with the counsellors in the respective secondary schools to wait and collect the necessary information from them. A total of 414 copies of the questionnaire were distributed to 414 counsellors and all of them were retrieved at a 100% rate of return. Data were analyzed using the mean statistics rated at 2.50 and standard deviation statistics. The decision rule for taking decisions on the items on the questionnaire was rated at 2.50. Any mean score which rated at 2.50 and above was regarded to be in support of the statement and therefore termed as high extent. Any mean score rated below 2.50 was regarded as not in support of the statement and therefore termed low extent.

Results

Research Question 1: To what extent are educational guidance and counselling facilities available for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State?

Table 1: Mean Score Ratings and SD of Counsellors on the Extent to which Educational Guidance and Counselling Facilities are Available for Re-Engineering of Guidance and Counselling Programmes in order to promote Students' Creativity for National Development in Secondary Schools in Anambra State . N = 414 counsellors

S/ N	Please indicate the extent to which the following educational guidance and counselling facilities are available in your school:	VH E	H E	L E	VL E	Me an	SD	Decision
1.	Standard school counselling clinic available in order to promote students creativity for national development	42	12 3	13 8	11 1	2.2 3	0.9 6	Low Extent
2.	Quality career resource unit or department available in order to promote students creativity for national development	54	10 1	14 0	11 9	2.2 2	1.0 0	Low Extent
3.	Voluntary Counselling and Testing (VCT) Referral Service available in order to promote students creativity for national development	40	55	16 9	15 0	1.9 6	0.9 4	Low Extent
4.	Writing materials, stationaries, individual files, notice board and storage facilities for guidance and counselling available for documentation and record keeping in order to promote students creativity for national development	61	10 4	10 8	14 1	2.2 1	1.0 7	Low Extent
5.	Well-equipped guidance and counselling information unit provided in school in order to promote students creativity for national development	88	95	12 5	10 6	2.4 0	1.0 8	Low Extent
6.	Counselling kits and practical tools/equipment available in school in order to promote students creativity for national development	43	10 6	15 1	11 4	2.1 9	0.9 5	Low Extent

7. Technological facilities such as computers, tablets, laptops, internet, projectors, smart television, online services, other multimedia resources available for e-counselling services that will promote students creativity for national development	44	56	17	13	2.0	0.9	Low Extent
8. Psychological kits available for promoting students creativity for national development	36	2	10	14	2.1	0.9	Low Extent
			4	2	0	5	
Grand Mean Score & SD	=				2.2	1.0	Low Extent
					0	1	Extent

Analysis of data from Table 1 indicated that all the items from 1 to 8 were rated below 2.50 of the acceptable mean score by the counsellors in disagreement with all the statements. None of the items were rated above 2.50 of the acceptable mean score to agree with any of these statements. The grand mean of 2.20 and SD of 1.01 revealed that closeness in the counsellors responses. This result means that all the counsellors indicated that the extent to which educational guidance and counselling facilities are available for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development in secondary schools in Anambra State was to a low extent.

Research Question 2: To what extent are professional guidance counsellors available for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State?

Table 2: Mean Score Ratings and SD of Counsellors on the Extent to which Professional Guidance Counsellors are Available for Re-Engineering of Guidance and Counselling Programmes in order to promote Students' Creativity for National Development in Secondary Schools in Anambra State

N = 414 counsellors

S/N	Please indicate the extent to which professional guidance and counselling are available in your school:	VH E	H E	L E	V LE	Me an	SD	Decision
9.	Sufficient professional counsellors available to organize educational guidance and counselling programme in order to promote students creativity for	64	12	13	10	2.3	1.0	Low Extent
			0	0	0	6	1	

