



## STRESS AND BURNOUT AMONG FINE AND APPLIED ARTS TRAINEE INSTRUCTORS IN SOUTH-EAST, NIGERIA

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**ABSTRACT:** *The study of objective was to determine the level of stress and burnout among fine and applied arts students in state colleges of education in south-east, Nigeria. Cross-sectional study was carried involving 500 fine and applied arts students from the study area through the application of multistage procedure. Perceive Stress Questionnaire (PSQ) was employed for data collection. Cronbach alpha was used to establish the study reliability which gave 0.91. Direct delivery of the questionnaire was employed to gather data with the aid of five research assistants. Mean, standard deviation and t-test was employed for data analysis. Probability level of 0.05 was used to test the study hypothesis. The result revealed that there is stress and burnout among fine and applied arts trainee instructors in federal colleges of education in South-East, Nigeria. Thereby, educational institutions and government of the study area should collaborate in ensuring that enabling environment is been provided to fine and applied arts trainee instructors in order to limit stress and burnout surrounding the smooth learning of trainee instructors. Finally, fine and applied arts lecturers of the study area is also urged to follow strictly the spelled guidelines on impacting learners of the discipline in order to promote healthy relationship of all trainee instructors..*

**Key words:** Stress, Burnout, Fine and Applied Arts, Trainee Instructors, South-East, Nigeria.

### INTRODUCTION

In most developing countries like Nigeria, the place of education in bringing about development in the society cannot be underestimated, education is thus, expected to bring a desired positive change, equip and channel the potentials of the individual through the provision of relevant, functional and integrative knowledge, skills and ideals to enable the citizenry make positive contributions to the advancement of the environment; socially/creatively, politically and especially as it concerns creativity of citizenry. Environment of learning helps in predicting learning strength and weakness. Therefore, provision of enabling environment for

adequate learning instruction is necessary (Tama, 2006). Deducing, it therefore, requires that lecturers of fine and applied arts needs to equip trainee instructors of the discipline with good ideas, skills, and knowledge would increase the capacity of produced instructors and reduce stress and burnout among trainee instructors of the discipline.

Considering the significant role trainee instructors, the national policy on education revised (2004) postulated that since no education system may rise above the quality of its instructors, instructor education shall continue to be given major concern in an education planning and development. The policy further added that

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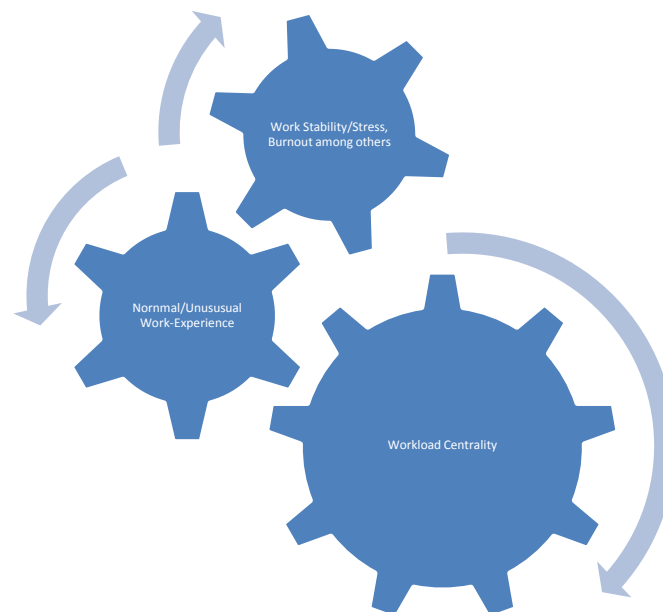
the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE). Instructors' Registration Council (2002) stated that a trainee instructor is an individual who is undertaking modeling roles in the colleges of education and educational departments in institutions of higher learning. Instructors provide special educational services to people of all ages. This explains why they are been engaged for an intensive training before being certified to train others (Ogunsaju, 2002). Patrick (2003) opined that trainee instructors refer to set of people undergoing preliminary courses in the colleges of education in order to confront learning situations in a class with learners (fine and applied arts inclusive). Nduanya (2005) suggested further that whoever enroll courses or training in any educational faculty or institution is a promising instructor. Ubom (2005) added that trainee instructors are those students in educational institutions who utilizes their time and knowledge in extracting professional code or ethics which will help them throughout their lifetime in

achieving their set out goals in the classroom. Deducing from scholarly view points, trainee instructor is refers as those unskilled persons under the mentorship or supervision of trained/experts in teaching profession in order to become fit and effective in teaching instructions.

