



Guidance and counseling services on students' accomplishments in some selected public secondary schools in Bauchi Metropolis, Bauchi State, Nigeria

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Abstract

The research is aimed at ascertaining the relevance of guidance and counseling services on students' achievements in public secondary schools in Bauchi metropolis. The research been an empirical study was conducted using structured questionnaire distributed to stakeholders in the secondary schools within the Bauchi metropolis. The sampling method adopted for the study was stratified random sampling technique. The instrument used for data analysis was simple percentage and ANOVA was adopted for hypothesis testing. ANOVA was employed to test each hypothesis at 99 per cent confidence level. Results were analyzed through descriptive statistics and hypotheses tested using ANOVA at 0.01 level of significance. Thus, the study discovered that the counselors are doing less than they believe they should be doing in the areas of Counseling, Consultation, Curriculum, and Coordination. However, in the area of Other Activities (non-counseling duties), the respondents believed that counselors are doing what they believe they should be doing. The study suggests that guidance and counseling practices in our secondary schools can affect student achievement by having school counselors with high self-efficacy implementing an effective comprehensive school counseling program. The study recommended that, it's worthwhile for all stake holders in education (i.e. parents, teachers and government) to shoulder their respective responsibilities, such as providing study materials, conducive place of study, recognizing excellence, appreciating students hard work as soon as possible among others. These will help to motivate the students positively towards their study and academic achievement.

Keywords: Accomplishment, academic achievement, counseling, curriculum, guidance

Introduction

Background to the Study

Guidance and counseling is a field of study that has been introduced in our school curriculum in order to produce professionally trained personnel who will render retentive and problem solving services to individuals or group in all area of life which shows that its services are needed almost every where both hospitals, nursing home, rehabilitation centre, schools, banks, social welfare' units, police stations, church and mosque etc. although here in Nigeria, the services of guidance and counseling is most pronounced in the schools.

School counselors, also known as guidance counselors, were first primarily responsible for facilitating career development. Today, the role of the school counselor is multifaceted and may vary greatly, depending on the requirements of both the state and each individual school. School counselors offer individual counseling to help students resolve personal or interpersonal problems. They may also offer small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. For students who are otherwise unable to access mental health services, school counselors provide support at no cost. School counselors also provide support to school staff by assisting with classroom management techniques and the development of programs to improve mental health or school safety. When necessary, counselors may also intervene in a disrupted learning environment (Colman, 2006) [5].

School counseling takes place in both public and private school settings at the start of secondary school. Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help students develop

socially. Mental health professionals with master's degrees or beyond, school counselors both provide counseling and serve an educational role in and around schools. Many schools have full-time counselors on staff in order to support students who are experiencing personal or academic challenges, help students choose careers and plan for college, and intervene when students face behavioral, physical, or mental health challenges (Wright, 2011) [11]. The apparent ignorance of many young people about career prospects in view of personality maladjustment among school children/adults necessitated the federal government to appoint career officers and counselors in post-primary institutions through the Federal Ministry of Education, hence, the establishment of guidance and counseling in Nigerian school system. However, the low rate of guidance and counseling officers at the moment, which is inversely proportional to the alarming increase in vocational opportunities in our society, creates a great and major problem of choice of career (Divramredje, 2015) [6].

Guidance and counseling services are experiencing many problems from various people who should have been helping the success of the program. It has been observed nowadays that students faced a lot of problems in the selection of their future career due to lack of or management of guidance and counseling services in schools. This has led to massive failure of examination as a result of wrong selection of courses by students in various schools (public and private) (Ross, *et al.*, 2009) There are also problems from the principals, teachers, parents, or guardians and the counselors themselves. It is therefore, necessary to look into the problems and prospects of guidance and counseling services in the educational system and hence look for a way of solving these problems for other benefit of the student's academic, personal and social development as well as the

efficient improvement of the socioeconomic status of the nation. Some of the major problems of guidance services in Nigeria educational system include doubt about the efficacy of guidance and counseling services by the administrators; most students do not go for the guidance services programmes which are established for them; blurred role of the guidance counselor; feeling of suspicion of the role/integrity of counselor and inadequate funding (NAMI, 2009)

The changing nature of the society, the breakdown of tradition, morals and personal convictions concerning good and bad, the changing nature of the community and the demands to fit into the society, in a matter of urgency needs assistance or guidance. Counseling equips the individual with the necessary tools for effective problem-solving when a problem arises in the future. It renders a helping service with the skills and methods of an individual for more meaningful perception of this problem (Divramredje, 2015) [6].

