

Strategy for Addressing Motivation- Related Constraints to Effective Counselling in Secondary Schools in Enugu State.

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ABSTRACT

The main purpose of the study was to determine an innovative strategy for addressing motivation- related constraints for effective counselling in secondary schools in Enugu State. One research question and two null hypotheses were formulated and tested at .05 level of significance. Descriptive survey research design was adopted for the study. The entire population of 113 secondary school Guidance counsellors in the 295 public secondary schools in Enugu State, was used for the study. A structured questionnaire developed by the researcher was used for data collection. The questionnaire was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha Reliability Estimate, it yielded a coefficient of .69. Data collected with the questionnaire was analyzed using Mean and Standard Deviation to answer the research question. However, each of the two hypotheses was tested using t-test statistics at .05 level of significance. In the decision rule, real limit of the mean scores was applied. The null hypotheses were rejected when the significant level was less than 0.05 and were not rejected when the significant level was more than 0.05 level of significance. From the result of the findings, it was concluded that e-counselling strategy usually resolve motivation-related constraints for effective counselling in secondary schools in Enugu State. Comparison of the male and female counsellors indicated that there was no significant difference in the mean ratings of male and female guidance counsellors on the extent to which e-counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State. Similarly, on the influence of location of counsellors, it was found that there is no significant difference in the mean ratings of urban and rural guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. Based on the findings, the researcher recommended among others deliberate efforts should be made at utilizing e-counselling in secondary schools in Enugu State.

Keywords: Strategy, Motivation, Constraints, Counselling, Secondary Schools

INTRODUCTION

Education is one of the surest ways of achieving self-reliance, values norms and national and individual development. In Nigeria's Philosophy of Education, it is believed that education is an instrument for national development, to this end the formulation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of education (Ude, 2015). Ugbuabor (2016), averred that education constitutes the core of human development as it is the most

crucial institution for empowering young people with knowledge and skills, which in turn provide them access to productivity, employment, and meaningful contribution to national development. Ugbuabor, added that education cannot be an instrument per excellence for achieving national development where the secondary education system is being faced with challenges which hinder the accomplishment of its aims and objectives.



The aims and objectives of secondary education according to the National Policy on Education (2013) are to;

- a. provide all primary school leavers with the opportunity for education of a higher level; irrespective of sex, social status, religious or ethnic background.
- b. offer diversified curriculum to cater for the differences in talents, opportunities and future.
- c. provide trained manpower in the applied science, technology and commerce at sub professional grades.
- d. develop and promote Nigerian language, art and culture, in the context of world's cultural heritage.
- e. Inspire students with a desire for self-improvement and achievement of excellence
- f. foster national unity with an emphasis on the common ties that unite us in our diversity.
- g. raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those specified under our broad national goals and live as good citizens; and
- h. provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. *Page 23*

Significant to the achievement of these aims and objectives of secondary education is effective counselling activities in the secondary schools. The National Policy on Education (2013, pg. 15) in recognition of the significance of counselling in the secondary school system stated that; 'in view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children career officers and counsellors shall be appointed in Post-primary institution'. Based on the above, every secondary school in Nigeria is expected to have established a functional

counselling office with trained counselor to implement the counselling services and programmes. The objectives of counselling at the secondary school level as outlined in the National Policy on Education (2013) are to;

- a. equip the students with the skills of making appropriate and satisfying choices;
- b. enable the students develop self-image.
- c. assist the students to effect smooth transition from one educational level to the other.
- d. assist teachers, other school staff members and parents in understanding the needs and problems of each student.
- e. assist school administration in improving educational opportunities and programmes.
- f. mobilize all the community for the resources of the school, home, and community for the satisfaction of students' educational, national, and psycho-social needs.
- g. equip students with problem solving and decision making.
- h. encourage students to develop good interpersonal relationships.
- i. assist students develop adequate time management skills.
- j. help students cope with examination anxiety.
- k. tutor students for higher achievements.
- l. encourage students to develop adaptive skills to cope with changes in family and home life.