national development

10	Professional counsellors available to handle matters on social guidance and counselling in order to promote students creativity for national development	55	10 1	14 4	11 4	2.2 3	1.0 0	Low Extent
11	Enough career professional counsellors available to organize vocational guidance and counselling programme in order to promote students creativity for national development	45	12 2	15 5	92	2.2 9	0.9 3	Low Extent
12	Professional counsellors available to handle cases on personal guidance and counselling in order to promote students creativity for national development	38	13 2	20 0	44	2.4 0	0.8 0	Low Extent
13	Professional psychologists available to handle referrals in order to promote students creativity for national development	29	10 8	16 5	11 2	2.1 3	0.8 9	Low Extent
14	Professional counsellors on directive and non-directive counselling available in order to promote students creativity for national development	50	11 9	11 4	13 1	2.2 1	1.0 2	Low Extent
15	Professional counsellors available to employ the eclectic counselling technique in order to promote students creativity for national development	49	10 4	13 9	12 2	2.1 9	0.9 9	Low Extent
Grand Mean Score & SD		=				2.2 7	0.9 5	Low Extent

Analysis of data from Table 2 indicated that all the items from 9 to 15 were rated below 2.50 of the acceptable mean score by the counsellors in disagreement with all the statements. None of the items were rated above 2.50 of the acceptable mean score to agree with any of these statements. The grand mean of 2.27 and SD of 0.95 revealed that closeness in the counsellors responses. This result means that all the counsellors indicated that the extent to which professional counsellors are available for re-engineering of

guidance and counselling programmes in order to promote students' creativity for national development in secondary schools in Anambra State was to a low extent.

Research Question 3: To what extent do guidance counsellors actively engage in capacity building programmes for re-engineering of guidance and counselling programmes in order to promote students creativity for national development in secondary schools in Anambra State?

Table 3: Mean Score Ratings and SD of Counsellors on the Extent to which Guidance Counsellors Actively Engage in Capacity Building Programmes for Re-Engineering of Guidance and Counselling Programmes in order to promote Students' Creativity for National Development in Secondary Schools in Anambra State

N = 414 counsellors

S/N	Please indicate the extent of your active engagement in capacity building programmes in your school:	VH E	H E	L E	V LE	Me an	SD	Decision
16	Engagements in physical computer-based capacity building training to improve services in guidance and counselling that promote students creativity for national development	30	44	14 0	20 0	1.7 7	0.9 1	Low Extent
17	Involvement in online counselling capacity building training programme so as to promote students creativity for national development	42	32	15 1	18 9	1.8 2	0.9 5	Low Extent
18	Participation in guidance and counselling workshop training capacity building programmes in order to promote students creativity for national development	68	89	14 4	11 3	2.2 7	1.0 4	Low Extent
19	Constant attendance to conferences in order to acquire skills that will aid to promote students creativity for national development	77	10 2	10 0	13 5	2.2 9	1.1 1	Low Extent
20	Regular engagement in seminars for capacity building in guidance and counselling which will promote students creativity for national development	99	10 3	10 5	10 7	2.4 7	1.1 2	Low Extent
21	Engagement in vestibule capacity	101	93	11	10	2.4	1.1	

.	development training programmes to acquire skills that promote students creativity for national development		8	2	7	1		Low Extent
22	Constant coaching of school counsellors in order to promote students creativity for national development		10	13	14	2.0	0.9	Low Extent
.		36	4	3	1	8	7	Extent
Grand Mean Score & SD		=				2.1	1.0	Low
						8	8	Extent

Analysis of data from Table 3 indicated that all the items from 16 to 22 were rated below 2.50 of the acceptable mean score by the counsellors in disagreement with all the statements. None of the items were rated above 2.50 of the acceptable mean score to agree with any of these statements. The grand mean of 2.18 and SD of 1.08 revealed that closeness in the counsellors responses. This result means that all the counsellors indicated that the extent to which guidance counsellors actively engage in capacity building programmes for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development in secondary schools in Anambra State was to a low extent.