The absence of guidance and counseling services in schools constitutes a serious setback to the educational system. Students are left to wonder in darkness and so could not get the opportunity to discover their potentials. A lot of potentialities are wasted away because nobody could give the required assistance for ones future endeavor and prosperity. It is to this end that the researcher wishes to carry out an appraisal into the problems and prospects of guidance and counseling services in some selected schools in Bauchi metropolis leading to the generalization of outcomes in Bauchi State.

Literature review

In its truest sense, minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others according to Chauhan (2001). According to Kolo (1992) defines guidance as an assistance given to someone in order to make him aware and know the direction he or she is coming from and going to in life. In our daily life we assist individuals to get to where he or she is going. Such assistance may be to someone looking for a way to an unknown place or value or it could be to someone looking for data to enable him or her take a decision in life.

Orhungur (2007) defines counseling; it involves some person or persons called "counselors" 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 counseling, Gesinde (1991) asserted that guidance is often contradicted or interchanged with counseling. Gesinde (1991) views counseling 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 counselor 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. Gesinde (1991) further explained that "counseling deals with effective realm, which involves feelings, emotions, attitudes and not simple ideas. According to Aloa (1991), counseling is a helping relationship between the counselor and the client. The functions of the counselor in helping the relationship is to provide the facilitative and action conditions necessary for change in the client's mode of thinking, feeling and

behaviour. UNESCO (1997) defined counseling 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.

According to Olayinka (1999) defined guidance as a process of information-giving to an individual; this is providing him with a diversity of choice. Olayinka (1999) view counseling as a face-to-face, person-to-person relationship in which a person (client) seeks the help of or seeks to effectively communicate with another person (counselor). Counseling is a learning-oriented process which stresses more rational planning, problem solving, decision making, prevention of severe adjustment problems, and support for situational pressure arising in the everyday lives of normal people.

According to Ugbe, Undiyandiye and Reamen (2002) view guidance as a more directive or prescriptive form of assistance in which the client is given direct advice on what to do, while counseling refers to a more open and less directive method of helping in which alternatives are laid open before the client and final decision is left to him to take. According to Okoye (2000) defined guidance as a service aimed at helping an individual in making choices and adjustments and in resolving personal problems. It also aids the individual to be aware of his abilities and interest and be able to take independent actions which will lead to better orientation in his environment. A counselor is somebody who is capable of being regarded as a special kind of teacher and his major role is to assist an individual through the counseling relationship to outline his own resources and his environmental opportunities in the process of self-understanding, planning, decision making, and coping with problems related to his developmental needs and to his educational and vocational activities. A professionally qualified guidance counselor like legal and medical professions should carry out his operations by being guided by some counseling principles. One of the duties of a medical doctor is expected to save life and treats all sorts of people who need medical services. The duty of a lawyer is to defend his clients to the best of his legal abilities irrespective of the nature of the allegations levied against his client.

In a Kenyan based research on factors influencing provision of guidance and counseling service among the students in secondary school in, Starehe District., it was gathered that the provision of guidance and counseling services for students in Kenya has been recognized by government policy. The study assessed factors influencing provision of guidance and counseling service in promoting discipline among students in secondary schools. Descriptive survey design was adopted in the study. The study also targeted two Education Officers in the district, 11 head teachers, 11 Head of Department, 44 guiding and counseling teachers and 1,244 students in their final year making a total of 1322 respondents. The sample size of the study was 149 respondents who included select 125 student, 2 District Education Officers, 11 Head teachers and guidance and counseling teacher.