Counselling is a learning process in which individuals learn about themselves, their interpersonal relationships and behaviour that advance their personal development (Egbo, 2010). The American Counselling Association (2018), defined counselling as a collaborative effort between the counsellor and the client with a goal of helping the client identify potential solution to problems which cause emotional turmoil, strengthen self-esteem and promote behaviour change

and optimal mental health. In the same vein, Onah (2018) perceived counselling as a helping approach that highlights the emotional and intellectual experience of a client; a client's feeling and what they think about the problem they have sought help for. Ugwu and Agbo (2010) viewed counselling as a form of therapeutic help offered to people to enable them understand and resolve their adjustment problems. Nweke (2011) also referred to counselling as a process which occurs in one-to-one relationship between an individual troubled by problems which he cannot cope with and a professional worker whose training and experience have qualified him to help others reach resolutions to various personal difficulties. Counselling is a learning process in which a counsellor helps an individual or individuals understand themselves and their environment and be in a position to choose the right type of behaviour that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio-personally (Egbo, 2013). There are various definitions of counselling but the above definitions are the ones that suit appropriately in this study. Counselling as a concept is defined according to the perception of the author and the environment in which he is writing. One can, therefore based on the above definitions infer that counselling is a transformative process of helping people to resolve their difficulties and learn all that are to be learnt both in and outside the school.

Counselling is a useful educational tool in shaping the orientation in a child from negative ideas that is planted in mind of the child by his/her peers (Ebizie, Enajed and Nkechi, 2016). Egbo (2013) posited that the total development of a child can only take place in an environment conducive for teaching and learning. It is in realization of the above that all educational services which can promote teaching and learning in

schools are given prominent attention by educational planners. Counselling services are among the school educational services. It is believed that counselling in secondary schools helps to develop, assess and improve educational programmes; enhance teaching and improve the competence of the teachers and reduce cost for the children. According to Asogwa (2021), counselling helps clients/individuals to open up and release pent-up frustrations and conflicts that produce imbalances in his or her personality. Ebizie et al (2016) posited that counselling helps students choose and pursue achievable career. Counselling plays a role in assisting disadvantaged students and check on school dropouts. Anup (2016) asserted that counselling in the secondary school helps students in the development of personality; making adjustments, maintenance of good mental health; maintenance of good time management; good decision making; goal achievement and improve social relationships. Anup further added that counselling is essential in secondary schools for all round development of students. In the opinion of Onuoma (2019), counselling helps to remove or eliminate abusive behaviours among secondary school students towards being good citizens. Odu (2019) stated that counselling in secondary schools assist students to develop physically, mentally, emotionally, morally and educationally to cope with the learning situations within and outside the school environment. The advantages of counselling are immeasurable to both students and non-students. This explains why many institutions create counselling units to oversee the problems of students. However, some of the services and programmes of counselling are hindered as a result of some motivation-related constraints.

Motivation is the process that initiates, guides, and maintains goal-oriented behaviour. It involves the biological,

emotional, social and cognitive forces that activate behaviour. Chand (2020) defined motivation as a planned managerial process, which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs. Williams (2017), referred to motivation as a process of stimulating people to action to accomplish desired goals. It is the process of attempting to influence others to do your will through the possibility of gain or reward (Aleke, 2021). In the opinion of Ugwu (2019), motivation is a psychological phenomenon which generates within an individual.

From the above definitions of motivation, one can believe that motivation is a catalyst that propels individuals to action. It stimulates individuals to accomplish a task to a logical conclusion. As a psychological phenomenon, motivation is faced with certain constraints which the researcher perceives as hindrances to effective counselling in secondary schools. This explains why the thrust of this study is anchored on motivation-related constraints to effective counselling in secondary schools in Enugu State. These constraints that are related to secondary school counsellors' motivation according to Chinwe (2019) include; inadequate funding; lack of counselling facilities; lack of commitment of government officials; wrong impression of counselling; resistance from school staff members, lack of awareness of school counselling activities and lack of acceptance of school counselling. These hinder counselling services in secondary schools and need some counselling strategies to checkmate them.

