

PRESERVICE TEACHERS' SELF- EFFICACY AND GUIDANCE COUNSELLING IN TERTIARY INSTITUTIONS IN IMO STATE

By

NKIRUKA ELIZABETH OKEZIE PhD

Email: oharaniki@gmail.com, Contact: 08065623495

and

MARIS MARIA BEST-NJOKU. PhD

Department of Educational Psychology and G/C

Alvan Ikoku Federal University of Education, Owerri

Email: marisbest2013@gmail.com, Contact: 08067908067

Abstract

The study Sort to determine the influence guidance counselling on preservice teachers' academic self-efficacy. One research question and two hypotheses were formulated to guide the study. Descriptive survey research design was used. 30 guidance and counseling teacher educators made up the sample for the study. Simple random sampling was used in selecting the sample, with a 25-item self-made instrument to collect the data. Data was analyzed using mean, standard deviation and t-test. The findings revealed that school guidance and counseling services promote self-efficacy among mathematics pre-service teachers in tertiary institutions irrespective of gender and academic qualification of guidance educators. It was recommended that there is need for schools to avail guidance and counselling services to all students who need such services in order to promote self-efficacy in students.

Keywords: Self – Efficacy and Guidance/ Counseling Services and Pre-service teachers

Introduction

Education is the most important invention of mankind; it has a very wide meaning and it is not possible to give it a precise meaning. Different philosophers and scholars have defined education according to their own ideas and philosophies. Education helps an individual to give his/her identity. It is not limited to four walls of the classroom, but also

outside in the environment. Education begins from womb and ends with the death of an individual (Isangedighi, 2007). Education is a systematic process through which an individual acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated (John, 2012). Okafor (2006) defined education to include all the experiences of the individual through which knowledge is acquired, the intellect enlightened, and they will strengthen to choose and do the good. Education empowers the individual to be self-reliant and contribute meaningfully in the development of the society. A nations' level of development is dependent on the individual level of educational attainment. According to Duze (2011), the present Nigerian educational system seems to be far from achieving the desired educational goals and objectives as there are noticeable evidences of decline in the standard of education and quality of students especially at the secondary school level. Evidence of the decline is observable in internal and external examinations. It is believed that students can manage their personal life as well as professional duties when they are well educated through guidance and counselling services (Larbi & Okyere; 2014).

Guidance and counselling have been in existence in educational institutions over the years. However, the traditional approaches that have been used are no longer relevant to meet the needs of the students in the current environment. At present, learning effectiveness and efficiency are being stressed to realize the goal of educating responsible and productive students who have a global consciousness. In line with United Nations' Sustainable Development Goal that emphasis is on developing twenty-first century skills and competences among students, there is need for comprehensive guidance and counselling services which are critical to help prepare students to meet the challenges of the future Florida Department of Education Division of Workforce Development (2010).

According to UNESCO (2000) guidance is a developmental process whereby an individual is helped to appreciate, accept and practice his/her abilities, skills and interests and attitudinal patterns relating to his/her aspirations. In educational settings, guidance comprises of those experiences that help each student to understand and accept him/herself, and effectually live in his/her society. This is over and above what the student experiences in the work places. In agreement, is the National Council of Educational Research and Training (2018) which views

guidance as what competent counsellors do to an individual or a group of students in the form of assistance that directs the progression in life, develop a point of view, decision-making and be better adjusted. Ideally, guidance is not giving directions, or imposing one's point of view on another person. The person offering guidance does not take the responsibility of making decisions on behalf of the client. In reality, guidance is not giving ready-made solutions, but rather assisting students/learners to navigate through their problems to come up with solutions. Ekwe (2020) views guidance as a needs-based programme or services to students facing various challenges in education or life in general. Through guidance, a student is assisted in setting realistic goals for themselves, so that they can adapt to the environment and improve in their education. Guidance, therefore, contains a succession of actions that are progressive towards goal achievement. Thus, from the given definitions, the subsequent salient points emerge; Guidance is a purposeful helping relationship and it is a planned educational programme provided for students by guidance specialists and educators on continuous basis. Guidance is intended to assist the individual students to understand and accept themselves and the world around them, thereby becoming responsible and productive citizens.