#### **Trainee Instructors Stress and Burnout Interactions**

Base on the essentiality of trainee instructors, it is germane to understand if those of fine and applied arts are been interrupted or delimited with stress and burnout symptoms. According Nwefuru et al. (2018) stress and burnout are common psychosocial problem limiting functionality of students of tertiary institutions. Trainee instructors' stress is the physical and psychological reaction to issues and events emanating from trainee instructors' environment (Oboegbulem and Onwurah, 2011). The author further stressed that perceived obstacles to goal achievement, environmental change, life challenges, and periods of significant transition are common stress for trainee instructors.

#### **Diagram on conditions for stress and burnout among Trainee instructors**





*Fg1: Illustration on how stress and burnout could be motivated among trainee instructor of fine and applied arts in the federal colleges of education in South East, Nigeria*

In an earlier contribution, Clement (2005) were of the opinion that trainee instructor encounters stress as a result of situational and conditions surrounding their learning environs (courses of study and other related teaching engagements) which conditions trainee instructors under pressure and which is capable of causing unpleasant changes in their lives leading to maladaptive behaviours or physical and psychological damage. Hill (2006) opined that the onset of negative stress among trainee instructors is similar to blowing air into a balloon without any controlled outlet; the balloon will explode in an unpredictable and destructive manner. In this context, stress is being under pressure, anxious, tensed, or when a person experiences more difficulty or troublesome situation than he can deal with. Oboegbulam (2007) noted that stress as a process in which environmental events or forces, called stressors threaten an organism's existence and well-being and how the individual responds to such threat. The author added that stress relates to feeling which occurs when an individual's working or living conditions or circumstances make demand beyond the individual's strength to handle, which might be physically or emotionally threatened.

In line with the above, White (2006) was of the opinion that stress relates to mentally or emotionally disruptive condition occurring in response to adverse external influences and capable of affecting physical health, usually characterized by increased heart rate, a rise in the blood pressure, muscular tension, irritability and depression. The author further classified stress as anger, frustration, jealousy, heartache, sadness, fear, worry, resentment, regret, shame, and any other negative emotion one experiences whether large or small. Maduabuchi (2002) early submitted that stress maintains an internal state within a human being. This implies that it does not come from adverse external influences but from

ones thoughts and beliefs about such adverse external influences. To Maduabuchi, stress is a psychological process with a physical component and not a physical process with psychological component. This entails that trainee instructors are in the physical environment (school) where different interaction interflows in order to understand how to deal with human beings in their future classroom engagement. Akpan (2008) observed that the school is a social institution and an extension of the larger society where the inputs of the school system in terms of physical, human and material resources are form for the society. The author added that school is a system of structural interpersonal relations which comprises individuals of different temperaments, who are likely to respond to situation or stimulus differently in terms of authority, status, and role with the result that personal interaction is maintained. Akpan (2008) stated that some trainee instructors found it difficult to adapt to school learning teaching culture as they begins early to develop phobia of facing students during their microteaching and teaching life in general.

In contrary view, Ogunsaju (2002) had noted that trainee instructors do not only face school challenges alone rather it is a combined force which range from the environmental, social, physiological, and psychological otherwise which has both home and school effects. The authors maintained that the trainee instructors are exposed to wider range of life, both academically and socially. This because, they are offered with different educational course which involves creative thoughts, psychological and philosophical which discomfort their psycho-being in the process of mastery them. According to Ubom (2005) stating that the major causes of trainee instructors' increase or decrease of mind is centered on level of interaction, interrelationship and interdependence among others. Oboegbulam (2004) in an earlier reaction, noted



that trainee instructors are seen as the promising hub of school wheel of activity where expected skills and knowledge will be applied in dealing with their future students character modification, academic adjustment and social integration among many others. Obi and Obi (2007) opined that stress is only present when the individual experiences a myriad of physical symptoms, like headache, tension, weakness, pain, shakiness, excessive urination, and shortness of breath among other related factors. Ekpo as cited by Obi and Obi (2007) maintained that stress contributes significantly to heart disease, hypertension, sudden death, depression, anxiety, smoking, alcoholism, obesity, drug abuse, arthritis, peptic ulcer, immune system disorder and a host of infections among trainee instructors. They scholars have these as stress classification; physical, social, psychological, environmental, organizational, personal, biological, socio-cultural, and interpersonal among others. Deducing, stress as applied in the context signifies those social, mental, psychological and physiological factors which confront trainees, either in teaching profession or any other profession in the order of undertaking their preliminary courses which will qualify them in becoming the member of such profession.

