



Effects Of Guidance And Counselling Services In Senior Secondary Schools

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ABSTRACT

This research set out to assess the effects of guidance and counselling services in GDSS Wuro Hausa, Yola-Adamawa State. In order to achieve the objectives of this study, three research studies were formulated and answered. The literature review explored historical review of the development of guidance and counselling services, guidance and counselling services in Nigeria, component of effective guidance and counselling, types of guidance and counselling services, perceived benefits of school guidance and counselling service and role of the school guidance and counsellor in schools. A descriptive survey study was used for the quantitative research; a probability sampling technique was adopted to sample 60 senior secondary school students as respondents for the study. A questionnaire was used as the tool for data collection and the data collected were further analysed using statistical techniques; specifically, the information gathered from the respondents were analysed based on frequency and simple percentage. It was discovered that educational, vocational and personal guidance and counselling services has proved to be of enormous impact on student's academic life. As findings proves that the effectiveness and goals of guidance and counselling is not totally met, it was recommended that there is a need to revamp the guidance and counselling services in GDSS, Wuro Hausa.

Keywords: Guidance, Counselling, Services, Secondary Schools

INTRODUCTION

Guidance and counselling programme is one of the most important components of the school curricular activities. The wide range of behavioural problems in schools has amplified its vitality. However, one of the greatest challenges facing guidance and counselling services is lack of empirical research on career development and hence lack of implementation of sound policies (Skorikov, 2007). Guidance and counselling is an integral part of schooling and a lot of emphasis should be laid on its implementation to ensure that its objectives are realised. Educational guidance, which is a component of guidance and counselling, is a vital activity in the education system. It is consumed by learners and helps them set proper educational and developmental goals as well as pursuance of the right type of education (Makinde, 1984).

Guidance counselling is a noble profession whose importance in the educational system of Nigeria is becoming increasingly recognized by the country's educational planners and policy makers. Ideally, a well-trained school counsellor should be available in each institution in the federation to deal with various aspects of students' problems and this presupposes the establishment of school guidance and counselling from the primary up to the tertiary levels (Adeyemo, 2014). The omission of vocational or career guidance and developmental guidance at the primary school level in Nigeria is not only incongruous but suggests some dangers, this called for the Needs for Repositioning

Guidance and Counselling in Education. Guidance and counselling in school settings helps students to develop healthy self-concept. This self-concept paves the way for tolerance and understanding among and between students; and for relentless self enhancement by individual students. As for the adult students, this belief enables them to select those education opportunities which would most appropriately meet their specialized needs and interests. Such needs and interests may range from training in vocational skills to personal concerns about a students' capacity to learn. According to Gysbers & Henderson (2001) it seems as though many educators take it for granted that students know how to succeed in life, when in fact many never learn about attitude, behaviours and other factors that contribute to success in life; and guidance and counselling services to student to cultivate attitude and behaviours leading to success in life is very important. Otwell and Mullis (1999) believe that guidance and counselling is important in schools because it increases behaviour related to achievements such as studying effectively.

The provision of guidance and counselling should address the following three domains of learning, namely: Personal Social, Vocational career and educational guidance and counselling. Personal social guidance and counselling deals with self-identity, social skills relationships, conflicts resolution, personal loss and other problems; Vocational career counselling includes information about course, requirements, post-secondary or tertiary institutions, career path, planning, potential employers and job hunting; Education guidance and counselling provides information about educational opportunities beyond schools; promotion and achievement, learning strategies and studies and test taking skills. (Graham-Migel 1999) reiterated that comprehensive school guidance and counselling services address the development need of students in secondary schools in the three domains of learning mentioned above. Thus the most function of school guidance and counselling services is to discover their abilities, interests and needs, thereby helping them to make effective adjustment to school life and to give shape to their future plans. Rutondoki (2001) states that complete guidance and counselling should be continuous. Counselling should begin when the student enters school and should carry that student into adult life. The counselling should be preventive in the sense that counselee receive help in order to avoid certain problems.

Statement of the Problem

It has been noted that students face a number of problems during adolescence. Since secondary school students are in the adolescent stage, the need for effective guidance and counselling becomes compelling. Thus, there is need to establish the effectiveness of services from schools' counsellors and students. Several writings basing on the origin and development of guidance and counselling services (GCS) in secondary schools in have been put forward. Several researches have also been conducted in investigating the role of guidance and counselling services in improving students' academic performance. In addition, the view of the school as a context where students experience a number of problems (Daries, 2003) as well as the increased number of problems students face in modern society have prompted the researcher to investigate effects of guidance and counselling services in GDSS Wuro Hausa, Yola-Adamawa State.