Orhungur (2009) defines counseling as it involves some person or persons called "counsellors" being hired by another person or persons called "clients", to help the clients solve some sort of personal or social problems. In clarifying further, the meaning of counselling, Gysters (2006) asserted that guidance is often contradicted or interchanged with counselling. Gysters (2006) views counselling as an in-depth interaction between two or few individuals with the intent of assisting the client to better understand himself in relationship to his or her present and further problems. The interaction that takes place between the client and the counsellor is so intense and of high quality that the end product is a change in behaviour due to the learning process that had taken place during interaction. Gysters (2006) further explained that "counselling deals with effective realm, which involves feelings, emotions, attitudes and not simple ideas. According to Aloa (1991), counselling is a helping relationship between the counsellor and the client. The functions of the counsellor in the helping relationship are to provide the facilitative and action conditions necessary for change in the client's mode of thinking,

feeling and behaviour. UNESCO Guidance (2000) defined counselling as a learning-oriented process which usually occurs in the literature relationship with the aim of helping the person learn to put such understanding to effective use for self and society. However, with proper guidance and counselling support, students experiencing difficulties in learning can build their self-efficacy they need to succeed in their life (Owuor, Gori and Kimani 2017).

Owuor et al. (2017) further explains that the main goal of guidance and counselling in the mainstream schools is to enhance the self-efficacy of students with emotional and behavioural problems. According to Nkechi, Ewomaoghen and Egenti (2017) outline some of the contributions of school guidance and counselling services in promoting students' self-efficacy involve: Encouraging facilitative, co-operative peer interactions, preparing students through academic, career, and personal/social development for 21st century learning, assuring equitable access to educational opportunities, broadening knowledge of the changing world, enhancing personal development, assisting in developing effective interpersonal relationship skills, providing advocacy for students, fostering resiliency factors for students, relating educational programmes to future success, facilitating career exploration and development; assisting in acquiring knowledge of self and others; and developing decision-making and problem-solving skills.

Guidance and counselling services also help students choose and pursue achievable and sustainable careers. The complexity and dynamic nature of the world makes it difficult for students to decide on career choices. The changes in time, people and technological advancements challenge individuals to transform to new ways of living and working. Therefore, guidance and counselling programmes are necessary to enlighten students about several existing job opportunities required the qualifications, responsibilities involved and the nature of work so that they can make informed decisions and have clear occupational goals Nkechi, Ewomaoghen and Egenti (2017). Furthermore, UNESCO (2000) identifies the following functions of guidance and counselling which can enhance self-efficacy among students if effectively implemented ;Assists students to realize their talents and make appropriate career choices, encourages students to maximize use of all educational opportunities, which will benefit them in life, through guidance and counselling students recognize

the relationship that exists between curricular and extracurricular activities , informs students about job prospects and the actual procedures required for getting employment and succeeding in it, encourages students to make informed decisions on the type of life they would like to lead depending on their interests, values, abilities, skills and motivation to learn and helps students to adapt to change as they tackle various problems which emanate from the ever-changing society.

Nkechi et al. (2017) are of the view that guidance has a responsibility for developing and maintaining a co-operative relationship between students and the school. Teachers and counsellors should be mindful of students' needs, whereas students are expected to adjust to the school environment. The students' main obligation to the school is to use the school's resources appropriately and work towards attainment of set standards. The provision of suggestions to improve the programmes through carrying out educational research, conducting counselling sessions to assist students, and encouraging positive school-home environment facilitates the mutual adjustment of students and the school. As a result, such mutual cooperation between the students and the school builds self-efficacy in students. The main focal point of guidance and counselling services will be to develop a balanced individual intellectually, spiritually, morally and socially. Thus, guidance and counselling services assist students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Such exposure to guidance and counselling services helps students to formulate realistic life goals, plans and enhance their self -efficacy.