The introduction of electronic devices in education had immensely contributed to the posed challenges faced by trainees of the profession today. This followed the recent change or improvement in teaching methods, techniques and other means of facilitating classroom learning has posed or stationed stress among trainee instructors especially those of fine and applied arts (Ojedele, 2007). The author added that all learning calls for organization of materials or of behavior the learner has to adapt to himself and is altered in the process, learning takes place through a conscious process of interaction between the learner and his environment, which results in the building up of consistent pattern of behavior physically and mentally. Bea and Haas (2006)

maintained that stress and burnout sometimes is fused by incompetent in the use of new educational giants in the classroom; with their little or no skill end up frustrating learner of the profession. The author added that the drastic drop in percentage of students gaining admission into colleges of education is evident that their inability of confronting learners could also be associated to decline of trainee instructors today in colleges.

In contrary view, Ubom (2005) were of the view that lack of professionalism in the teaching profession makes its trainees to sense stress and backsliding relating to the fate or end in pursuit of good cultural upbringing of their family and the society at large. Beeby (2006) opined that some people saw teaching as easy enough to jump into and therefore give no thought whether they can teach or not but dipped into colleges or education faculties to become trained instructors. Stressing further, the author added that this group of trainees is likely to be filled with stress and burnout when exposed to the reality of education. Lopez (2003) opined that administration is not know it all, that there should be interaction, interdependence and interrelationship with the trainee instructors to reduce stress among trainees; as relationship to one another is not a move of wind or air which occurs un-instructively. Motala (2000) contributing stated that to be a good instructor is a simple word but its application is quite different. Therefore, trainee instructors especially those of fine and applied arts would always be engulfed with stress and burnout of known and that of unknown.

Oboegbulem and Onwurah (2007) argued that trainee instructors can develop stress when the broadness of the courses to offer was exposed to them; knowing that some students are stereotype in learning. The author added that both learning engagement and self-exposure coupled the challenge of facing crowd or different group of individual is capable of generating stress and burnout among trainee instructors (fine and applied arts inclusive). Instructors are made masters of discipline,



mentorship, class organization and maintenance; by the roles definition, trainee instructors are inflicting stress and burnout among themselves (Odoemena & Ibiam, 2007). Odoemena and Ibiam further noted that stress is inevitable in almost every profession among young trainees of such professions as a result of their little ideas on how it works. Lee and Wang (2002) noted that beginners in every sector of human society experiences stress either on the reaction of the environment or what is obtainable in such environment. They authors noted that stress among trainee instructors arises from their exposure to micro-teaching, teaching practice and other related teaching task observed or exposed to, through classroom instructions.

In another seen, Ede and Celia (2006) affirmed that introduction of psychology in education of 21<sup>st</sup> century is gradually reducing the level of conceived stress among trainee instructors, as they were introduce today to easy mechanisms of understanding developmental behavior, appreciation of individual differences, solution of students' problems, use of effective teaching techniques, development of positive attitude and teaching exceptional children and many others. However, Ojedele (2007) insisted that even with the introduction of educational psychology in education, some students' still experience stress on examination task and tests, stress they met on subjects in the curriculum and self-imposed tasks among others which may invariably lead to low self-concept.

### **Self-Concept of Trainee Instructors**

Self-concept is the individual's ability to carry out an action in a fair manner. According to, Hill (2004) self-concept is thoughts about oneself which is usually by the self itself. That is, issues in training institutions can constitute the place of individual self-concept. Though, low self-concept might cause psychosocial problems among trainee instructors. Nsude (2000) saw self-concept as the dynamic aspect of one's self which is important