The findings indicated that 50% of the teacher respondents indicated that qualifications and experience of the counseling service provider's affects provision of guiding and counseling in promoting discipline among student in school to a very great. Majority 93% of the respondents indicated that provision of guiding and counseling services

was affected by inadequate resources. Considering the findings of this study, it was concluded that guidance and counseling services were poorly provided in secondary schools. It can be concluded that the quality of the provision of school guidance and counseling services in Kenya secondary schools is negatively affected by the lack of both human and material resources. The study concludes that lack of training of school counselors in guidance and counseling services planning needs assessment and evaluation to improve services delivery. The study concludes that high workload for guidance and counseling teachers hindered provision of guidance and counseling services. Schools should sensitize the students on the importance of guidance and counseling services in the management of student discipline. The school administrators should solicit active co-operation of guidance and counseling teachers and students interested in guidance and counseling. The study recommends that guidance and counseling teachers should be relieved of administrative and non-guidance and counseling services to enable them provide guidance and counseling services.

According to Dixie (2014) ^[7] in a study on School Counselors' Perceptions of Guidance and Counseling Programme in the Secondary Schools in Malawi, the researcher was of the view that the need for guidance and counseling in Malawi's secondary education is being recognized more now than ever before. A description is provided of what and how guidance and counseling services are being utilized in the secondary schools. A survey was conducted of 20 school counselors from the southern and central regions of Malawi. Data were collected through the use of a semi-structured questionnaire and an oral interview with each counselor. The school counselors were full-time classroom teachers and had no formal training in guidance or counseling. The services offered to students varied from school to school. The main problems encountered by these counselors are examined. It is evident that school guidance and counseling in Malawi is in its infancy. There is a strong need for the Ministry of Education and Culture to give a clear rationale and guidelines for the programme. Furthermore, the role of the counselor should be clearly defined to administration, counselors, other teachers and students.

Oye, *et al* (2012) ^[9] in their study on Guidance and Counseling in Nigerian Secondary Schools: The Role of ICT, they emphasized that the importance of guidance and counseling programme in secondary schools, include bringing to the students an increased understanding of the educational, vocational and social information needed to make wise choices. In our society there are many influencing forces responsible for the gradual recognition of formal guidance to young people in various educational levels. This review paper focuses on the role of ICT on guidance and counseling in secondary schools. Counseling is a form of education, which the students receive from their counselors. The essence of incorporating guidance and counseling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. The role of ICT in guidance can be seen in three ways: as a tool, as an alternative, or as an agent of change. The growth of websites and help lines as forms of technically mediated service delivery means that the potential of ICT as a change agent is now greater than ever

before. The telephone, websites and e-mail, alongside face-to-face facilities, could be alternative services; or they could be portals into a wide, flexible and well-harmonized network of services. The paper recommends that principals should make provision for guidance and counseling on the school time table. Most importantly secondary school ICT adoption should be encouraged by the ministry of education. Agi (2013) ^[2] in her studies on Evaluation of the Status of Guidance Services in Secondary Schools in Rivers State, Nigeria gathered that out of the two hundred and fifty (250) public schools in Port Harcourt, only twenty (20) have at least a practicing counselor. Fourteen schools with practicing counselors were sampled in this study. The two Federal Government and University Demonstration Schools in Port Harcourt were also included in the study. Data was collected through the administration of a questionnaire on guidance services. Data analysis revealed Guidance and Counseling services in Rivers State are faced with many obstacles which jeopardize effective delivery of the services, thereby resulting in educational wastage instead of the expected quality outcome. Funds for provision of basic guidance services are lacking. Most of the vital counseling services needed for quality education are the least regularly performed in schools e.g. use of psychological tests and keeping of cumulative record folders. Only 18% of the schools sampled indicated that the objectives of the National Policy on education with respect to guidance and counseling services have been realized to some extent. If the stated objectives of Education in the National Policy on Education are to be achieved, the current status of guidance services needs to be reviewed and positive steps taken towards its improvement.

As gathered by Auta and Chika (2013) ^[3] in their study on Creativity and Innovation in Guidance and Counseling: Challenges and Prospects for Nation Building, they are of the view that Guidance and counseling today is an important integral part of the educational process of this nation (Nigeria). The guidance and counseling programme is widely recognized as an important educational service which aims at assisting individuals and to ensure success in one's life pursuit. Since the inception of the programme in the nation's educational system, its role in ensuring the achievements of the educational system is widely acknowledged. Their papers examined the objectives in the system; functionality; innovation and education, innovation within functional education for nation building and the role of guidance and counseling in nation building too. Focus, was also placed on creativity and innovation in the programme. Furthermore, some challenges hindering the much needed success of the programme such as ineffective planning and inadequate sustainable funding of counseling actively were highlighted. Finally, some suggestions were proffered such as urging state and federal governments to adequately finance the training and development of guidance and counseling and restructure the school curriculum to pave way for creativity, innovation and interactive sessions between the counselors and the clients (students) who are always at the receiving end.

