Instructional Models Strategies And Academic Performance Of Guidance And Counseling Students In Rivers State University, Port Harcourt

Dr. (Mrs.) Okirigwe, Nimi Uche

Department of Educational Foundations, (Guidance and Counselling),
Rivers State University, Port Harcourt, Nigeria
Email: princessnimi8421@gmail.com, princessnimi8421@yahoo.com
Phone: 08033108421, 07056007479

ABSTRACT
The study examined Instructional Models Strategies and Academic Performance of Guidance and Counselling Students In Rivers State University, Port Harcourt. The study adopted a descriptive survey design, two (2) research questions were posed to guide the study and two (2) null hypotheses was tested at 0.05 level of significance. The population of the study consisted of six hundred and sixty four (664) respondents, the Taro Yemen formula was used to determine a simple size of 250 respondents from the study population. The instrument for data collection was a self-structured questionnaire designed on a 4 point rating scales. All the instruments sent out were retrieved from the respondents. Cronbach Alpha reliability co-efficient method was used for reliability test which yielded reliability co-efficient of 0.67. Mean and standard deviation were used to analyze the research questions while Z-test was used to test the hypotheses. Findings revealed that entrepreneurial knowledge, entrepreneurial motivation, entrepreneurial skills and entrepreneurial intentions enhances human capital development. Based on the findings, conclusions were made and recommendations made amongst all includes that government at all levels should support the development of human capital by providing modern, relevant and adequate facilities for entrepreneurship development and training.
Keywords: Instructional models, strategies, academic performance, Guidance and Counselling students

INTRODUCTION
The growth and development of any nation is hinged on the level of education attained by its citizens. Education is considered as one of the most promising paths for individuals to realize better and more productive lives (RoK, 2011). The interest attached to education is a confirmation for the increased need for quality human resource and increased accountability by stakeholders for student learning in many countries of the world. Education is the bridge to the development of any nation. Education is the key for positive change in the society because of its far reaching effects on growth and development in all sectors of the economy.

Models represent the broadest level of instructional practices and present a philosophical orientation to instruction. Models are used to select and to structure teaching strategies, methods, skills, and student activities for a particular instructional emphasis. Joyce and Weil (2006) identify four models: information processing, behavioral, social interaction, and personal. The instructional strategies teachers (lecturers) use them to shape learning environment and represent professional conceptions of teaching, learning and the learners. The impact of instructional strategies on teaching Guidance and Counselling Programme as an educational program offered in higher institutions which prepares students for careers in business of both private and public sections through "inculcating in them practical skills, knowledge about or

usefulness in the business world cannot be overstressed. Some strategies consider students empty vessels to be filled (teacher-centered or lecture method), under the firm direction of the teacher, other strategies regard them as active participants learning through inquiry and problem-solving skills (students-centered), and others said learners are social organisms, it should be learning through dialogue and in interaction with others(social learning method). Instructional strategies include: Direct Instruction, Indirect Instruction, Experiential Learning, Independent Study and Interactive Instruction as well as methods, skills and selection of instructional technologies both old and new to create environment suitable for the lesson so as to enable the learners participates, understand and perform the specific objectives expected during entrepreneurial classes. These methods include; lecture method, brain-storming method, demonstration method, problem–solving or discovery method, play-role or acting method, discussion method, project method, web quest method etc. Some of the skills are; explanation skill, questioning skill, note-taking skill, assignment skill, question construction skills, class control skill, question answering skill etc.

The decision-making concerning instructional strategies on teaching Guidance and Counselling Programme that serves as vehicle of information that empowers graduates with the desired skills, knowledge and values to become self-reliant required the teachers (lecturers) with focus on the curriculum content, the primary experience, knowledge of the students, learners' interest, students learning style, and the developmental level of the learners, to Popham, Schrag and Blocklus (2011. Such decision-making relies on the ongoing (continuing) student's assessment that linked to the learning objectives in the process of teaching and learning to achieve success. It will be absolutely impossible for effective classroom management to be achieved without adopting and applying appropriate instructional strategies in teaching Guidance and Counselling Programme in higher institutions in Rivers State. It will also be impossible for the students to acquire the needed entrepreneurships skills without the application of appropriate instructional strategies by the teacher.

Guidance plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students. Guidance as a term refers to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans leading to achievement of desired life, Gibson, 2008. It is meant to equip the individual (student) with knowledge and techniques that will enable him or her to identify and find ways of anticipating and solving problems.

Counselling is the skilled and principled use of relationships that self-knowledge, emotional acceptance lead to personal growth. It is more concerned with addressing and resolving specific problems such as making decisions, coping with crises, working through feelings and inner conflicts or improving relationships with others. It is a process in which the helper expresses care and concern towards the person with a problem so as to facilitate that person's personal growth and positive change through self-understanding.

Guidance and counselling is concerned with individuals' behavioral processes. However, the two terms can be looked at differently. Many authors have defined counselling differently though they all agreed on some basic facts. Kiriswa (1988), renowned counsellor defines counselling as an enabling process designed to help an individual come to terms with his or her life as it is, and ultimately reach a greater maturity through learning to take responsibility and to make informed decisions for sell. Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. As individuals develop through stages of life and educational attainment, they encounter problems, challenges and conflict situations. These individuals also need to develop value systems, make decisions, set goals and work towards them. All these cannot be achieved without self-understanding and decision-making skills, which are not innate, but need to be developed. The need to address these challenges and to promote educational success and healthy life therefore, call for exposure to guidance and counselling programs by individuals/students.