because it indicates that it can be modified or changed. Self-concept according to White (2006) is the belief in people's judgment of their capabilities to initiate and carry out courses of action required to attain designated type of performance. Thus, everything people do are influenced by their self-concept. Those individuals that believe they can do greater task always record success in doing such acts. Pajares and Miller (2001) observed that self-concept influence the choices people make which contributes what happens to them physically and emotionally. Thus, trainee instructors who neglected and suppressed stress in the course of training will eventually grow in the profession with high self-concept, greater interest and deep engrossment in activities, set and pursue goals for the general will and maintain strong commitment to whatever they do, as noted by Ubom (2005). As observed by Nduanya (2005), education is the strength of every human society and those undergoing courses in education should have good thought about themselves, the profession and the learner the will meet in future (Atual, 2009). The author added that in education, the instructor has a significant roles to play, thereby often been deemed to be the most important support system available to the learner. The strongest factor in molding a trainee instructors' behaviour is their relationship with professional instructors and their learning environment. Trainee instructor who is suppressed with psychosocial factors may struggle academically in most cases and may as well face higher risk of teaching avoidance, and ultimately dropping out, than those who are successful. Therefore, training is what makes instructors quite different in sharing of thoughts, assisting learners, and both on competence and in successful operation of their ethical standard, which breeds motivation and self-confidence. The trainee instructors may not know the need and importance of being an instructor which will not only help them in managing public affairs but would as well take them to good extreme of family managers and



advocates of the needier individual. The trainee instructors attempt to avoid these feelings of advocate, representing others and themselves failure by backsliding or joining other professions (Ugwu & Nwafor 2000). Trainee instructors may acquire positive self-concept information from their instructors, outstanding learning colleagues and the learning environment if they have open mindedness and passion for teaching profession (Franz, 2001).

In contrary, Udoh and Akpa (2001) noted that institutions and learning instruction is out of merit in training colleges and thereby limiting the proficiency of instructors' functional abilities. The author further stated that institution for learning and instructor may influence the trainee self-concepts; effective interactions with the environment and may initiate how to tackle psychosocial factors that confront trainees. More specifically, instructors should help trainee instructors build a sense of confidence when they provide an integral environment that offers some challenges, encourages, sets high but realistic aspirations, contains positive role models, provides and supports mastery experiences, and teaches how to deal with difficulties.

In general, passion, appealing and self-motivated trainee instructors feel more confidence about challenges of the profession, than those in acts of frustrations of UTME in pursuance of their dreamed life career in different institutions of learning. Although skill level related positively to achievement, regardless of skill level, trainee instructors with high self-concept demonstrates higher achievement and persistence in relating with people in their both learning and practicing environment. Self-concept is responsive to differences in background factors and personal factors such as changing environmental conditions, mode of teaching, level of motivation, and affective states among others. As such, self-concept differs from many other expectations from trainee instructors in both more task situation and specific

task to an individual which needs the use of positive and thorough understanding of self-concept in reference to some type of goal (Clement, 2005).

Self-concept is assessed at a more situational-specific level than are other anticipation constructs, which form more global and general self-perceptions. For example, scholars might assess self-concept for how successfully male and female had implemented their roles in the pursuit of academic excellence (Morreale, Spitzberg & Barge, 2001). Based on trainee instructors' assumption, the proof of literature, trainee instructors are likely to be engulfed with phobia, un-usual attitude and misconception. Therefore the authors intend to thoroughly explore and understand if trainee instructors of fine and applied arts in the South-East Nigeria federal colleges of education are been faced with stress and burnout. This situation worries parents, instructors, counsellors and even government as they keep wondering what could be the cause of negative self-perception and inappropriate adjustment among trainee instructors (fine and applied arts inclusive). However, scholars have so far attempted to work on related area and some have identified stress among others, as what could be the cause of negative self-perception and inappropriate maladjustment among trainee instructors. But there have been a lot of controversies, inconsistencies and contradictions in their findings, meaning that it is not yet certain whether trainee instructors including those of fine and applied arts are been affected. Therefore, the worry of this study is to understand whether: there is stress and burnout among fine and applied arts trainee instructors in the federal colleges of education in South-East, Nigeria.

#### **Study General Objective**

The study major objective is to ascertain whether there is stress and burnout among trainee instructors in the federal colleges of Education in South-East, Nigeria. Specifically, the study seeks to ascertain:



- 1 The level of stress among trainee instructors of federal colleges of Education in South-East, Nigeria.
- 2 The level of burnout among trainee instructors of federal colleges of Education in South-East, Nigeria.