In counselling, different strategies are employed in handling different issues. Rundell (2016) defined strategy as a plan intended to achieve a particular purpose. It refers to an intention or set of things to be done in order to arrive at a predetermined

point or goal. Ugwu (2019) defined strategy as a method or plan chosen to bring about a desired future, such as achievement of a good or solution of a problem. Addressing motivation-related constraints for effective counselling in secondary schools is best achieved through the use of counselling strategy because counsellors are better equipped with behavioural, therapeutic and psychological strength and knowledge to proffer solutions to educational counselling problems within secondary schools.

Counselling strategies refer to a grouped set of actions, intended to tackle psychological issues in a particular manner or way. Through counselling strategies the counsellor adopts various means and methods which are useful to the progress and process of counselling in secondary schools. Some researchers like Ede (2017), Faniyi (2021) and Asogwa (2021) believed that the counselling strategy for addressing motivation-related constraints for effective counselling in secondary schools among others include e-counselling strategy.

E-counselling strategy is an approach in which the counsellor provides support or counselling over the internet and other social media mediated devices. Ede (2018), noted that e-counselling is one of the counselling opportunities introduced in recent times for delivery psychotherapeutic services. It is defined as therapeutic services delivered by a counsellor using electronic devices such as the internet, through e-mail, video conferencing, online chat such as; Facebook, WhatsApp, Google, Facebook Messenger, Twitter among others (Cherry 2011).

E-counselling can be so beneficial to improving mental health and the exciting thing about technological advancement is that one can even access online counselling online (Ede, 2017). Ede, added that online counselling has some great benefits over

traditional face-to-face in-person counselling that clients enjoy. These benefits according to Ede (2017) include; easy access to counselling help, efficient access to counselling service, direct contact with counsellors among others. Rex (2013), noted that some of the reasons clients have chosen online counselling for their mental health need include; **privacy, comfort, speed of service, convenience, personal connection, effectiveness.**

Adoption of e-counselling makes for an easy and conducive counselling, despite cost. However, research findings by Ede (2017) found that e-counselling strategy is not utilized in urban and rural secondary schools. Ede also found that there is no significant difference in mean score of male and female guidance counsellors on their level of utilization of e-counselling in secondary schools. In the same vein, Ehrenfeld (2016), noted that many people use computer networks, cell phones and other computer auxiliary devices to provide rapid transmission of data to a wide range of organizations. These network computers and cell phones no doubt can be used to provide counselling services to a wide range of individuals including the secondary school students. In counselling, e-counselling makes for a drastically shift from the conventional face-to-face counselling relationship approach to a more dynamic, motivating, flexible and more convenient approach (Grohol, 2011). However, the extent of e-counselling usage for effective counselling in secondary schools created the gap which this study is set to fill.

This strategy is assumed effective in addressing motivation-related constraints for effective counselling in secondary schools, however, it is not certain on the extent to which male and female secondary school counsellors use this e-counselling strategies in addressing motivation-related constraints in counselling in secondary schools. Thus,

the gender of the school counsellor is a variable of serious concern in this study.

Gender is a socially learned behaviour and expectation associate with male and female (Azikiwe, 2011). It is described as the biological sex of individuals in terms of being male or female. In Nigerian society, there are differences and inequalities between women and men in responsibilities assigned, activities taken, access to and control over resources as well as possession of leadership qualities (Adigwu, 2014). Male and female significantly differ in their ability to use ICT facilities (Asogwa, 2021). Ede (2018), noted that male counsellors utilize e-counselling more in their day-to-day counselling activities than their female counterparts. For Odu (2019), female counsellors make financial planning than their male counsellors in secondary schools. Alhourani (2013) argued that gender does not impact on leadership (counsellors) effectiveness in secondary schools. This issue of gender has gained much attention with little or no conclusion, especially as regards to effective counselling in both urban and rural secondary schools in Enugu State.

