PROVISION OF GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract
This study focused on provision of guidance and counselling services to students in secondary schools as a means of achieving education for all. The population consisted of all counsellors in government owned secondary schools in Enugu state. 253 counsellors responded to the instrument developed by the researcher called provision of guidance and counselling services scale (PGCSS). The reliability of 0.81 was obtained using Cronbach alpha internal consistency reliability. Three null hypotheses guided the study. The data were analyzed at 0.05 Alpha level using t-tests. The following were the findings of the study: counsellors in secondary schools in Enugu State provide to a great extent orientation, counseling, information and appraisal services; they provide to a little extent planning/placement/follow-up and referral services; there is significant difference in the mean provision scores of counsellors serving in urban and rural secondary schools and guidance counsellors and teacher counsellors. It was recommended that workshops/seminars/conferences be organized for counsellors serving in rural secondary schools and teacher counsellors.

The federal government of Nigeria in her National Policy on Education (2004) clearly stated that the broad goals of secondary education are to prepare individual for useful living within society and for higher education. In keeping with this and ensuring that the goals are attained, the federal government instituted among others, the educational services department in all her states schools management board. The educational services department of which the guidance and counseling unit is an arm charged with the responsibility of ensuring that these broad goals of secondary schools are attained. To this end, guidance counsellors are posted to all the secondary schools in the state to assist in this regard. Based on these goals, the guidance and counselling
services in secondary schools are important because counsellors guide the students thoroughly to help them succeed in their educational, vocational and personal-social pursuit.

Guidance and counselling is encompassed by activities of relevant services and also processes of helping individuals within and outside school, to achieve their full potentialities in their emotional, moral, social, academic and vocational developments. These services are orientation, counseling, information, appraisal, planning/placement/follow-up and referral services and they gained prominence in the Nigerian educational system and many people are getting interested in the guidance of youths in making wise decision educational, vocational and personal-social.

Environmental/location is the surroundings of man both physical and social. It constitutes those things made by nature and man. It is made up of urban and rural environment and they have influence on the effective provision of guidance and counseling service in secondary schools. There are 286 government owned secondary school, 91 are in urban areas while 195 are in rural areas and the environment counsellors work influence the way and manner they provide guidance and counselling services to the students. Urban schools are better equipped than rural schools and most counsellors reject transfer to rural schools and if accepted the transfer, they will not be rendering the services properly and this leads to personality maladjustment, poor academic performance and inability to function well in schools.

Gender is a person’s characteristics of being male or female. The counsellors’ gender vis-à-vis those of the clients affects the way and manner students utilize guidance and counselling services in the schools. There are more female counsellors than male counsellors in secondary schools in Enugu state and same sex individuals seem to confide in themselves on crucial issues. And as such most students are likely to find it difficult to go to their counsellors on their own volition when the counselor is opposite sex. For better academic performance of students in schools, every school should have a functional guidance and counselling unit with the services of professional counselor as the head who will not neglect any aspect of the services. These are few professional counsellors with many teacher counsellors who have little or no idea of what the services are all about and no in service training has been approved for them to help update their knowledge in the act of counselling. This is likely to negatively influence the way and manner they provide guidance and counselling services in their schools. And these could affect students’ educational performance and expose them to vocational maladjustment, environmental problems as well as personal problems in development. Against this background therefore, the
focus of the study is to ascertain the extent of provision of guidance and counselling services in secondary schools in Enugu state.

**Literature Review**

Literature was reviewed under the following headings for proper understanding of the paper: Definition of guidance and counseling, the services of guidance and counseling and the school counsellor. Guidance and counseling according to Akpa-Edeh (2007) is an educational service concerned with helping individuals to understand themselves, their assets and habits and how to utilize their entire personal endowment to achieve success in life. Akpan (2010) described it as an educational service that seeks to provide the school child opportunity to obtain holistic educational development that prepares him for functional life. Nwachukwu (2007) stated that it is a systematic and organized educational helping service, professionally given by professionally trained counselors or therapists to a learner of any age, within or outside the school walls at appropriate levels. The essence is to assist him understand himself as well as minimize his weakness and to live a maximum productive life. Guidance and counseling is an educational service that is aimed at helping individuals to understand themselves and their environment for maximum efficiency.

There are a lot of services that professional counsellors render to the students in schools and to the host community. These services according to Onuorah (2002) are orientation, counseling, information, appraisal, placement, follow-up and referral services respectively.