Concept of Instructional Models

An instructional model acts as a blueprint for teaching. However, just as blueprints do not dictate all actions of engineers, instructional models are not intended to dictate actions of teachers. Teachers must select the appropriate model in order to achieve a specified goal, just as engineers select appropriate designs or methods based on desired outcomes. Models differ from general teaching strategies because they are designed to reach specific goals. In fact, instructional models generally include a variety of instructional strategies. (Eggen & Kauchak, 2011) The sample instructional models outlined below, designed to help students learn content and develop thinking skills, include many high-yield instructional strategies identified by Robert Marzano (2011) and his colleagues.

Integrative Model

In the Integrative Model, students develop a deep understanding of organized bodies of knowledge while developing critical thinking skills. The model is designed to teach combinations of concepts, generalizations, principles, rules, facts and the relationships between them, typically through the use of matrices which may be either teacher or student-generated, depending on student readiness (e.g. a chart comparing characters in a literary work in terms of personal attributes, conflict, and symbolism). Students are expected to do the following: describe, compare, and search for patterns; explain similarities and differences; hypothesize outcomes for different conditions; and generalize to form broad relationships.

Social Interaction Model

The Social Interaction Model involves students working collaboratively to reach common goals, increasing learner involvement and providing leadership opportunities and decision-making experiences. It takes various forms including group work (e.g. think-pair-share, pairs check, and combining pairs), cooperative learning (e.g. student teams achievement division, jigsaw, and group investigation), and discussion.

Inductive Model

In the Inductive Model, students use information that illustrates concepts to search for relationships that lead to uncovering of principles, generalizations, and rules, thus allowing students to acquire a deep understanding of those concepts. Illustrations may include concrete materials, pictures, models, case students, simulations, and role play. The Inductive Model is grounded in the view that learners construct their own understanding of the world rather than recording it in an already-organized form.

Concept-Attainment Model

Using examples and non-examples to illustrate concepts, the Concept-Attainment Model employs inductive strategies to help students reinforce their understanding of concepts and practice hypothesis testing. As additional examples and non-examples are examined, students analyze possible hypotheses. Students then isolate a hypothesis and form a definition. In the final phase of the model, students analyze additional examples based on the definition.

Concept-Development Model

The Concept Development Model builds on students' prior knowledge and refines and extends concept information so that students can understand increasingly complex and abstract ideas. Students list, group, and regroup items related to a subject, verbalizing common attributes and revealing thought patterns. Students label the groups, draw inferences, and make generalizations from the specific data available to them. Finally, creating a one-sentence summary about each of the groupings, students demonstrate understanding of multiple relationships.

Problem-based Model

The Problem-based Model is designed to teach problem-solving skills and content and to develop self-directed learning. The model uses a problem or a question as a focal point for student-led investigation and inquiry. Problem-based learning is a broad family of teaching models that includes problem solving, inquiry, project-based learning, and case-based learning.

Direct-Instruction Model

With emphasis on active teaching and high levels of student involvement, the Direct Instruction Model focuses on both concepts and skills. In this model, the teacher structures the topic, explains it to students,

provides students with opportunities to practice, and gives feedback. Control of learning gradually shifts from teacher to learners.

Lecture-Discussion Model

The Lecture-Discussion Model uses a teacher-centered approach to help students understand organized bodies of knowledge. Teachers use advanced organizers at the beginning of a lesson to preview and structure new material, linking it to students' existing network of organized and interconnected ideas and relationships.

The Concept of Instructional Strategy

Strategies are high level plans set out to achieve one or more goals under conditions of uncertainty. Strategy is deliberately choosing different set of activities to deliver a unique mix of value. Amesi (2011) argued that strategy is all about competitive position, about differentiating yourself in the eyes of the students or customer as the case may be, about adding value through a mix of activities different from those used by competitors. Amesi also viewed strategy as a combination of the ends (goals) for which the firm or institution is striving and the policies by which it is seeking to get. Thus, Amesi seems to embrace strategy as both idea and position in learning. Strategy can be seen as that which top management or administrators does that is of great importance to the organization or institution. Strategy refers to basic directional decisions, that is, to purposes and missions (Akpomi, 2013). It consists of the important actions necessary to realize these directions. Strategies are important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). This is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking. Strategy is a pattern in a stream of decisions to contrast with a view of strategy as planning, while some experts argues that strategy is about shaping the future and is the human attempt to get to the desirable ends with available means, others view strategy as a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully. However, complexity theorists define strategy as the unfolding of the internal and external aspects of the organization that result in actions in a socio-economic context (Wikipedia, 2017). Thus, the concept of strategies could be further described in the following five ways:

Strategy as Plan: a directed course of action to achieve an intended set of goals; similar to the strategic planning concept. Here strategy is viewed as a futuristic phenomenon which is predicated on the attainment of set of organizational objectives.

Strategy as Pattern: a consistent pattern of past behaviour or method of discharging a particular task or broad objectives, with a strategy realized over time rather than planned or intended. Where the realized pattern was different from the intent, he referred to the strategy as emergent.

Strategy as Position: locating brands, products, or companies within the market, based on the conceptual framework of consumers or other stakeholders; a strategy determined primarily by factors outside the firm.

Strategy as a Ploy: a specific maneuver intended to outwit a competitor. It encompasses those activities and/or programs carried out by an individual, group of individuals or organisations with the core objective of attempting to defeat closest competitors within an industry.

Strategy as Perspective: executing strategy based on a "theory of the business" or natural extension of the mindset or ideological perspective of the organization.