Self-efficacy is one of the important concepts that are based on the theoretical framework of social cognition Bandura (1988). Self-efficacy, which is defined as the conviction of an individual to meet the expected behavior in achieving the goal successfully. This concept is usually also known as "the perception of self-efficacy", self-efficacy beliefs or considerations of self-efficacy (Emmer and Hickman, 1991; Pajares, 1996; Wolfolk-Hoy and Hoy, 1998; Saracalolu and Yenice 2009). Self-efficacy describes thoughts about the ability of the individual and the positive or negative assessment of him. In other words, compared to the function of individual skills, self-efficacy is the result of an individual assessment of performance using the skills they have.

According to Bandura (1988), self-efficacy means the belief is in one's ability to deal with different situations and performance certain tasks required producing a given achievement and confidence depends on the individual's beliefs about ability. This belief is also necessary to regulate certain behaviors and realize the behavior to achieve certain goals. Self-efficacy refers to student's beliefs in their ability to master new skills and tasks, often in a specific academic domain (Pajares and Miller in Nasiriyah, Azar, Noruzi, Dalvand, 2011). In other words, perceived self-efficacy is concerned with people beliefs in their capabilities to produce given attainments (Bandura, 1997, cited by Bandura, 2006). Self-efficacy is explained in the theoretical framework of social cognitive theory by Bandura (1986, 1997, cited by Mahyuddin, Elias, Loh, Muhamad, Noordin & Abdullah, 2006) which stated that human achievement depends on interactions between one's behaviours, personal factors and environmental conditions. Self-efficacy beliefs help people in estimating how much effort they will exert against a difficult situation, how long they will muster the effort in the face of adversity and how they will pull themselves together (Bandura, 1977; Pajares 2002).

Therefore, according to Bandura (1986) the trust is a factor that is as important as the skills, abilities and knowledge in determining their achievement and behaviour. A high level of self-efficacy beliefs carries higher purpose and consistency in individual decisions; provide a high level of cognitive processes and motivation (Locke and Latham, 1990). Bandura (1997) emphasizes that self-efficacy beliefs rely on four sources are interrelated and this belief occupies an important place in human life. Bandura summarizes these resources as follows:

Mastery experiences (work accomplished and achieved goals): It is directly related to the individual's own experience; the success of an individual is success indicator in the future. Mastery/performance achievements have a greater impact on self-efficacy because the student is directly involved in completing specified tasks. In any given task, success enhances self-efficacy while failing to accomplish the work reduces self-efficacy. More scholars have concurred with Bandura's work on social cognitive theory proposing that self-efficacy is a domain precise confidence in an individual's capacity to fruitfully achieve in a given task, which positively impacts on action and success in completing the task (Bruning & Dempsey, 2013). Clearly, success or mastery is a factor that

promotes self-efficacy and once it is firmly established in an individual, any other sporadic failures have little impact on self-efficacy. When learners are successful, self-efficacy increases; but, failure to complete the job lowers self-efficacy. Nevertheless, after self-efficacy is established through direct success in a specific field, intermittent failure has a limited effect. In addition, mastery in one area usually increases self-efficacy in the other area since the student generalizes his or her self-efficacy to other areas.

Modeling/Vicarious experiences (thoughts of others): The number of expected results from the experience of others. Observations achievements of others impact on the individual's own expectations of success. Modelling /vicarious experiences is the second source of self-efficacy where students see the other person achieving in a specific task and envisages how he or she might perform in the equivalent or comparable situation (Bruning & Dempsey,2013). Observation is another factor that inspires self-efficacy especially when one watches a classmate perform excellently in a task. Students usually admire highfliers in class and desire to associate with them; hence, they equally work harder to earn friendship. Observing peers succeed in given tasks elevates the observers' beliefs that they too can equally succeed in similar activities. Modeling influences provide a social standard against which the observer judges their own abilities. The observer gains skills and strategies to manage performance tasks by emulating people who possess the competencies to which they aspire. Although vicarious experiences impact self-efficacy, Bandura (1998) asserts that they are not as influential as effectively participating in the activity itself.