**Orientation Service:** Is an act of familiarizing a new comer to the new environment. That is preparing a new comer to learn about the place he/she has just come to and preparing him on how to deal with it. The counsellor provides this service to the new students, newly posted staff (tutorial or non tutorial) to the school. Okeke (2003) stated that orientation service is the service designed to familiarize fresh students with their environment by a specialized staff. Blanchard (1984) saw it as a process through which the fear of the person involved is reduced drastically or eliminated. Ipage (1983) described it as set of organized activities for new students, newly transferred students, new school prefects, newly posted teachers, teachers assigned new roles and national youth service corps members.

**Counseling Service:** Counseling is an activity of giving people advice as part of ones job. Okeke (2003) defined counseling service as a personalized interaction between the client experiencing a problem and the counselor who tries to help to make him understand himself and his world. Iwuaman (1999) stated that counseling is the bedrock of any guidance service
that helps the troubled client to overcome the obstacle to his growth and achieve maximum development and this counseling service can be provided through individual counseling and group counseling on three major aspects of students’ problems: educational, vocational and persona- l social.

**Information Service:** The acts of letting students have knowledge concerning their educational matters. An information service is a vital aspect of guidance service especially now that the society is growing more complex than ever before. The complexity of the society enlarges the scope of information needs of students. Counsellors should intensify the amount of information made available to the students on educational, vocational and personal- social so as to determine the quality of decision students make.

**Appraisal Service:** one of the guidance and counseling services that is concerned with careful consideration and forming of opinion about students. It is designed to collect, analyze and use a variety of objective and subjective personal, psychological and social data about each pupil for the purpose of understanding the pupil as well as assisting them to understand themselves. Data needed for this service are obtained through questionnaires, observation, Interviews, tests, reports etc by parents, teachers and recorded in cumulative record card.

**Placement Service:** is the process of putting an individual in a particular place or position. It is the service organized by the counsellor to help students in curriculum selection, participation in extra-class activities, part-time employment, full time employment and logical selection of vocation. Shezter and Stone (1976) maintained that it is designed to enhance the development of students by helping them select and utilize opportunities within the school and outside, the labour market. This service helps students to get all the necessary assistance that will enable them gain admission into schools, subject stream or world of work.

**Referral Service:** the act of sending individuals to a person or organization that is authorized or better qualified to deal with them. It is a guidance service in which clients with problems beyond the competence of the teacher, parents counsellor are directed to a more competent professional personnel for solution with the consent of the counsellor. This service affords the school counsellor an opportunity to refer the case which she cannot handle to specialists like clinical psychologists, medical practitioners and others.

**Follow-Up Service:** a continuation of student’s action in their work places. This service is designed to monitor the progress of students in their places of work. The counsellor follows-up her students to ascertain how far they are
fairing or coping in school or after leaving school. A Counsellor utilizing this service is always sure and in constant touch with her ex-client even after they must have left school, affording her the opportunity of getting regular reports on their performance and satisfaction in their new environment. Through this service, the counsellor will be in better position to determine the outcome of the counselling and at the same time evaluate the guidance services in general. Following-up students activities is necessary since the result may bring about service adjustment or improvement.

All these services cannot operate themselves. There is someone who executes them called a counsellor. This counsellor has been trained academically to render the services in school and out of school settings, to help beneficiaries achieve maximally in spite of all hindrances. Modo and Inaja (2010) defined Counsellor as one who is professionally trained in the field of counselling to help clients or students who may be in need of such help. Dengoa (2001) described a counsellor as a manager of a project called client. That counsellor manages the client’s educational, vocational and personal-social potentials in a way that the individual becomes useful to himself and society at large. Okobia (2006) maintained that for counsellor to effectively manage his clients, he has to employ some professional skills such as listening, responding, empathizing, probing, questioning, interpreting, confronting, restating, silence, catharsis, assurance, immediacy, clarifying, self-disclosing, concretizing, homework and summarizing with the necessary facilities to facilitate his job.

Statement of the Problem
Guidance and counseling is a very important variable of productivity. When the services are highly provided, the productivity rises vice visa. But the prevailing situation among the Nigerian students and counsellors generally and those of Enugu state secondary schools in particular who are the target of this study is that of little or no provision. Probably, this may be responsible for high moral decadency, low academic achievement etc among the students. In most cases, students solve their academic, vocational and personal-social problems to the best of their ability. Consequently low academic achievement and lowering of standards become increasingly manifest in students and this is later transferred to occupational sectors of Nigeria economy. National productivity will also be adversely affected. Non provision of guidance and counseling services among counsellors to students can have chains of adverse and unpleasant consequences on individuals and national development.

However, the government made it a policy that guidance and counselling should feature in teacher education programmes to train counsellors to carry
Purpose of the Study

This study ascertained the extent of provision of guidance and counselling services in secondary schools in Enugu State. To achieve this, the researcher examined the guidance services, the environment, gender and qualification of personnel providing counselling services.