Instructional strategy is a method you would use in your teaching (in the classroom, online, or in some other medium), to help activate students` curiosity about a class topic, to engage students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom interaction, and in general, to enable and enhance the learning course content, University of Regina, (2016). The reason is to motivate learners, to engage them in the learning, to assist them to be focus and achieved the spelt out objectives.

Instructional strategies are the techniques or methods that a teacher adopt to meet various learning objectives. These instructional strategies help students to walk on the path of independent learning and become strategic learners. They equip teachers to make learning fun and help students to awaken their desire to learn. Instructional strategies focus on not only the educational content but also on the methods and environment of the teaching and learning process. Students` development level, interests and experience are considered while choosing a particular teaching (instructional) strategy so that they can self-accomplish their goals, Richa, (2014). Instructional strategies enable students to focus their attention, organize their learning material for better understanding and help teachers to provide a suitable platform for strategic learning.

Features of Instructional Strategies
i.   Its includes step-by-step learning process with a number of innovative approaches
ii.   Its support students with guided and independent practice, modeling and handling real-life situation.
iii.   Its gives platform to students to display their skills, ideas and their existing language on a particular
iv.   Its encourages students to self-monitor and assess their learning
v.   It should create interdependent teaching and learning environment for teachers and learners
vi.   It should take the learning objectives, age of the learner, experience etc. into consideration.

Learning Environment and Instructional Strategies
Classrooms are places where teachers and students interact within a highly interdependent environment. At a particular time, some types of learning environments have been deemed more appropriate than others. For instance, prior to the mid-twentieth century in the United States, environments that kept students quiet in their seats were preferred environment compared to later times when more open and active environments were in Vogue (trend). Both formal and informal learning emanates from the particular environments that the teacher creates and these are highly influenced by the strategies used. Take for granted, Lecturing method creates a highly structures learning environment where the students are expected to listen, observe and take notes, State University com (2016). On the other hand, if the teacher divides the students into cooperative learning groups (project method), an environment is created where students are actively engaged and in charge of their own interactions. Every learning environment and instructional strategies depends on what the teacher wants to achieve with focus on the specific objectives, learners abilities and the duration.

Concept of Guidance and Counseling
Guidance is the help given by one person to another in making choices and adjustments and in solving problems. It is a face to face relationship between the counsellor and the counsellee for the purpose of enabling the counsellee to resolve his conflicts or problems. Bark
(2003) defined guidance and counselling as the assistance made available by qualified and trained persons to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. Generally, students are faced with problems of inappropriate vocational choices, emotional inadequacy and social personal problems.
Guidance and counselling therefore provides appropriate assistance to students for better understanding and acceptance of their personalities and endowment, proper knowledge of their strengths and weaknesses, attitudes and worth as unique individuals, Arowolo (2013). Guidance and counselling is also a process of helping people to discover their needs, interests and capabilities in order to formulate their own goals and make plans to realize them. Several scholars such as Ormrod (2003), Heward, (2003), Wadsworth, Milson and Cocco (2004) opined that guidance counsellors are professionals trained in psychological perspective who typically render numerous tangible services to parents, students and teachers.
Guidance and counselling can be seen as an assistance given to students by a specially trained guidance counsellor to resolve their educational, vocational and emotional problems. This counsellor hasbeen trained academically to render the services in school and out of school settings, to help his beneficiaries achieve maximally in spite of all limitations. Modo and Inaja (2010) have defined the counsellor as one

that is professionally trained in the field of counselling to help clients or students who may be in need of such help. Again Denga (2001) sees the counsellor as manager of a project called client. He says that the counsellor manages the client's educational, vocational and personal-social potentials in a way that the individual becomes useful to himself and the society at large. To effectively manage his clients, the counsellor employs some professional skills such as listening, responding, empathizing, probing, questioning, interpreting, confronting, restatement, silence, catharsis, assurance, immediacy, encouraging, clarifying, self-disclosing, concretizing, homework and summarizing (Okobiah 2006). Guidance and counselling therefore is a human oriented programme which is based on helping the individual to define and redefined his goals and aspirations in life pursuits for greater productivity.

Guidance is a specialized and developmental service aimed at assisting, and directing students for understanding and acceptance of themselves and their world so as to be able to live a productive life, (Okeke, 2003). Denga (2001), viewed school guidance as referring to "cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest self development and self-realization of their potential". These "cluster of formalized educational services" mention by Denga in Okeke (2003), are technically called guidance services. They include the following: Orientation service, appraisal service, placement service, counseling service, information service, Referral service, Research service, follow-up and evaluation service.

Counselling service is a face to face interaction between the counsellor and the students, through which students are assisted towards overcoming obstacles to their academic, vocational, personal-social progress and other life needs. Okeke (2003) defined counselling services as a personalized interaction between the client experiencing a problem and the counsellor who tries to help. Emphasis here is on making the individual to have better understanding of himself and his world.Denga (2001) states that counselling services are regarded as the heart of guidance and counselling since it provides a forum for interaction, a link between the client and the counsellor. Counselling services are very critical for the students because they need it to solve career, study, personal and social problems they encounter in life. Counselling Service is a face to face interaction between the counsellor and the client who has a challenge. Counselling in schools is aimed at assisting the students to live a more productive life and self-satisfying life style. The main focus of the school counselor is to facilitate needed educational growth among the students (Oguntuga, 2015).

Concept of Academic Performance

The concept of academic performance is often used interchangeably with academic achievement and it can be defined by the students' reporting of past semester CGPA/GPA and their expected GPA for the existing semester. The grade point average can be deployed by the department of Guidance and Counselling Programmeas a convenient summary measure of the academic performance of their students. Thus, academic performance could be said to be that which represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define specific goals. Academic achievement is the degree of a student's accomplishment of his or her tasks and studies. Obviously, the most well-known indicator of measuring academic achievement is grades which reflect the students' "score" for their subjects and overall tenure (Duruji, Azuh & Oviasogie, 2014). The issue of academic achievement of students in Guidance and Counselling has become the focus of plethora of actors in the field of business education.