Discussion of Findings

Finding of the study indicated that the extent of promoting students creativity for national development through re-engineering of guidance and counselling programmes in secondary schools in Anambra State were all to a low extent. This includes that educational guidance and counselling facilities and the use of professional counsellors likewise, school counsellors engagement in capacity building programmes, for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development in secondary schools in Anambra State were available to a low extent. The finding of this study further revealed that standard school counselling clinic, quality career resource unit or department, Voluntary Counselling and Testing (VCT) Referral Service, writing materials, stationaries, individual files, notice board and storage facilities for guidance and counselling, well-equipped guidance and counselling information unit, counselling kits and practical tools/equipment, technological facilities such as computers, tablets, laptops, internet, projectors, smart television, online services, other multimedia resources available for e-counselling services, and psychological kits, for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development in secondary schools in Anambra State, were all provided and available to a low extent. This finding agrees and corroborates with Rutttoh(2015) study that some students were shy and feared going for counselling due to lack of a counselling office and in cases where there was one; they were concerned with lack of privacy in such offices.

Cases of the guidance and counselling office being located within the administration block and near the head teachers and deputy head teachers office made the students fear attending counselling sessions. Egenti (2020) confirmed that guidance and counselling programme should be adequately funded for quality assurance, and provision of intervention fund for upgrading and replacing technologies in guidance and counselling unit, Adequate provision of good and comfortable office accommodation to guidance counsellors, Provision of ICT gadgets to guidance counsellors to improve their efficiency on the job, Integrate the use of ICTs and mobile learning as channels of communication and instructional delivery, Adopt the use of various modern and ICTs gadgets for guidance counsellors in interacting with students in the school, Encourage computer-based guidance and counselling instructional guidance in secondary schools, and Review of guidance and counselling curriculum to reflect current career interest and behavioural realities among students.

This finding agrees with Salgong, Ngumi and Chege (2016) study which found out that there is lack of legal and policy framework including counselling facilities, infrastructure and equipment, hence making it difficult for guidance and counselling to succeed in promoting student discipline. It was further evident that guidance and counselling lacked the required resources and facilities in enhancing student discipline in school. Specifically, guidance and counseling curriculum, computer facilities, books and journals, secretarial services, time allocation, video camera, communication facilities, counselling room/office, notice boards, career materials, individual student files and storage facilities were provided to a low extent and therefore, needs to be looked into critically (Salgong, Ngumi& Chege, 2016). The present study finding also agrees with the previous finding of Nweze and Okolie (2014) study which found out that counselling resources for teacher counsellors are unavailable and insufficient in their respective schools. This is in line with the findings of Nyamwange, Nyakan and Ondima (2012) study which found out that 57.2% and 76.2% respectively representing the total population of their study agreed that guidance and counselling offices and career resource centres were insufficient. In many secondary schools used for the study, guidance and counselling offices lacked books, journals and other counselling materials to aid the teacher counsellors, others do not have counselling resources at all and this affects the students in career decision making. The present study finding is at variance with the Federal Republic of Nigeria (FRN, 2013) directives indicated in the National Policy on Education (NPE) that adequate guidance and counselling facilities such as counselling clinics, career resource centres, information centres, referral services and psychological kits, among others should be provided for proper administration of guidance and counselling in schools.

It was further found out that in this present study that the extent to which professional counsellors are available for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development in secondary schools in

Anambra State was to a low extent. Professional counsellors available to organize and handle matters or cases relating to educational guidance and counselling programme, social guidance and counselling, vocational guidance and counselling, personal guidance and counselling, directive and non-directive counselling, eclectic counselling technique in order to promote students creativity for national development; were all available to a low extent. Professional psychologists available to handle difficult cases or references (referrals) in order to promote students creativity for national development were also provided to a low extent. This finding agrees and concurs with Ruttoh(2015) study which found out that the quality of the service was poor because of the use of non-professional counsellors in guidance and counselling services in the schools. Some of the teacher counsellors were rude, not confidential and others had bad attitude towards the students. The students therefore felt that they were not welcome. This finding corroborates and is in line with Salgong, Ngumi and Chege (2016) study which found out that there is lack of trained teacher counsellors and too much workload for counsellor teachers hence making it difficult for guidance and counseling to succeed in promoting student discipline. Akinade (2012b) study confirmed that there is the problem of lack of trained professional counsellors in many schools. Despite the fact that there are many holders of higher degrees in guidance and counselling today, not as many are qualified to be real professional counsellors because they lack the skills necessary for the practice. There is limited number of trained professional counsellors in schools and the ones already trained choose to go into non-school settings leaving non-professionals to handle guidance and counselling services in schools. The present finding of the of the study is equally at variance with the directives of the Federal Republic of Nigeria (FRN, 2013) which demanded that proprietors of schools should provide adequate number of guidance counsellors for their institutions.