Verbal persuasion (external support): Expression and advice from others to the realization of success to encourage changes in individual behavior and can contribute to changes in self-efficacy. Verbal persuasion is the third source of self-efficacy in which individuals permit themselves to be convinced that they too can successfully deal with a difficult situation that they previously perceived to be beyond their capacity's bandura (1998). When one is verbally convinced that they can equally do the task, they are more likely to activate greater determination and succeed. On the other hand, harboring self-doubts and dwelling on personal deficiencies when problems arise diminishes self-efficacy. Persuasion is putting pressure on someone leading them to give their best

shot to succeed thereby promoting development of skills and boosting their self-efficacy. However, peer pressure in schools makes students conform to fit in the group.

Motivation processes (emotional state) Welfare or physical and mental health affects their potential for expected behavior. Affective/emotional arousal is proposed as the last source of self-efficacy. The state of emotional stimulation of a person can influence their self-efficacy. Bandura (1998) envisages that a high level of anxiety in a student due to a specific task or situation such as public speaking may lower the sense of self-efficacy. However, continuous success in a task can lower the student's anxiety level thereby increasing their critical thinking.

Critical thinking is a purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as an explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based (Zhou, Hang & Tain, 2013). Similarly, critical thinking is seen as a process of evaluating evidence for certain claims, determining whether presented conclusions logically follow from the evidence, and considering alternative explanations (Fani, 2011). Furthermore, Scriven and Paul (n.d) defined it as the intellectual process of "conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication. Watson and Glaser as indicated in Asuai, (2013) define the concept of critical thinking as the unity of attitude, knowledge and ability which comprise (i) curiosity and ability to identify the existence of problems and accepting the evidence which support what is considered as true, (ii) knowledge of conditions to construct a valid conclusion, (iii) generating ideas and generalizations which are supported by logical evidence and (iv) the ability to apply the attitude and knowledge above. This means that the new information will be first analyzed and assessed with various critical thinking skills and supported with logical reasoning before it is accepted and used. Finally, critical Thinking can be defined as one's effort to collect, interpret, analyze and evaluate information for the purpose of arriving at a reliable and valid conclusion. Facione as indicated in Asuai (2013) identified six cognitive skills as central to the concept of Critical Thinking. These were: Interpretation, Analysis, Explanation, Evaluation, Self-regulation and Inference.

Critical Thinking Skills (CTS) therefore, are skills that enable students to analyze and synthesize information to solve problems in broad range of areas. Critical thinking skills enables learners to effectively face the challenges in building new ideas, making correct selections, and understanding the world around them (Miri, David, & Uri, 2007; Shakirova, 2007; Snyder & Snyder, 2008; Zoller, 2001; Zoller & Pushkin, 2007). Essential skill such as CTS can best be learned and taught in schools using active counselling (Awang & Ramly, 2008; Profetto-McGrath, 2005). Learners' development of CTS cannot be met by traditional methods of teaching. The normal classroom way of teaching and learning process in schools will not effectively make the learners to be critical in thinking because some of them might find it difficult to apply the knowledge acquired in a new situation but through guidance and counselling services students become active in classroom. Critical Thinking Skills has been adopted in Nigeria as one of the nation's educational goals to make learners creative. Therefore; there is a need for a shift from teacher-centered methods to more learner-centered methods that are designed to increase learners' engagement and learning participation. One effective strategy to improve student's self-efficacy and critical thinking skills is through guidance and counseling services. However, with proper guidance and counseling support, individuals with experiencing difficulties in learning can build the self-esteem they need to succeed in their life. Therefore, this intends to investigate the extent guidance and counseling services will enhance self-efficacy.

Purpose of the study

The main purpose of this study was to determine whether Pre service teacher's self- efficacy will be enhanced through guidance and counseling services, Specifically, the study sought to;

1. To find out the extent school guidance and counseling services will promote self-efficacy among pre-service teachers in tertiary institutions in Imo State

Research Question

1. To what extent does school guidance and counseling services promote self-efficacy among pre-service teachers in tertiary institutions in Imo State

Hypotheses

H01: There is no significant difference in the mean scores of male and female school guidance and counseling educators on the extent guidance and counseling services will promote self-efficacy among pre-service teachers in tertiary institutions.