Trends in the Educational Process and Academic Performance of Guidance and Counselling Students in Rivers State

Like every other sector of Nigerian economy, as a component of general education has metamorphosed from one trend to another from one point to another. In the educational sector different trends have come and gone with each having discrepant influence on the student academic performance in Guidance and Counselling in Rivers State. However, while some of these trends are caused by external factors, others are also caused by internal factors. The internal factors may be regarded as being the controllable factors

while the external factors could also be called the uncontrollable. However, some of these trends in the educational process may include the following (Ohaka, 2017); change of administrative policies, change of Educational Policies, organism in teaching strategies, student–teacher class ratio, teacher effective communication skills and availability of teaching aids.

In most instances, these trends determine the performance students on regular intervals. Most of them have become an integral aspect of the Guidance and Counselling Programm ein Rivers State tertiary institutions. Constant changes and amendments of educational polices is one trend that most times hinders the performance of students as most of not student centered. When the policies are being enacted, most students who cannot cope with the trend experience retarded academic growth and educational development. Organism in teaching strategies is another significant trend in educational process that impacts either positively or negatively on business education's student's academic performance. Teaching strategies is one veritable tool of feeding that have transformed over time. Each generation comes with new sets of suitable strategy or the other. So, when such strategies are not being enforced, students may lack the capacity to cope since that may be the most befitting strategy for that age.

For effecting teaching and learning to take place, the teacher must be able to identify the students in terms of their names, learning abilities, values, among others. If this is the case, the issue of teacher-students class ratio as one of the educational trends that influences the conduct of students is one thing that must not be taken for granted. So, with harmonized class size which makes for a better student/teacher class ratio, students could improve their academic performance as their will be a closer rapport between the teachers and students which encourages learning.

Effective communication skills are essential for teachers and beneficial to students in terms of their academic performance in Guidance and Counselling Programme. In contemporary times, there have been increased advocacy for a more simplified communication process for teaching including the Guidance and Counselling lecturers which can also accentuate students' academic performance. As a trend in the educational process, effective communication skills greatly determine students' academic performance. When the trend turns out to be favourable, students benefits academically but when it becomes unfavourable, students may become adversely affected. Similarly, these educational trends are becoming incredibly integral. So, while we constantly strive to adapt to such changing trends in the educational process, it should be our major concern to how with instigate whatever adverse effects it could have on the Guidance and Counselling students. Regularly, we must also consider and reconsider the impact it could have on the Guidance and Counselling programme curriculum as a way of revaluating the system.

Crude Teaching Strategies and Guidance and Counselling Programme Teachers' Teaching Outcome

Teaching strategies are all those methods available to a teacher during the teaching process for communicating ideas, knowledge, skills, attitudes, etc., to the students so that at the end of instruction, the students can behave in the manner stated in the objective for the lesson. There are several teaching strategies in use in classrooms the world over. Some of them in use are based on philosophical principles; others are based on psychological principles derived from experiments (Awotua-Efebo, 1999). Be that as it may, while some of these teaching strategies may still be popular and consistent with the contemporary society, others have become unpopular, inconsistent and crude.

Thus, Crude teaching strategies are those anachronistic, ineffective and inconsistent instructional patterns or methods used by teachers, trainers or instructors to deliver ideas or instructions to their target audience. One thing is unequivocal about a crude teaching strategy. A crude teaching strategy sometimes may appear to be adequate and effective depending on the situation leading to its usage or the environment. It does not tend to serve the purpose in which it is meant to serve at all times. Although, crude teaching strategies may appear too simple, not all Guidance and Counselling teachers either prefer to use them or even know how to use them. But despite its inadequacy in our contemporary milieu, some teachers in Guidance and Counselling programme still prefer to use them. This condition may be consequent upon its simplistic nature in terms of approaches and usage. A crude teaching strategy is the means through which

a teacher delivers his instruction or subject matter to the class or group of students centered on preselected instructional objectives that culminates in producing undesirable learning outcomes (Ohaka, 2017).

Even though crude teaching strategies are gradually ebbing away in the field of education due to its inconsistency, inadequacy or unpopularity in this 21st century, there are still some occasions when the need for their usage may arise especially in those moments when a teacher in Guidance and Counselling Programme will have no other option than to improvise maybe in order to meet up with the academic calendar or to cover the course contents. But this should not always be the case or taken undue advantage of by the Guidance and Counselling Programme teachers as it will not make for a healthy academic development of the students and the programme at large. However, some of these crude teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of Academic performance of students in Rivers State could be identified as follows (Ohaka, 2017);

1)   Teacher-centered teaching strategies

Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 1999). The approach is least practical, more theoretical and memorizing (Teo & Wong, 2000). It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, Chin & Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

2)   Lecture methods which do not promote the teaching of skilled subjects in Guidance and Counselling programme.

3)   Story telling about personal and family life and activities which does not synchronize with the subject matter of the course.

4)   Lecturer-textbook-student instructional strategy. This is a strategy in which the lecturer reads directly and verbatim from the textbook to the students without laying much emphasis on pertinent concepts, phrases and ideas.

5)   Presentation method. This is a pattern in which the Guidance and Counselling Programme teachers deliver the instruction as though it was an official occasion for paper presentation/defense or conference paper presentation.