Objectives of the Study

The specific objectives for the study are

- i. To determine the effects of vocational/career guidance and counselling services in GDSS Wuro Hausa
- ii. To determine the effects of educational guidance and counselling services in GDSS Wuro Hausa
- iii. To determine the effects of personal guidance and counselling services in GDSS Wuro Hausa

Research Questions

The research question for the study are-

- i. What are the effects of vocational/career guidance and counselling services in GDSS Wuro Hausa?
- ii. What are the effects of educational guidance and counselling services in GDSS Wuro Hausa?
- iii. What are the effects of personal guidance and counselling services in GDSS Wuro Hausa?

Significance of the Study

This study aims to benefit school counsellors, students, researchers, policy makers and administrators by making relevant information available about guidance and counselling programmes. It will help school counsellors with information and criteria with which to evaluate their guidance and counselling services. It will help parents to know the effect of guidance and programmes in shaping the future of their children. It will also provide the information needed by students in order to weigh the value of the guidance and counselling services which the school offer them.

RESEARH METHODS

Research Design

The research design used in the study was description survey design which involves the study of a group of people which is true representation of the entire population under study. The choice of this research method and design adopted suits the nature of the study as it studies the effect of guidance and counselling services in the study area.

Population and Sampling

Population refers to the complete set of individuals (subjects), objects or events have in common observable characteristics in which the researcher is interested in studying (Agyedu et al., 2010). The population of the study will be sampled from students and teachers in GDSS Wuro-Hausa.

Sampling Techniques

Neuman (2006) puts it, that by sampling, the primary goal of researchers is to get a small collection of units from a much larger collection or population, such that the researcher can study the smaller group and produce accurate generalizations about the larger group. The

Sample Size

Sample size was deduced from dividing the population into units (SS class) and every unit in the population has a chance of being selected in the sample which can be accurately determined – probability sampling technique. The sample size representative of each arm in the school will be illustrated in a table below.

Table 1: Sample Size

Class	Sample
SS 1	10
SS 2	20
SS 3	30
TOTAL	60

Data Collection Instrument

The main instruments used to collect field data was structured questionnaires. The questionnaire is divided into two sections. Section A was designed to solicit for information about the respondents while section B designed by taking into account the objectives of the study in chapter one. It helped the respondents to offer relevant information needed for the study. The justification for the use for the questionnaires was that it helped the respondents to answer the questions at their convenient time. The questionnaires also offered greater assurance of anonymity.

Data Collection Procedure

Respondents were given the chance to tick the most appropriate response to an item and the questionnaire items included the vital issues to provide all the necessary answers to the research questions. Structured questionnaire was administered personally to reduce the risk of failure to respond or return the administered questionnaire and also ensure that relevant and accurate information were obtained from the respondents. Such designed question type could be viewed in the appendix.

Data Analysis

The analysis of data was done at the end of the data collection. The responses were categorized on the basis of information provided by respondents. Statistical Package for Social Sciences (SPSS version 16.0)

was used to analyse the data. The data was presented and interpreted using frequency distribution tables, percentages, pie chart and bar charts. The SPSS has the incredible capabilities and flexibilities of analysing huge data within seconds and generating an unlimited gamut of simple and sophisticated statistical results.

RESEARCH FINDINGS

This section presents the analysis of the data collected for this study. To achieve this, the data collected for the purpose of answering the research questions were computed using frequency table and simple percentage. The following table shows the analysis of response to each question.

4.2.1 Guidance and Counselling Services Available in GDSS Wuro Hausa

Table 2: Guidance and Counseling Services Available in GDSS Wuro Hausa

Guidance and Counselling Services	Frequency	Percentage
Vocational/Career Guidance and Counselling Services	42	70%
Educational Guidance and Counselling Services	38	63%
Personal Guidance and Counselling Services	24	40%

Table 4.1 interprets that that Vocational/Career Guidance and Counseling Services is the most dominant guidance and counseling services available in GDSS, Wuro Hausa with 42 (70%) of the respondents ticking to it. The next guidance and counseling services with a good number of ticked responses is the educational guidance and counseling services with 38 (63%) responses. Personal guidance and counseling services is the least available guidance and counseling services with 24 (40%) responses

4.4.2 Effect of Vocational/Career Guidance and Counselling Services

Table 3: Effect of Vocational/Career Guidance and Counseling Services

Effect	Frequency	Percentage
Helps in developing and understanding my strengths	40	67%
Provides information on my dream occupation	32	54%
Improves my thoughts on how my career can be beneficial to the society	42	70%
Adjusts me to the society situation need of a job	25	42%
Enables me to select my dream job based on my needs, interests, abilities, attitudes, capacities	28	47%

According to responses from the data collected from respondents, the major effect of vocational/career guidance and counselling services is that it improves students' thoughts on how their dream career can be beneficial to the society with 42 (70%) responses; followed by helping in developing and understanding student strengths with 40 (67%) responses. Providing information on students dream occupation is another major effect with 32 (54%) responses, enabling students to select dream jobs based on needs, interests, abilities, attitudes and capacities is the next most dominant effect with 38 (47%) and finally, adjusting students to the society's situation need of a job with 35 (42%) responses.