Location refers to urban or rural situations of the school. Ugwu (2019) defined location as a place of settlement activity or residence. Ibe (2018) noted that schools located at the urban areas are better financed and funded than those in the rural areas. Ede (2018), posited that effective counselling in institutions is influenced by school location which could make the procurement of counselling facilities as well as implementation of counselling services and programmes in the institutions difficult or easy, as the case may be. Aleke, (2016) asserted that urban and rural counselling are faced with equal prospects and challenges depending on the counsellors ability. Rural and urban secondary schools may differ in the quality of counselling provided for the

students as schools in rural areas are less likely to be visited by external inspectors (Odi, 2019). In the opinion of Udoka (2016) counselling in the rural schools are not given priority as in urban schools. Many cases have been reported according to Odi (2019), of poor status of counselling in rural schools as well as urban schools which is apparently observed in the behavioural challenges and mal-adjustment issues within and among secondary school students.

This researcher is worried that if adequate measure is not taken to institute effective counselling in secondary schools in Enugu State, education delivery might be jeopardized. This is because counselling makes for meaningful teaching and learning as well as production of disciplined individuals that would be contributory to national development of society. School counsellors on the other hand, if motivated will effectively implement counselling in secondary schools thereby, assisting in the achievement of the goals and objectives of secondary education. As the activities and programmes of counselling in the secondary school continue to deteriorate as a result of motivation-related factors in secondary schools in Enugu State, it has become imperative that a strategy for addressing these constraints should be explored. It is against this background that the researcher is motivated to carry out this research on strategy to address motivation-related constraints for effective counselling in secondary schools in Enugu State. This constitutes the gap that this study intends to fill.

Statement of the Problem

It has been observed that counselling is not given adequate attention in secondary schools in Enugu State. School counsellors are being sub-summed as teachers and into other functions in the school. Funds are not provided for counselling activities and facilities for counselling are grossly

inadequate. This situation is further aggravated by the fact that little or no time is allotted for counselling services and programmes in secondary schools. This being the case, secondary school counsellors are demoralized and do not exercise full practice of their profession, resulting to a complete and total ineffectiveness in secondary schools in Enugu State.

Although, strategies have been explored and adopted for addressing counselling issues in secondary school education by education stake-holders, no strategy to the knowledge of the researcher is targeted towards addressing motivation-related constraints for effective counselling in secondary schools in Enugu State. This calls for a serious concern as the gap created by this is long overdue. It is important to note that counselling has been included in the National Policy on Education as one of the programmes necessary for achievement of the aims and objectives of secondary school education. The need to explore strategy for addressing motivation-related constraints hindering effective counselling in secondary schools has become imperative. It is the belief of many education stakeholders that when this strategy is adopted, counselling services will be enhanced and more effective. It is against this background that the researcher is motivated to investigate the extent to which this strategy can be used to address motivation-related constraints in secondary schools in Enugu State. The problem of this study is, therefore: ‘The extent to which e-counselling strategy adopted for addressing motivation-related constraints enhance effective counselling in secondary schools in Enugu State.

Purpose of the Study

The purpose of this study is to determine strategies for addressing motivation-related constraints for effective counselling in secondary schools in Enugu State. Specifically, this study sought to:

1. Find out the extent to which e-counselling strategy will assist in resolving motivation-related constraints for effective counselling in secondary schools in Enugu State.

Research Questions

The following research question was raised to guide the study;

1. To what extent does e-counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State?

Hypotheses

The following null hypotheses were formulated and were tested at .05 level of significance.