6)   Book or chapter-to-chapter summary teaching strategy. Here, the teachers of Guidance and Counselling Programme assume that they have covered there course outline as soon as they direct the students to summarize a book or some chapters of a book.

7)   Student-Centered Method With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007). The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 1995).The approach also motivates goal-orientated behaviour among students, hence the method is very effective in improving student achievement (Slavin, 1996).

8)   Teacher-Student Interactive Method This teaching method applies the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer (Jacoby, 1978; McDaniel, Friedman & Bourne, 1978; and Slamecka & Graf, 1978). The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance (Damodharan & Rengarajan, 1999).

Obviously, These teaching strategies does not have the intrinsic potential to promote the academic performance of students in Guidance and Counselling as students are encouraged to summarize what they do not understand. This is because, a student can only speak or write what he/she comprehends. The original intend of every teaching strategy should be to bring about positive student academic performance at all times.

Statement of the Problem
Education is a basic and fundamental human right, which promotes acquisition of knowledge, skills and development of an individual in a holistic and integrated manner.   However, authors like Essia (2012) and Nwazor (2012) have decried the failure of the education offered in tertiary institutions especially in the Guidance and Counselling programmes to prepare students and graduates for real life situations. In consonance, Lioyde and Tokunbo (2002) had noted that the cause of increased rate of unemployment amongst university graduates in Nigeria is manifested in lack of functional education that will bring about the training of the abundant human resources in Nigeria to be creative, innovative and business opportunity seekers that will transform opportunities and material resources into goods and services. These views are accentuated by the number of graduates in Nigeria, especially those from the Guidance and Counselling Programme who have failed to gain employment in companies in the business sector of the country.   Ohiwerei (2009) specifically noted that the inability of Guidance and Counselling Programme graduates to gain employment in various cooperate bodies and organizations resulted from incompetence which is traceable to the quality of certificate issued to Guidance and Counselling Programme graduates, shortages of Guidance and Counselling Programme teachers, lack of maintenance of equipment, inaccessibility of teaching facilities, our teachers and students interest, inadequate textbooks and workbooks and other business teaching materials and Nigerian certificate centered mentality. Ohiwerei further alluded that the over-bearing emphasis placed on paper qualification is the reason for the mismatch between the quality of Guidance and Counselling Programme graduates and their employability in the real world of business. Similarly, Osunde and Omoruyi (2004) noted that the quality of the teaching personnel in the educational institution has been a contributing factor in the decline in quality of graduates produced for the Guidance and Counselling Programme. The situation is not helped by the lack of faith of most business organizations especially the banking sector who mostly employ Nigerian graduates from tertiary institutions abroad (Sokunbi, 2006).

Despite the observation which has revealed that the greatest contributory factor that impacts teachers' effectiveness may depend on the teachers' ability to use varying and engaging effective strategies to deliver knowledge and skill to the student in their classroom (Barge, 2014), it seems that some teachers in Guidance and Counselling programme in Rivers State neither have access to these effective strategies or know how to use them for better student performance. This trend in the educational process may have influenced the academic performance of students of Guidance and Counselling programme in Rivers State.

It is in light of the above, that the work seeks to determine strategies that will be effective in educating and training Guidance and Counselling Programme graduates from tertiary institutions in Nigeria for co-operate governance. The problem of this study therefore is to ascertain Instructional Models Strategies and Academic Performance of Guidance and Counselling Programme in Rivers State University, Port Harcourt. This study is direly needed since research study in this area is not very common particularly in Rivers State. On this premises, a gap in knowledge therefore exists which needs to be filled empirically through this study.

Purpose of the Study
The aim of this study was to:
1.	Determine effective teaching strategies used by teachers in Guidance and Counselling in teaching their students.
2.	Ascertain crude teaching strategies used by teachers in Guidance and Counselling that are not effective in the improvement of academic performance of students in Rivers State University.

Research Questions

The following research questions guided the study:

The researchers therefore pose the following questions;

1)   How can the effective teaching strategies used by teachers in Guidance and Counselling in teaching their students be determined?

2)   How can the crude teaching strategies used by teachers in Guidance and Counselling that are not effective in the improvement of academic performance of students in Rivers State be determined?

Hypotheses

The following null hypotheses were raised for the study at 0.05 significant level.

H_{o1}:   There is no significant difference in the mean responses on effective teaching strategies used by teachers in Guidance and Counselling programme in teaching their students.

H_{o2}:   There is no significance difference in the mean responses of crude teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of academic performance of students in Rivers State.

METHOD

The study area was Rivers State. The design of the study was descriptive survey research design and the population was 664 Guidance and Counselling students, within the scope of the research. The entire population was not studied by the researcher, rather the Taro Yamane formula was used to get the sample size for the study which give a total of 250 respondents and simple random sampling techniques was adopted for the study. The university studied by the researcher were Rivers State University. Details of the population is shown in Table 1. Data for the study were collected by means of questionnaire developed by the researcher from insight gained from reviewed works. The questionnaire has two Parts A and B. Part A Sought information on the selected personal background of the respondents, and it contained four items as to ensure that the respondents were actually students at the tertiary institutions in the choice area of the researcher. Part B sought information on the view of the respondents regarding the study with 31 questions items. The questionnaire adopted a four point rating scale of Strongly Agree (SA – 4points), Agree (A – 3points), Disagree (D – 2points), and Strongly Disagreed (SD- 1point) for research question two. The researcher and three research assistants personally distributed the 250 copies of the questionnaire were properly filled and returned for the study. The first copy of the questionnaire was face and content validated by the lecturers. Cronbach Alpha Reliability Coefficient method was used to test the reliability of the items and a reliability coefficient 0.67 was obtained. Mean and Standard deviation were used to analyze the research question while z-test was used to test the hypotheses.