H02: Academic qualification is not significant factor among guidance and counseling educators on the extent guidance and counseling services will promote self-efficacy among pre-service teachers in tertiary institutions.

Method

The descriptive survey research was used for the study. According to Nkwocha (2019), a descriptive survey research seeks to collect detailed factual information that describes the nature of existing conditions. It assesses the characteristics of the whole population and usually study sample drawn from the population of the study. The population of the study consisted of all the guidance and counseling teacher educators in tertiary intuitions' Imo state. The sample was made up of 30 guidance and counseling teacher educators Simple random sampling was used in selecting the sample size. A 15-item self-made instrument titled "Enhancing Students Self Efficacy through Guidance and Counselling Questionnaire (ESSSEGQCQ) was used for data collection. The items were constructed based on literature enhancing mathematics pre-service teachers' academic self – efficacy through guidance and counselling services. The ESSSEGQCQ was measured on a 4-point likert-type format of Strongly Agree, Agree, Disagree and Strongly Disagree, which were assigned numerical values, 4, 3, 2, and 1. A total of 30 questionnaires were distributed and collected personally by the researchers. Face and content validity of the instrument were established by lecturers who were experts in psychology and science education. They scrutinized the contents of the questionnaire, offered useful corrections and suggestions, which led to some modifications. Based on such corrections and modifications, the

instrument was considered adequate and the final draft of the questionnaire was produced. The reliability of the instrument was established when it was administered to 10 guidance and counselling teacher educators selected from two schools, which are similar with the people used in the main study. The instrument has reliability of 0.79 and 0.83 Cronbach alpha and split-half (Spearman-Brown) respectively. The reliability coefficients were considered high enough and suitable for use in this study. Mean and standard deviation were used to analyze the data for the research questions while t-test was used to test the null hypothesis at 0.05 level of confidence. The acceptable level of mean score was 2.50 and above.

Results

Research Question one: To what extent does school guidance and counseling services promote self-efficacy among pre-service teachers in tertiary institutions in Imo state.

Table 1: Mean and standard deviation on school guidance and counseling services will promote self-efficacy among mathematics pre-service teachers in tertiary institutions.

S/N	ITEMS	MEAN	SD	DECISION
1	Encouraging facilitative, co-operative peer interactions;	3.21	0.4	Accepted
2	Preparing students through academic, career, and personal/social development for the twenty-first century challenges;	3.00	0.3	Accepted
3	Assuring equitable access to educational opportunities;	2.98	0.1	Accepted
4	Broadening knowledge of the changing world;	3.05	0.3	Accepted
5	Enhancing personal development;	3.11	0.2	Accepted
6	Assisting in developing effective interpersonal relationship skills;	3.23	0.5	Accepted
7	Providing advocacy for students;	3.05	0.3	Accepted
8	Fostering resiliency factors for students	3.00	0.3	Accepted
9	Relating educational programmes to future success;	3.00	0.3	Accepted

10	• Facilitating career exploration and development;	3.02	0.3	Accepted
11	Assisting in acquiring knowledge of self and others	3.21	0.4	Accepted
12	Developing decision-making and problem-solving skills.	3.00	0.3	Accepted
13	Encourages students to make informed decisions on the type of life they would like to lead depending on their interests, values, abilities, skills and motivation to learn; an	3.03	0.2	Accepted
14	Assists students to realize their talents and make appropriate career choices;	3.01	0.3	Accepted
15	Through vocational guidance, students recognize the relationship that exists between curricular and extracurricular activities;	3.11	0.2	Accepted

Results in table 1 indicated all the question items scored above 2.50. This implies that school guidance and counseling services promote self-efficacy among mathematics pre-service teachers in tertiary institutions

HO1: There is no significant difference in the mean scores of male and female school guidance and counseling educators on the extent guidance and counseling services will promote self-efficacy among pre-service teachers in tertiary institutions

Table 2: Gender the extent guidance and counseling services will promote self-efficacy among mathematics pre-service teachers in tertiary institutions

Gender	N	Mean	SD	α	Df	tCal	t-tab	Decision
male	20	23.34	3.02	0.05	18	0.82	1.96	AcceptHO
female	10	22.19	3,11					

The result of the t-test shows the calculated t-value of 0.82 is not significant at ($P>0.05$) the null hypothesis is accepted and the researchers concludes that there is no significant difference in the mean scores on the extent guidance and counseling services will promote self-efficacy among pre-service teachers in tertiary institutions.