HO₁: There is no significant difference in the mean scores of male and female guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

HO₂: There is no significant difference in the mean scores of urban and rural guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Method

Descriptive survey research design was utilized for this study. A descriptive survey research is concerned with specified population of persons, item or situation, in a defined geographical location. It involves the collection of relevant data for or about the population that enables the description of the person, items or situations the way they are (Idoko, 2011). The descriptive survey research design is considered suitable since the study will solicit for information from the respondents directly and afford all the respondents equal chance of being chosen for the study. The research

was carried out in Enugu State, Nigeria. Enugu State is one of the five States in South East States of Nigeria. It has 17 Local Government Areas with many Federal, State-owned and private secondary schools. It has inter-State boundaries with Kogi and Benue State in the North, Abia State in the South, Anambra State to the West and Ebonyi State to the East. Its capital is Enugu. Enugu State is predominately made up of Igbo speaking tribe of Nigeria. It is also known for its rich cultural heritage, commercialization and artifacts. The choice of Enugu State is as a result of the current poor status of guidance and counselling in the public secondary schools within the State. The population for the study comprised all the 113 secondary school Guidance counsellors in the 295 public secondary schools in Enugu State under the control of Post Primary School Management Board. It comprises of 85 female and 28 male Guidance counsellors and the 35 rural and 78 urban public secondary school Guidance counsellors in Enugu State. This is based on the data obtained from the Post Primary School Management Board Enugu (PPSMB, 2022). The entire population of 113 secondary school Guidance counsellors in the 295 public secondary schools in Enugu State, was used for the study. The population is made up of 28 male and 85 Female Guidance counsellors and 35 rural and 78 urban public secondary school Guidance counsellors in Enugu State. No sampling was done because the population is manageable.

A structured questionnaire named "Strategies for Addressing Motivation-Related Constraints for Effective Counselling (SAMRCEC), developed by the researcher was used for data collection. The instrument has two sections; A and B. Section A contains the respondents bio- data while section B is divided into four clusters with 16 items, structured to assist the researcher in providing answers to the

research questions that guided the study. Cluster A, is on the e-counselling strategy with 16 items. The response format for the instrument was a 4-point scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE). Each response option had a numerical value assigned to it as follows;

- Very Great Extent (VGE) = 4 points
- Great Extent (GE) = 3 points
- Low Extent (LE) = 2 points
- Very Low Extent (VLE) = 1 point

In order to ensure the validity of the instrument, draft copies of the instrument together with the research topic, purpose of the study, research question, hypotheses, and the developed instrument were given to three experts. Two experts were from the Department of Guidance and Counselling while the other expert was from the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. The experts were requested to assess the relevance, adequacy, suitability and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. The initial 11 generated items were increased to 16 items as suggested by the validators, while barrel questions and grammatical errors were corrected as well. The validators' comments were used to draft the final instrument that will be used for data collection. The reliability of the instrument was determined by administering 30 copies of the questionnaire to a sample of 12 male and 18 female Guidance counsellors from public secondary schools in Ebonyi State and another 25 copies of the questionnaire to a sample of 10 male and 15 female principals in urban and rural schools in a trial testing to ascertain the internal consistency of the instrument. The choice of Ebonyi State was dictated by the fact that

both states have the same educational characteristics in terms of administration, population and environment. The respondents were assured of confidentiality of all the information they supplied. Data collected from the respondents' responses were analyzed using Cronbach Alpha Reliability Estimate. The instrument yielded a reliability coefficient of .69, indicating that the instrument is reliable and suitable for the study. Copies of questionnaire were administered and retrieved by the researcher with the help of six research assistants that were properly briefed on the content of the questionnaire and its administration to ensure that the questionnaire is properly administered. Appointment was booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the nature of their job. Out of 113 copies of questionnaire distributed, the researcher and the assistants were able to retrieve only 105 copies of the distributed questionnaire while 8 copies were not retrieved, signifying 96.86% return rate. The data collected with the questionnaire were analyzed using Mean (\bar{x}) with Standard Deviation (SD) to answer the four research questions. However, each of the eight hypotheses was tested using t-test statistics at .05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). The decision rule; real limit of the mean scores was applied, therefore, the upper and lower limits of the mean is as follows;

Mean scores from 3.50 – 4.49 Very Great Extent (VGE)

Mean scores from 2.50 – 3.49 Great Extent (GE)

Mean scores from 1.50 – 2.49 Little Extent (LE)

Mean scores from 0.50 – 1.49 Very Little Extent (VLE)

The null hypotheses were rejected when the significant level was less than .05 and were rejected when the significant level was more than .05 level of significance.