It was also discovered in this study that the extent to which guidance counsellors actively engage in capacity building programmes for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development in secondary schools in Anambra State was to a low extent. This finding included that the school counsellors' engagement and attendance in capacity building programmes such as physical computer-based capacity building training programmes, online counselling capacity building training programmes, guidance and counselling workshops, conferences, seminars, vestibule capacity development training programmes, and coaching of school counsellors, in order to acquire skills, which will promote students creativity for national development, were all to a low extent. This finding is at variance with Egenti (2020) study which confirmed ten capacity building approaches for reengineering guidance and counselling services in public secondary schools in Anambra State which should be provided to a large extent. Therefore, training and retraining of guidance counsellors for improved competencies in subject matter, sponsoring guidance counsellors for frequent workshops and conferences to build their capacity, approving further studies in local and foreign

institutions for guidance counsellors with pay, organizing constant ICT skill update for guidance counsellors in secondary schools, provision of update and new advance textbooks for use by guidance counsellors, and effective monitoring and supervision of guidance and counselling programme and counsellors for quality assurance, among others, were capacity building programmes for re-engineering guidance and counselling. This finding is equally at variance with and deviated from the Federal Republic of Nigeria (FRN, 2013) directives which indicated that school administrators should provide and ensure that counsellors constantly engage into capacity building programmes. This finding agrees with Salgong, Ngumi and Chege (2016) that there is lack of trained teacher counsellors and too much workload for counsellor teachers hence making it difficult for guidance and counseling to succeed in promoting student discipline. The finding of this present study agrees with Nyamwange, Nyakan and Ondima (2012) study which found out that insufficient training of teacher counsellors on guidance and counselling and overburdening of teacher counsellors with heavy teaching work weight have sufficiently influenced the excellence of guidance and counselling services in secondary schools in Nigeria. This study still maintains that for Nigeria to meet the goals and objectives of the general education, which is to train people who will contribute to economic growth and national development, guidance and counselling must be given the attention it deserves in secondary schools.

Conclusion

Guidance and counselling programmes have been one of the important educational support services which has assisted in the development of children potentials and creativity. Guidance and counselling programmes equally plays important role in solving students' developmental task problems related to their emotional problems, health problems, academic, social, personal and career problems. Notwithstanding the important roles of guidance and counselling, yet, adequate attention and recognition have not been given to its programmes in schools, therefore, making it difficult for students creativity to be developed through guidance and counselling programmes. The present study however concludes through the findings that promoting students creativity for national development through re-engineering of guidance and counselling programmes in secondary schools in Anambra State were all to a low extent. Furthermore, the extent to which educational guidance and counselling facilities and the use of professional counsellors likewise, school counsellors engagement in capacity building programmes, for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development in secondary schools in Anambra State were available to a low extent. This situation calls for effective re-engineering of guidance and counselling programmes in the schools. Upon this benchmark, recommendations were made.

Recommendations

The following recommendations have been proffered:

1. Anambra State government in collaboration with the Post Primary Schools Service Commission (PPSSC) should ensure that adequate educational guidance and counselling facilities and resources should be provided for guidance and counselling programmes through sufficient funding and budget. Also, private individuals, non-governmental institutions and financial institutions should equally be encouraged and mobilized to support the provision of facilities in guidance and counselling which will enhance the re-engineering of guidance and counselling programmes and promote students creativity for national development as well.
2. Secondary school principals should ensure that adequate professional guidance counsellors are available and utilized for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development in the secondary schools.
3. School guidance counsellors should be encouraged through adequate financial assistance and scholarships to engage in effective capacity building programmes for re-engineering of guidance and counselling programmes in order to promote students' creativity for national development by the State government, PPSSC and their school authorities.

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