**Method**

**Study Design, Ethical Clearance and Participants**

The study used descriptive cross-sectional survey design. The study was approved by the Faculty of Education Research Ethics Committee, University of Nigeria Nsukka. The study was carried out in South-East, Nigeria. The study subjects were selected on the basis of learning institutions. The study subjects were federal colleges of Education trainee instructors of South-East, Nigeria. People who were involved in the study were eligible subjects of five hundred (500) trainee instructors, who were 18+ in the study area. Consent forms in writing were completed by participants. Five research assistants were used to share the study questionnaires to the trainee instructors through the direct delivery method.

**Result**

**Table1: Stress Prevalence in Fine and Applied Arts Trainee Instructors in South-East, Nigeria.**

	Frequency	Percent	Valid percent	Cumulative percent	Value	Asymp.sig
Moderate stress	30	8.1%	8.1%	8.1%	475.756	.000
High/sever stress	470	91.9%	91.9%	100.0%		
Total	500	100.0%	100.0%	100.0%		

The result in Table 1 revealed that fine and applied arts trainee instructors in federal colleges of Education in South-East, Nigeria experience stress. The finding showed that 8.1% of the fine and applied arts trainee instructors experience moderate stress while 91.9% had a high/severe level of stress. The data was further

**Measure**

The study employed Perceived stress scale (PSS) which was developed by Cohen et al. (1983). The PSS is rated on 5-point scale where 0 =Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often. The scale considers score ranging from 0-13 as low stress, 14-26 for moderate stress while 27-40 on high/severe stress and The Maslach Burnout Inventory (MBI) which was developed by Maslach, Jackson, and Leiter (1996). The scale is the most commonly used tool to self-assess whether you might be at risk of burnout. To determine the risk of burnout, the MBI explores three components of exhaustion, depersonalization and personal achievement.

**Statistical Data Analysis**

The study employed frequency, percentage and chi-square to analysis data in table1 while mean and standard deviation was used in Table2. There were no missing data. All analyses were conducted using SPSS computer software, version 22.0 (IBM Corp. NY, United States). All p-values ≤0.05 were considered to be significant.

analyzed using Chi-square tests which showed a statistically significant difference in stress symptoms, P= .000. The findings further showed that out of 500 trainee instructors who were involved, 70.2% of male trainee instructors experienced stress compared to 29.8% of the female counterparts.



**Table2: Burnout Mean Variation among Fine and Applied Arts Trainee Instructors in South-East, Nigeria.**

Trainee Instructors		N	Mean	Std. Deviation
Exhaustion	Male	300	2.71	0.37
	Female	200	2.58	0.36
Disengagement	Male	300	3.09	0.39
	Female	200	3.00	0.35

The result in Table2 revealed that fine and applied arts trainee instructors in federal colleges of Education in South-East, Nigeria encounter burnout. The finding showed that both male and female trainee instructors experience burnout at different proportion. The findings further showed that out of 500 trainee instructors who were involved, 300 were males while 200 were female trainee instructors.

#### Discussion

The investigation of whether fine and applied arts trainee instructors in federal colleges of Education in South-East, Nigeria experience stress and burnout gained support of Barry (2008) who reported that there is stress among trainees. Alan (2010) also revealed that people experience burnout due to environmental organization. Oghenetega (2014) revealed that stress is common among workers. Nwefuru, et al. (2018) reported that undergraduates experience stress. Ezeudu (2003) reported that psychological disorder especially stress is common among trainees. Festus (2010) revealed that trainees encounters stress regardless of individual choice of course, career/discipline. Then, the result on burnout among fine and applied arts trainee instructors in federal colleges of education n South-East, Nigeria revealed that these trainee instructors had burnout symptoms at a severe rate. The finding was in line with the finding of Okwaraji and Aguwa (2015) that individuals especially those in an academic environment maintain burnout problem at 40% for exhaustion, 39.4% for

depersonalization and 36.8% for personal achievement. Okubanjo (2003) reported that obsessiveness, perfectionism and setting up high standards for the self amount to burnout. Pindar, Coker, Wakil and Morakinyo (2012) reported that trainees and non-trainees are sometimes engulfed with burnout. Dyrbye, et al. (2008) revealed that over 45% of students under training experiences burnout.

#### Conclusion

This study investigated stress and burnout among fine and applied arts trainee instructors in federal colleges of education in South-East, Nigeria. The study revealed that fine and applied arts trainee instructors in federal colleges of education encounter stress and burnout. Based on the findings of the study, it is suggested that further studies should be carried out using intervention measures to mitigate the unbearable situation and condition of trainee instructors of fine and applied arts in federal colleges of education in South-East, Nigeria.

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