Results

Research Question 1: To what extent does E-counselling Strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State?

Table 1: Mean responses and standard deviations of the respondents on the extent to which E-counselling Strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State.

N=105

S/N	E-counselling strategy resolves motivation-related constraints through;	Male = 26			Female = 79			Urban = 34			Rural =71		
		\bar{x}	SD	Dec	\bar{x}	SD	Dec	\bar{x}	SD	Dec	\bar{x}	SD	Dec
1	online individual counseling	3.03	.85	G	3.70	0.46	GE	2.63	.85	GE	2.60	1.08	GE
2	online group counseling	3.30	.46	GE	3.69	0.47	GE	3.40	.97	GE	2.98	.85	GE
3	provision of information counselling services on social media platform	3.33	.66	GE	3.57	0.84	GE	2.87	.97	GE	2.57	1.11	GE
4	provision of counselling services on social media platform	3.03	.56	GE	3.40	0.79	GE	2.93	1.14	GE	2.98	.80	GE
5	provision of orientation counselling services on social media platform	3.97	.18	GE	3.34	0.88	GE	2.87	.97	GE	2.58	1.09	GE
6	hosting of career day via social media platforms	3.43	.50	GE	2.55	1.16	GE	3.47	.51	GE	2.79	.97	GE
7	provision of socio-personal counselling on social media platform	2.77	.97	GE	3.65	0.73	GE	3.20	1.09	GE	2.58	1.12	GE
8	provision of referral counselling services on social media platform	3.73	.52	GE	3.67	0.71	GE	2.87	.97	GE	2.99	.87	GE
9	making use of video conferencing for counseling	3.73	.52	GE	3.91	0.32	GE	2.97	.99	GE	3.05	.81	GE
10	using the internet to make follow-up	3.30	.54	GE	3.73	0.55	GE	3.30	1.13	GE	2.62	1.03	GE
11	using mobile phones to disseminate educational information	3.27	.52	GE	3.30	.54	GE	3.00	.91	GE	2.86	1.00	GE
12	using audio visual materials to shape students behaviours	3.30	.47	GE	3.69	0.47	GE	3.40	.97	GE	2.98	.85	GE
13	using mobile phones to disseminate career information	3.33	.66	GE	3.57	0.84	GE	2.87	.97	GE	2.57	1.11	GE
14	online administration of psychological test	3.03	.56	GE	3.40	0.79	GE	2.93	1.14	GE	2.98	.80	GE
15	online data collection for cumulative record folder	3.02	.81	GE	3.67	0.71	GE	2.75	1.15	GE	3.05	.81	GE

16	provision of online mentorship seminar programme	3.43	.50	GE	2.55	1.16	GE	3.47	.51	GE	2.79	.97	GE
Grand Mean		3.31	.69		3.50	0.67		3.05	.92		2.98	.89	GE

From Table 1 above, the results of data analysis for research question 4 indicated that the male and female counsellors, urban and rural counsellors agreed that all the items are of a great extent which had mean responses that were higher than the cut-off point of 2.50. The value of the grand mean was also high at 3.31 for the male counsellors, 3.50 for female counsellors, 3.05 for urban counsellors and 2.98 for rural counsellors. The variations in the standard deviation of the respondents were insignificant and show unanimity in the responses of the respondents. This implied that the respondents agreed that E-

counselling Strategy to a great extent resolves motivation-related constraints for effective counselling in secondary schools in Enugu State

Hypotheses

Hypothesis 1: There is no significant difference in the mean scores of male and female guidance counsellors on the extent to which e-counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State.

Table 2: t-test on the mean ratings of male and female guidance counsellors on the extent to which e-counselling strategy resolve motivation-related constraints for effective counselling in secondary schools Enugu in State.