Ho2: Academic qualification is not significant factor among guidance and counseling educators on the extent guidance and counseling services will promote self-efficacy among mathematics pre-service teachers in tertiary institutions.

Table 3; Analysis of variance on the mean scores of the extent guidance and counseling services will promote self-efficacy among pre-service teachers in tertiary institutions.

Source of Variation	Sum of Squares	df	Mean Square	F	Sign	Decision
Between groups	219.077	2	109.503	2.754	0.005	Accept Ho
Within groups	11807.940	27	39.757			
Total	2026.947	29				

The result of table 3 reveals that F-value is less than the table-value at 0.05 level of significant. The null hypothesis is of no difference is therefore accepted. This implies that there is no significance difference in the mean scores of counsellors of different qualificationson the extent guidance and counseling services will promote self-efficacy among pre-service teachers in tertiary institutions.

Discussion

Results showed that school guidance and counseling services promote self-efficacy among mathematics pre-service teachers in tertiary institutions irrespective of gender and academic qualification of guidance educators. This is in agreement with Nkechi, Ewomaoghen and Egenti (2017) outline some of the contributions of school guidance and counselling services in promoting students' self-efficacy. Also, UNESCO Guidance (2000) identifies the following functions of guidance and counseling which can enhance self-efficacy among students if effectively implemented:

- Assists students to realize their talents and make appropriate career choices;
- Encourages students to maximize use of all educational opportunities, which will benefit them in life.

- Through guidance and counselling students recognize the relationship that exists between curricular and extracurricular activities
- Informs students about job prospects and the actual procedures required for getting employment and succeeding in it
- Encourages students to make informed decisions on the type of life they would like to lead depending on their interests, values, abilities, skills and motivation to learn;
- Helps students to adapt to change as they tackle various problems which emanate from the ever-changing society.

Conclusion

The study concludes that school guidance and counseling services promote self-efficacy among mathematics pre-service teachers in tertiary institutions irrespective of gender and academic qualification of guidance educators.

Recommendations

1. There is need for schools to avail guidance and counselling services to all students who need such services in order to promote self-efficacy in students.
2. Schools should employ professionally qualified counsellors who will be in a position to assist students accordingly.
3. Well-equipped guidance and counselling facilities should be provided by schools so that counselling ethics are observed.
4. Schools should initiate guidance and counselling staff development programmes for teachers to acquaint them with knowledge and skills on how to assist students who need guidance and counselling services.

References

- Aloa, N. U. (2010). The Challenges of Guidance and Counselling Service in Primary Schools in Akwa Ibom, Nigeria. *Ibom Journal of Counselling*. 1(1), 97 – 106.
- Bandura A (1988). Perceived self-efficacy: Exercise of control through self-belief. In JP Dauwalder, M Perrez, V Hobi (Eds) *Annual*