RESULTS
The results obtained from the respondents is shown below:
Research Question 1 *How can the effective teaching strategies used by teachers in Guidance and Counselling programme in teaching their students be determined*?
Table 1: Mean and Standard Deviation Scores on the ways in which the effective teaching strategies used by teachers in Guidance and Counselling in teaching their students be determined.

S/N	Item Statements	MALE = 103			FEMALE = 147		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
1	Group dynamism technique	2.80	0.99	Agreed	3.20	1.03	Agreed
2	Small group brainstorming	2.89	1.03	Agreed	3.09	1.07	Agreed
3	Preparation of exhibition	3.01	0.30	Agreed	3.21	0.40	Agreed
4	Putting ideas into picture	2.83	0.46	Agreed	3.17	0.47	Agreed
5	The student-centered-approach	3.03	0.84	Agreed	3.05	0.98	Agreed
6	Committee projects	3.13	0.79	Agreed	3.21	0.93	Agreed
7	Formal debate	3.09	0.99	Agreed	3.17	0.93	Agreed
8	Survey study	3.09	0.76	Agreed	3.37	0.92	Agreed
9	Use of dramatization	3.25	0.59	Agreed	3.27	0.95	Agreed
	Total mean & SD =	**27.12**	**6.79**		**28.74**	**7.68**	
	Grand mean & SD =	**3.01**	**0.75**		**3.19**	**0.85**	

Source: Field Survey, (2021)

Table 4.1 which is for research question one showed that all the items were agreed. The respondents agreed that Guidance and Counselling teachers use group dynamism technique, small group brainstorming, committee projects and putting of ideas into picture as teaching strategies in teaching their students in Rivers State. On the other hand, five 5 respondents disagreed teachers in Guidance and Counselling programme uses dramatization, exhibition preparation, formal debate, survey study and the student centered approach in teaching the students in Rivers State. This means that the Guidance and Counselling teachers will have to consider improving on their teaching strategies and develop novel ones that can be suitable for the contemporary educational trend. The confirmation was made with a grand mean of 3.01 and standard deviation of 0.75 for male students while that of Female were 3.19 and 0.85 for mean and standard deviation.

Research Question 2*: How can crude teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of academic performance of students in Rivers State?*
Table 2:   Mean and Standard Deviation Scores on the crude teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of academic performance of students in Rivers State.

S/N	Item Statements	MALE = 103			FEMALE = 147		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
10	Teacher-centered teaching strategy	3.15	0.39	Agreed	3.19	0.56	Agree
11	Lecture method	3.11	0.43	Agreed	3.17	0.56	Agreed
12	Story telling about personal and family life and activities which does not synchronize with the subject matter of the course.	2.92	0.38	Agreed	3.18	0.50	Agreed
13	Lecture-textbook-student instructional strategy	2.85	1.02	Agreed	2.97	1.06	Agreed
14	Presentation method	3.26	0.50	Agreed	3.36	0.98	Agreed
15	Book or chapter-to-chapter summary teaching strategy	2.33	0.89	Disagreed	3.25	0.99	Agreed
	Teacher-Student Interactive Method	3.15	0.59	Agreed	3.21	0.97	Agreed
	Student-Centered Method	2.99	0.56	Agreed	3.53	0.98	Agreed
	Total Mean & SD =	**26.93**	**5.05**		**29.15**	**7.99**	
	Grand Mean & SD =	**2.99**	**0.56**		**3.29**	**0.89**	

Source: Field Survey, (2021)

Table 4.2 which is for research question two showed that all the items were agreed. The respondents agreed that teacher centered teaching strategy, lecture method, storytelling about personal and family life and activities, lecturer-textbook-student instructional strategy, presentation method and book or chapter-to-chapter summary teaching strategy. The nature of this finding may be consequent upon the emerging preponderant use of this strategy among Guidance and Counselling teachers. The confirmation was made with a grand mean of 2.99 and 3.29 while standard deviation of 0.56 and 0.89 for both Male and female.

Tests of Hypotheses

H_{o1}: There is no significant difference in the mean responses of *effective teaching strategies used by teachers in Guidance and Counselling programme in teaching their students be determined*.

Table 3: Z-test Analysis of the Mean Responses of effective teaching strategies used by teachers in Guidance and Counselling in teaching their students be determined.

Respondents	N	$\bar{x}$	SD	DF	SE	z-cal	z-crit	$\propto$	Decision
Male	147	3.19	0.85						
				248	0.14	1.29	1.96	0.05	Accepted
Female	103	3.01	0.75						

The data in Table 3 showed the z-calculated value of 0.05 at 248 degree of freedom and 0.05 level of significance, while the z-critical value is 1.96. Since the calculated z-value of 0.05 is less than the z-critical value of 1.96, the null hypothesis was accepted. This implies that Rivers State University Guidance and Counselling Students do not differ significantly in their mean ratings regarding the *effective teaching strategies used by teachers in Guidance and Counselling programme*.

Hypothesis 2

H_{o2}: There is no significant difference in the mean responses of *crude teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of academic performance of students in Rivers State*

Table 4: z- test Analysis of the Mean Responses of crude teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of academic performance of students in Rivers State.