A study by Olusegun & Bayode (2011) examined the prospects and challenges of online guidance and counseling services at the Obafemi Awolowo University, Ile-Ife, Nigeria. It considered students' views on the nature of and preferences for online services, and the problems that might potentially be presented in that context. It also surveyed

staff in regard to assessing the human and material resources available for offering such services. Two hundred students were selected by random sampling at the eight cybercafés on the University campus. Also, one hundred staff members were purposively selected, consisting of technical experts, trained counselors and other academic and non-academic staff members. The results showed that students identified potential online guidance and counseling needs as being mainly related to academic/educational interests; specifically, career planning, problem-solving skills and acquiring effective study skills. Sexual issues as well as dating and relationship issues came last on the list of the 12 potential online counseling needs identified. Most of the students (89.5%) had favourable perceptions towards the possible establishment of online guidance and counseling services in the University. Results from staff responses identified some significant limitations in terms of current human and material resources, with these needing to be rectified if the University was to offer online counseling and guidance services.

Abubakar (2015) [1] in his study is of the opinion that secondary school students are facing several problems that require guidance and counseling services. Unfortunately, the various services rendered in secondary schools such as counseling, orientation, appraisal, follow-up, referral etc. have been facing a lot of problems, thereby making it difficult for the services to adequately and effectively reach out to students. As the result, many are left without guidance and the consequence is much. This paper therefore examines the hitches in the administration of guidance services in Nigerian secondary schools, some of which include; Lack of adequate and trained professional counselors, Poor remuneration/ incentives, Lack of adequate and relevant psychological tests, and Poor expertise in the administration of psychological tests. Recommendations offered suggest the establishment of a viable counseling center in schools with professional counselors deployed to manage the centers as well as embarking on public enlightenment campaign to sensitize school administrators, parents, teachers, and students on the significance of guidance programme and functions of school counselors. In a study on Guidance and Counseling Services in Secondary School as Coping Strategy for Improved Academic Performance of Students in Akwa Ibom State, Nigeria, a sample size of 252 students responded to the instruments. The data were analyzed at 0.05 alpha level using t-tests. After computation, the result revealed that students who utilized the counseling services performed better than those who did not. It was recommended that all schools should be provided with professional counselors to help the students. Similarly, in a study on the impact of guidance and counseling services on students' academic performance and career choice in selected secondary schools of Sokoto metropolis, major finding of this research is that, most of the female students aspire for medical profession and that parents have no direct influence on the career choice of students.

Materials and method

The study area is Bauchi Metropolis, Bauchi State, north-Eastern, Nigeria. Bauchi State is located in the North-Eastern region of Nigeria and occupies a total land area of 49,119 km² and it lies between the coordinates of Latitude 10°30'N 10°00'E and 10.5; 1010.5; 10 (Wikipedia,

2010) [10]. According to Census (2006), the Bauchi state has population of 4,676 465 people (BASG, 2010) [4]. The city lies on the Port Harcourt –Maiduguri railway line. Bauchi state has a total of 55 tribal groups in which Hausa, Fulani, Gerawa, Sayawa, Zulawa, Jarawa, Badawa, Butawa, Warjawa and Bankalawa are the main tribes. This means that they have background occupational patterns, belief and many other things that form part of the existence of the people of the state. The research has been an empirical study using structured questionnaire and the sampling method adopted for this study was stratified random sampling technique. The data collected was analyzed using descriptive statistics and regression with the help of Statistical Package for Social Science (SPSS).

Results and discussion

The Table below demonstrated the result of the respondents' perceptions on the guidance and counseling services in making students to realize their own accomplishments in public secondary schools in Bauchi Metropolis.

HO: There is no significant bearing of guidance and counseling services in making students to realize their own accomplishments in public secondary schools in Bauchi Metropolis.