4.4.3 Effect of Educational Guidance and Counselling Services

Table 4: Effect of Educational Guidance and Counseling Services

Effect	Frequency	Percentage
Helps in understanding my needs while learning	38	63%
Sorts out the problem during the teaching process	24	40%
Gives information on my needs and the school which may be suitable of them	34	57%
Guides and direct me to proper development	30	50%
Assists me in making curricular adjustments according to ability and capacity	25	42%
Assists in choosing an educational institution, choosing courses and subjects	28	47%
Assists in developing study habits, obtaining scholarships, making satisfactory progress in studies, appearing examination, continuing higher education in colleges and universities and adjusting to the life in schools and colleges	24	40%

Respondents attested that the major effect of educational guidance and counselling services is that it helps in understanding students' needs while learning with 38 (63%) respondents ticking to it; 34 (57%)

respondents believes that it gives them information of students needs and the school which are suitable for them; another effect signified is that guides and direct students to proper development with 30 (50%) responses; educational guidance and counselling services also assists in choosing an educational institution, choosing courses and subjects with 28 (47%) of total responses; 25 (42%) respondents also believes that it assists students in making curricular adjustments according to ability and capacity and finally, both sorting problem during the teaching process and assists in developing study habits, obtaining scholarships, making satisfactory progress in studies, appearing examination, continuing higher education in colleges and universities and adjusting to the life in schools and colleges are the least effects of educational guidance and counselling services with 24 (40%) responses respectively.

4.4.4 Effect of Personal Guidance and Counselling Services

Table 5: Effect of Personal Guidance and Counselling Services

Effect	Frequency	Percentage
Helps in overcoming problems of personality adjustment	24	40%
Solve emotional, social, ethical, and moral as well as health problems	20	34%
Solve problems which don't come within the jurisdiction of educational and vocational guidance.	24	40%
Development of personality	19	32%
Developing desirable habits and attitudes	24	40%

According to the research findings, the personal guidance and counselling services has the least effects to respondents when compared with other types of guidance and counselling service with only 24 (40%) of respondents signifies of its existence. All the 24 (40%) of the respondents agreed that personal guidance and counselling services helps in overcoming problems of personality adjustment, solve problems which don't come within the jurisdiction of other guidance and counselling services and in developing desirable habits and attitudes. Another effect of personal guidance and counselling services is to solve emotional, social, ethical, and moral as well as health problems according to 20 (34%) respondents while 19 (32%) respondents agree that personal guidance and counselling services helps in development of personalities.

Summary of Research Findings

The most effective guidance and counselling services available in GDSS Wuro Hausa are vocational/career guidance and counselling services, followed by educational guidance and counselling services while personal guidance and counselling services is the least available guidance and counselling services in GDSS Wuro Hausa. The effects of vocational/career guidance and counselling services in GDSS Wuro Hausa is that it improves students' thoughts on how their dream career can be beneficial to the society with, helping in developing and understanding student strengths, providing information on students dream occupation, enabling students to select dream jobs based on needs, interests, abilities, attitudes and capacities and adjusting students to the society's situation need of a job. The major effect of educational guidance and counselling services in GDSS Wuro Hausa is that it helps in understanding students' needs while learning, it gives them information of students needs and the school which are suitable for them, it guides and direct students to proper development and also assists in choosing an educational institution, choosing courses and subjects. Personal guidance and counselling services has the least effects to respondents when compared with other types of guidance and counselling service, among its effects are it helps in overcoming problems of personality adjustment, solve problems which don't come within the jurisdiction of other guidance and counselling services and in developing desirable habits and attitudes.

CONCLUSIONS

Educational, vocational and personal guidance and counselling services has proved to be of enormous impact on student's academic life. As findings proves that the effectiveness and goals of guidance and counselling is not totally met, there is a need to revamp the guidance and counselling services in GDSS, Wuro Hausa. In this light, Recommendations would therefore be suggested in line with these findings.

RECOMMENDATIONS

1. There is need to strengthen the school guidance counselling services policy. The implementation of the policy deserves wider consultation, involving all the stakeholders such as- schools, counsellors, teachers, parents, students and the community at large.
2. According to the studies, students' involvement in school guidance counselling services is limited. It is recommended that orientation programmes be organized more frequently for both students and teachers.
3. In addition to taking part in the planning need assessment and evaluation of school guidance and counselling services, parents should contribute to the procurement of resources in the school so as to improve the effectiveness of the provision of guidance counselling services.

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