Respondents	N	$\bar{x}$	SD	DF	z-cal	z-crit	$\propto$	Decision
Male	142	3.29	0.89					
				248	0.09	1.96	0.05	Accepted
Female	108	2.99	0.56					

The data in Table 4 showed the z-calculated value of 0.09 at 248 degree of freedom and 0.05 level of significance, while the z-critical value is 1.96. Since the calculated z- value of 0.09 is less than the critical value of z of 1.96, the null hypothesis was upheld. This means that male and female Guidance and Counselling Students do not differ significantly in their mean ratings regarding the crude teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of academic performance of students in Rivers State.

DISCUSSION OF FINDING

The discussion in this study was done according to each research question as thus:- The result in table 1 presents the responses to the research question which shows the different teaching strategies used by teachers in Guidance and Counselling programme in teaching their students. The result of research question 1 showed that teachers in Guidance and Counselling programme in Rivers State University do not use dramatization, exhibition preparation, formal debate, survey study and the student-centered approach as their effective teaching strategies. Rather, it reveals that they use group dynamism technique, small group brainstorming, committee projects and putting of ideas into picture as their effective teaching

strategies. This finding is in agreement with the report of the Centre for Teaching and Learning (CTL, 2017) stating that several contemporary teaching strategies are in existence and that some of these strategies are seen to be used by teachers in the Guidance and Counselling programme while others are not. Thus, some of these teaching strategies that are in consonance with the findings of this study as recorded by (CTL, 2017) are; small group brainstorming, committee projects, group dynamism technique and putting of ideas into picture. The findings of the study disagreed with the view of (CTL, 2017) that preparation of exhibition and use of dramatization is the effective teaching strategies used by teachers of Guidance and Counselling programme in Rivers State. Also, the findings disagreed with the report that the student-centered-approach is one effective teaching strategy used by teachers in Guidance and Counselling programme in Rivers State. This obvious agreement and disagreement may be consequent upon the dynamism in the different natures of the learning environment that characterized the establishment of the different ideas.. The test of hypothesis one in table 4.3 indicates that Male and Female Guidance and Counselling Programme students do not differ significantly in their ratings regarding the *effective teaching strategies used by teachers in Guidance and Counselling programme*.

The result of research question 2 revealed that there are actually some identifiable trends in the educational process that has influenced the academic performance in Guidance and Counselling programme in Rivers State. These trends according to the findings includes; changes in administrative policies, change of educational policies, organism in teaching strategies, students-teacher class ratio, teacher effective communication skills and availability of teaching aids. This finding aligns with the work of Ohaka (2017) who argues that change of administrative policies, change of educational policies, organism in teaching strategies, student-teacher class ratio, teacher effective communication skills and availability of teaching aids are the trends in the educational process that have influenced the academic performance of students in Guidance and Counselling programme in Rivers State. The finding is not in agreement with the report of Ohaka (2017) which reports that organism in teaching strategy is an identifiable trend in the educational process that have influenced the academic performance of Guidance and Counselling Programme students in Rivers State. This however, shows that in education programme in general, that the use of strategy is determined by different identifiable educational conditions of the teacher. The test of hypothesis two on table 4.4 indicates that Male and Female Students do not differ significantly in their the *crude* teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of academic performance of students in Rivers State

CONCLUSION
Based on the findings of the study, the researcher concluded that Strategies like the integration Guidance and Counselling Programme curriculum, training and retraining Guidance and Counselling Programme lecturers, engaging students in work based learning, exposing Guidance and Counselling Programme student to the current trend in the corporate governance practices of firms and application of online teaching method have been projected by the authors as ways of effectively educating Guidance and Counselling Programme graduates for corporate governance in tertiary institutions in Nigeria. Effective teaching strategies influences the students' academic performance in Guidance and Counselling programme in Rivers State. The study further explicated the effective teaching strategies used by teachers in Guidance and Counselling programme in teaching their students in Rivers State, trends in the educational process that may have influenced the academic performance of students in Guidance and Counselling programme in Rivers State and the crude teaching strategies used by teachers in Guidance and Counselling programme that are not effective in the improvement of the academic performance of students in Rivers State.

It was also concluded that the effective teaching strategies used by teachers in Guidance and Counselling Programme in teaching their students are group dynamism techniques, small group dynamism, committee projects and putting of idea into picture. It is also concluded that change of administrative policies, change of educational policies, organism in teaching strategies, student-teacher class ratio, teacher effective communication skills and availability of teaching aids are the trends that have influenced the academic performance of students in Guidance and Counselling programme in Rivers State.

RECOMMENDATIONS

In light of the forgoing literatures reviewed, the authors make the following recommendations:

1.	Administrators of the Guidance and Counselling programme should integrate the study of business ethics courses in the Guidance and Counselling Programme curriculum.

2.	The government and the administrators of Guidance and Counselling programmes in tertiary institution should map-out out training programmes that will keep the Guidance and Counselling Programme lecturers up-to-date on current corporate governance practices of industries across various sectors of the economy.

3.	Teachers of Guidance and Counselling programme in Rivers State should be given the lucrative opportunity to be armed with more effective contemporary teaching strategies through regular conferences, workshops, seminars, lectures and symposium. This will make them to become more conversant with those novel effective strategies that are potent enough to improve Guidance and Counselling Programme students' academic performance.

REFERENCES

Agboola, Y. & Ademuliy .E. (2015). Toward a model of organizational human capital development: Preliminary evidence from Taiwan. *Asia Pacific Business Review, 13*(2), 251-275).

Agha, Z. D. (2010). Small business management series: Entrepreneurial skills. Kenwyn: Jutal press. *Journal of Information and communication technology,* 5(2), 83-88.