- series of European research in behavior therapy. Amsterdam/Lisse, Netherlands 2, 27-59.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology*.4 (3)359-373.
- Bandura, A. (2006) Guide to the construction of self-efficacy scales. In: Self-efficacy beliefs of adolescents. Eds: Pajares, F. and Urdan, T. Greenwich, CT: Information Age Publishing. 5, 307-337.
- Bruning, R, Dempsey, M., Kauffman, D. F, McKim, C., Zumbrunn, S. (2013). Examining dimensions of self-efficacy for writing. *Journal of Education & Psychology*. 105 (1)
- Emmer E, Hickman J (1991). Teacher decision making as a function of efficacy attribution and reasoned action. Paper presented at the Annual Meeting of the American Educational Research Association, Boston MA.
- Florida Department of Education Division of Workforce Development (2001). Florida's School Counselling and Guidance Framework: A Comprehensive Student Development Program Model. Retrieved from: <https://www.scribd.com/document/248943081/FL-School-Counselling-Framework>.
- Gysbers, N. C. (2006). Developing and managing your school guidance program. Washington, DC: American Counseling Association.
- Isangedighi, A. J. (2007). A Comparison of Study Habits Among the Under Achieving, the Achieving and Over Achieving Junior Secondary Students. *West African Journal of Educational Research*, 1, 114-119
- Jackson, C. R. & Lettingwell, J. A. (2020). Two teaching methods and students' understanding of sound. *School Science and Mathematics*, 96(2), 63-67.
- Locke EA, Latham GP (1990). A theory of goal setting and task performance. Englewood cliffs NJ: Prentice Hall.
- McKechnie, J., D. (2012). Factors related to college going self-efficacy among urban African American high school students (Doctoral dissertation). College Park: University of Maryland.
- Nasiriyani, A. Azar, H. K. Noruzy, A. Dalvand, M. R. (2011). A model of self-efficacy, task value, achievement goals, effort and

- mathematics achievement. *International Journal of Academic Research*. 3 (2). 612-618.
- National Council of Educational Research and Training (2018) Guidance and Counselling. Retrieved from: <http://ncert.nic.in/textbook/pdf/lehe108.pdf>
- Nkechi, E.,E., Ewomaoghene, E.,E., Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. *RAY: International Journal of Multidisciplinary Studies*. 1(2):36-48.
- Nwoke B.I. & Nnaji, L.N. (2011) effects of using mathematics laboratory in teaching mathematics on student's achievement in mathematics. *Journal of Issues on Mathematics* 14(2)
- Orodho, A .J (2009). *Elements of Education Social Science and Research Methods*. Maseno: Kenezja publishers.
- Owuor, M.,E, Gori, J., Kimani, M. (2017) Effect of peer counselling on self esteem of students with behavioural and emotional difficulties in primary schools in Nakuru-Sub County. *IOSR Journal of Humanities and Social Science*. 22(7):41-48.
- Pajares F (1996). Self-Efficacy beliefs in achievement settings. *Review of Educational Research*. 66: 543-578.
- Pajares, F. (2002). Overview of Social Cognitive Theory and of Self-Efficacy Retrived January 11 2004 from <http://wwwemoryedu/EDUCATION/mfp/effhtml>.
- Petersen, A.,C, Joseph, J., Feit, M. (2014). Committee on child maltreatment research, policy, and practice for the next decade: Phase II; board on children, youth, and families; committee on law and justice. Institute of Medicine. *New Directions in Child Abuse and Neglect Research*.
- Saracoglu, A.,S., Yenice, N. (2009). Investigating the self efficacy beliefs of science and elementary teachers with respect to some variables. *J. Theory Practice Educ*. 5(2)244-260.
- Sherman, E., & Wither, O. (2003). Facilitating conceptual change in understanding state of matter and solubility concepts by using 5E learning cycle model. *Hacettepe University Journal of Education*, 36, 41-50.
- Solberg V., S., Carlstrom, A.,H, Howard, K.,A, Jones, J.,E. (2007). Classifying at-risk high school youth: The influence of exposure to

community violence and protective factors on academic and health outcomes. *The Career Development Quarterly*. 54(4)313-327

Unamba, E.C., Ugochukwu N., J. & Ewunonu N. (2017). School factors and pupil's academic achievement in mathematics: A case for internalization of education. *Academic scholarship journal* 14(1)217-229.

UNESCO Guidance (2000). Module 2000a, 1. Retrieved from: unesco.org/education/mebam/module_1.pdf

Woolfolk, A. E, Rosoff, B., Hoy, W.,K. (1998). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education* 6(2)137-148.

Yuksel-Sahani, S. (2008). The effectiveness of the learning-cycle method on teaching dc circuits to prospective female and male science teachers. *Research in Science & Technological Education*, 23(2), 213-227.