GENDER	N	Mean	Std. Deviation	t	df	Sig.	Dec.
MALE	26	3.31	.69	-1.64	103	.000	NS
FEMALE	79	3.50	.67				

Table 2 shows that the t value for the difference in the mean ratings of male and female guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State is -1.64, at 103 degree of freedom and significant at .000 level of significance, which is less than .05 set for the study. The null hypothesis was not rejected. This means that there is no significant difference in the mean ratings of male and female guidance counsellors on the extent to which e-

counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Hypothesis 2: There is no significant difference in the mean scores of urban and rural guidance counsellors on the extent to which e-counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State.

Table 3: t-test on the mean ratings of urban and rural guidance counsellors on the extent to which e-counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State

LOCATION	N	Mean	Std. Deviation	t	df	Sig.	Dec.
URBAN	34	3.05	.92	-.420	103	.044	NS
RURAL	71	2.98	.89				

Table 3 shows that the t value for the difference in the mean rating of urban and rural guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State is -.420, at 103 degree of freedom and significant at .044 level of significance, which is higher than .05 set for the study. The null hypothesis is, therefore, not rejected. This means that there is no significant difference in the mean ratings of urban and rural guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Summary of Findings

The following are the findings of the study;

1. E-counselling strategy to a great extent resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

There is no significant difference in the mean ratings of male and female guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. There is no significant difference in the mean ratings of urban and rural guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Discussion

Result in research question 1 sought to find out the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. The findings revealed that e-counselling strategy to a great extent resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. This finding is in consonance with Ede (2018) who stated that e-counselling can be beneficial to improving mental health and the exciting thing about technological advancement is that one can even access counselling online. Ede, added that online counselling has some great benefits over traditional face-to-face in-person counselling that clients enjoy. These benefits according to Ede (2017) include; easy access to counselling help, efficient access to counselling service, direct contact with counsellors among others. The finding, also agree with Rex (2013), who noted that some of the reasons clients have chosen online counselling for their mental health need include; **privacy, comfort, speed of service, convenience, personal connection, effectiveness.**

Comparison of the male and female counsellors showed that there is no significant difference in the mean ratings of male and female guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. *This finding disagrees with Asogwa (2021) who posited that male and*

female significantly differ in their ability to use ICT facilities. The finding, however disagree with, Ede (2018), who noted that male counsellors utilize e-counselling more in their day-to-day counselling activities than their female counterparts. Therefore there is need for an improved utilization of e-counselling strategy by male and female guidance counsellors for effective counselling in secondary schools in Enugu State.

Similarly, on the influence of location of counsellors, it was found in this study that there is no significant difference in the mean of urban and rural guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. *This finding is at variance with* Ede (2018), who posited that effective counselling in institutions is influenced by school location which could make the procurement of counselling facilities as well as implementation of counselling services and programmes in the institutions difficult or easy, as the case may be. The finding, also disagree with Odi (2019), who stated that rural and urban secondary schools may differ in the quality of counselling provided for the students as schools in rural areas are less likely to be visited by external inspectors. It is, therefore, necessary that guidance counsellors apply e-counselling strategy in both urban and rural secondary schools in for effective counselling in secondary schools in Enugu State.

Conclusion

From the discussion of the findings, it was concluded that e-counselling strategy to a great extent resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. Comparison of the male and female counsellors indicated that there was no significant difference in the mean ratings of male and female guidance counsellors on

the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. Similarly, on the influence of location of counsellors, it was found that there was no significant difference in the mean ratings of urban and rural guidance counsellors on the extent to which e-counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Recommendations

Based on the findings of the study the following recommendations were made.

- E-counselling strategy should be strengthened in secondary schools for effective counselling in secondary schools in Enugu State.
- Deliberate efforts should be made at motivating and strengthening the activities of counselling in secondary schools in Enugu State.
- Government / school authorities should ensure the provision of counselling facilities so as to boost activities of counselling in secondary schools in Enugu State.

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