Agu, D. (2006). Technical and vocational education: key to Nigeria's development (Retrieved) 20th June, 2014), *from http://www.Nigeriavillage square.com/articles/victor-dike/technical-and-vocational-education-key-toNigeria'sdevelopment,html.*

Agwumezie, F.U (1999). Resources management in Guidance and Counselling Programmeprogramme: Towards utilizing the great potentials of women. *Guidance and Counselling ProgrammeJournal, 3(2)*, 128-136

Akpan, C. & Etor, C. (2013). University lecturers' perception of entrepreneurship education as an empowerment strategy for graduate self- employment in South- South Nigeria. *International Journal of Asian Social Science, 3(5)*, 1180-1195.

Akpomi, M.E. & Amesi, Joy. (2013). Effective Teaching of Business Studies in Secondary and Tertiary Institutions: Teachers' Preferred Methods. *Business Studies Research Journal (BUSREJ)* 2, (2) 27-51.

Akpomi, M.E. (2013). Repositioning Business Studies through Teaching for Effective Professional Studies in Secondary Schools. *Business Studies Research Journal (BUSREJ).* 2 (2) 1-26.

Amesi, J. & Akpomi, M. E. (2013). Application of new technologies and mentoring strategies in Guidance and Counselling Programmein Rivers State. *International Journal of Accounting Research (Arabian Group of Journals).* 1 (5), 11 – 20.

Amesi, J. (20011). Critical characteristics and qualities needed for successful entrepreneurship as perceived by successful female entrepreneurs in the Niger Delta: *Unpublished* Ph.D Dissertation, Nnamdi Azikiwe University Awka, Anambra State.

Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Billett, S. (2001). *Learning in the workplace: Strategies for effective practice*. St Leonards: Allen & Unwin.

Bloodgood, J.M., Tunley, W. H. & Mudrack, P. (2008). The influence of ethics instruction, religiosity, and intelligence on cheating behaviour. *Journal of Business Ethics, 82 (3)*, 58-71.

Bordean, O.N. (2012). Business students' perceptions on corporate governance. *International Journal of Arts and Commerce*, 1 (4), 173-184.

Cavico, F. J. and Mujtaba, B. G. (2009). *Business ethics: The moral foundation of leadership, management, and entrepreneurship* (2nd edition). Boston, United States: Pearson Custom Publications.

Dewey, J. (1938). *Experience and education*. New York, NY: Collier Books.

Dignam, A. & Lowry, J. (2006). *Corporate governance: corporate governance and corporate theory*. New York, NY: Oxford University Press.

Errington, E. (Ed) 2003. *Developing scenario-based learning: practical insights for tertiary educators*. New Zealand: Dunmore Press Ltd.

Essia, U. (2012). Entrepreneurial culturing of formal education programmes in Nigeria. *Journal of Sustainable Society, 1 (2)*, 52-62.

Evans, A. & Howe, J. (2007). Enhancing corporate accountability through contextual ethical exercises in corporate law teaching. *Journal of Corporate Law Studies*, 7 (2).

Igboke, S.A. (2000). *Business education: Principles and methods*. Owerri: Cape Publishers International Ltd.

Lloyd, A.A. & Tlkunbo, in Obadaiki N. D. M. (2009). Office technology and management. A tool for poverty reduction in Nigeria. *Association of Nigerian Academics (ANA), 4(1),* 58.

Neubaum, D. O., Pagell, M., Drexler Jr., J. A., McKee-Ryan, F. M., & Larson, E. (2009). Guidance and Counselling Programmeand its relationship to student personal moral philosophies and attitudes toward profits: An empirical response to critics. *Academy of Management Learning and Education*, *8(1),* 9-24.

Njoku, C.U. (2006). Guidance and Counselling Programmeand value orientation for National economic empowerment and development. *Paper presented at the Owo, 2006 Annual Conference of the Association of Business Educators of Nigeria. (ABEN)*.

Nwazor, J.C. (2012). Capacity building, entrepreneurship and sustainable development. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 3 (1),* 51-54.

Ohiwerei, F.O. (2009). Job Prospect for Business Educators University graduates in Nigeria. *Current Research Journal of Social Sciences, 1(3)*, 70-73.

Okoye , K.R.E. (2013). Emerging issues in business, vocational and technical education in Nigeria: The challenges and prospects. *A keynote address presented at the 3rd annual national conference organized by school of business education*, FCE (Technical), Asaba 20th-24th May, 2013.

Peters, R.S. (2010). *The concept of education* New York, NY: Taylor and Francis e-Library

Popham, E.L., Schrag, A.F., and Blocklvs (2011). *A teaching learning system for business education*. New York: Megraus.

Robertson, C.J., & Athanassiou, N. (2009). Exploring business ethics research in the context of international business. *Management Research News, 32(12)*, 1130 – 1146.

Sokunbi, W. (2006). Before another ASUU strike. Retrieved from http://www.sunnewsonline.com/ wbpages/opinion/2006/may/03/opomopm-3-05-2015- 001.htm.

Stasz, C. & Kaganoff, T. (1997). *Learning how to learn at work: Lessons from three high school programs. MDS-916*. Berkeley: National centre for research in vocational education, University of California at Berkeley.

Urquiola, M., Stern, D., Horn, I., Dornsife, C., Chi, B., Williams, L., Merritt, D., Hughes,K., & Bailey, T. (1997). *School to work, college and career: A review of policy, practice, and results 1993-1997*.

Uwameiye, R. & Osunde, A.U. (2000). *Illuminative assessment of pre- vocational education within the context of universal basic education*. Benin City: Ambik Press Limited.

Varzaly, J. & Baron, J. (2009). Innovating corporate governance teaching through online scenario-based learning. *International Review of Business Research Papers*, 5(3), 156-16