Table 1: Analysis of variance for groups on prediction of guidance and counseling services

Groups- ED, EN, MD, MN N- 287- (72 each group)							
Hypo	Problem area	Groups	Sum of Squares	DF	Mean Square	F	Level of Sig.
IVA.2	Personal	Between Groups	7762.43	3	2587.46	35.68	Significant at 0.01
		Within Groups	34516.37	476	72.51		

Table value at 0.05(df-3, 476) =2.63

Table value at 0.01(df-3, 476) =3.82

Analysis and interpretation

The Table above represent the statistical scores of ANOVA predicting guidance and counseling in respect of the personal achievement of students studying in secondary schools in the metropolis. The probable reasons of the result may be to help guide and counsel students coming in those secondary schools from different educational background, personality and institutional environment to realize their set goals. In modern educational businesses, academic achievement is considered as key criteria to judge one's total potentialities and capacities. Apart from academic achievement adolescents' study habits and self-concept equally keep importance in students' academic spheres. Therefore, mainly on the basis of their personal behaviour, IQ, attitude and different dimensions of personality they may be facing personal problems like sleeplessness, disturbed sleep or appetite, nervousness, less interactive, low self-Esteem, lack of confidence, feeling of inferiority, attraction towards opposite sex, feeling of dependence (economical/ emotional), their argumentative behavior, not being very punctual, sweating/dryness of mouth and body pains like headache and fatigue, inability to cope with friend /teachers /colleagues, loss of romantic relationships or loved ones. They may possibly get neglected by parents, upset by institution environment/ friends/ roommate/ teachers/ rules

and regulations. They may be having problems due to self-consciousness in the group of people, difficulty in starting conversation, in making friends and difficulty in contacts with opposite sex, conscious about personal appearance, get easily hurt by others for any reason. They may lack in leadership behavior and favorable environment in institution. They may have restrictions by the parents due to single child/girl child/boy child. They might have other problems i.e. problem of boarding /lodging by day scholars, homesickness, feeling extra responsibility of family, not having close friends, parents disapproving of friends, need guidance related to sex education, not having anyone to share problems at home/class/college, unable to disclose the problems to others. They may think about sex too often as passing through the young age. As per table 6 calculated 'F'- value is 35.68, which is higher than the table value (3.82) at the 0.01 level of significance. It shows a significant relevance of guidance and counseling services in making students to realize their own accomplishments in public secondary schools in Bauchi Metropolis. Therefore formulated *H₀* is rejected. As one of the roles of school counselors is to remove barriers that impede student learning. Recent studies have shown that students who participate in comprehensive school counseling programs benefit academically, behaviorally, and socially (Dahir *et al.*, 2009). The study suggests that guidance and counseling practices in our secondary schools can affect student achievement by having school counselors with high self-efficacy and implementing an effective comprehensive school counseling program. Role confusion has been a challenge for school counselors. Therefore, understanding the differences in perceptions of school counselors and principals may allow counselors and principals to work together to help students achieve personal, social, and career success.

Conclusion

To sum all therefore, it's worthy of note that all the guidance and counseling teachers encounter similar problems in the secondary schools under study irrespective of their years of experience. Some of the problems encountered by the guidance and counseling teachers include student's lack of interest, lack of facilities and instructional materials, lack of fund for seminars, workshops and conferences, and period allocated for guidance and counseling is not enough. This paper believed that, it would be worthwhile for all stake holders in education i.e. parents, teachers and government to encourage students in their respective areas of responsibilities, such as providing study materials, conducive place of study, recognizing excellence, appreciating students hard work as soon as possible among others. These will help to motivate the students positively towards their study and academic achievement. Thus, this paper recommended that, parents should improve the level of control and care of their children, show more interest and concern in the academic work of their wards by way of providing conducive atmosphere for studies, providing materials for studies and helping students in their studies.

Recommendation

It's the overall recommendation of this study that, it's worthwhile for all stake holders in education (i.e. parents, teachers and government) to live up to their respective responsibilities, such as providing study materials,

conducive place of study, recognizing excellence, appreciating students hard work as soon as possible among others. These will help to motivate the students positively towards their study and academic achievement.

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