Hypotheses

Three hypotheses were formulated to guide this study.

(i) There is no significant difference in the mean scores of male counsellors and female counsellors on the extent to which they provide guidance services in secondary schools in Enugu state.

(ii) There is no significant difference in the mean scores of guidance counsellors and teacher counsellors on the extent to which they provide guidance and counselling services in secondary schools in Enugu State.

(iii) There is no significant difference in the mean scores of guidance counsellors in urban schools and guidance counselors in rural schools on the extent to which they provide guidance and counselling services in secondary schools in Enugu State.

Research Method

This study adopted the descriptive survey research design which enabled the researcher to collect and describe data in a systematic manner and its current state. The study was conducted in all the six educational zones of Enugu State government owned secondary schools. In all, there were two hundred and fifty-three (253) counsellors and all were used so no sampling was done.

A self structured questionnaire was designed by the researcher to obtain data for the study called extent of provision of guidance and counselling services scale (EPGCSS). The instrument has two sections- A and B. Section A elicits information about the respondents’ bio-data. Section B consisted of 60 items divided into clusters. Each cluster of items elicited related information vis-à-vis the purpose of the study. The scoring of the instrument was as follows: very great extent (VGE) 4 points, great extent (GE) 3 points, little extent (LE) 2 points and very little extent (VLE) 1 point. A higher value means a more positive value than a lower value.

The instrument was subjected to face validation by three experts and their corrections and inputs were used in developing the instrument. reliability

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co-efficient of 0.81 was obtained using cronbach alpha internal consistency reliability test.

The researcher administered the questionnaires on counsellors using six research assistants that is one assistant for one zone during counsellors’ monthly meeting. The 253 copies of the questionnaire administered were retrieved at 100% retrieval level.

Research questions were answered using mean, grand mean and standard deviation while hypotheses were tested at 0.005 level of significance using t-test statistics. The decision rule for answering research questions was based on the upper and lower limits of the mean as follows: 3.50-4.00 VGE, 2.50-3.49 GE, 1.50-2.49 LE and 1.00-1.49 VLE. For hypotheses, if calculated value t is equal or greater than the critical or table value, the null hypotheses would be rejected. Otherwise, it will not be rejected.

**Presentation of Data**

**Hypothesis 1**

There is no significant difference in the mean scores of male counsellors and female counsellors on the extent to which they provide guidance and counselling services in secondary schools in Enugu State.

<table>
<thead>
<tr>
<th>Gender</th>
<th>X</th>
<th>N</th>
<th>S²</th>
<th>df</th>
<th>t-cal</th>
<th>t-crit</th>
<th>decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2.58</td>
<td>86</td>
<td></td>
<td>253</td>
<td>1.12</td>
<td>1.96</td>
<td>Accept Ho₁</td>
</tr>
<tr>
<td>Female</td>
<td>2.96</td>
<td>169</td>
<td>0.38</td>
<td></td>
<td></td>
<td></td>
<td>NS</td>
</tr>
</tbody>
</table>

Significant at < 0.05, of 2.53 critical = 1.96

Data in Table I indicates that the calculated t-test is 1.12 while the critical t-value is 1.96 at .05 level of significance. This implies that the calculated value is less than the critical value. The null hypothesis was not rejected. Thus, there is no significant difference in the mean scores of male and female counsellors in the way and manner they provide guidance and counselling services in secondary schools in Enugu State.

**Hypothesis 2**

There is no significant difference in the mean scores of guidance counsellors and teacher counsellors on the extent to which they provide guidance and counselling services in secondary schools in Enugu State.
Table 2: t-test Result of Guidance Counsellors and Teacher Counsellors on the Extent they Provide Guidance and Counselling Services in Secondary Schools in Enugu State

<table>
<thead>
<tr>
<th>Status</th>
<th>X</th>
<th>N</th>
<th>$S^2$</th>
<th>df</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance counsellor</td>
<td>3.85</td>
<td>98</td>
<td>0.62</td>
<td>253</td>
<td>3.51</td>
<td>1.96</td>
<td>Reject Ho2</td>
</tr>
<tr>
<td>Teacher counselor</td>
<td>2.34</td>
<td>157</td>
<td>0.23</td>
<td>253</td>
<td>2.08</td>
<td>1.96</td>
<td>Reject Ho3</td>
</tr>
</tbody>
</table>

Significance at p< 0.05, df= 2.53, critical value = +1.96

Table 2 revealed that the calculated t-test 3.51 is greater than the table value 1.98 at .05 level of confidence. The null hypothesis was rejected while the alternative hypothesis which holds that there is significant difference between the guidance counsellors and teacher counsellors on the extent to which they render guidance and counselling services is thereby upheld.

Hypothesis 3
There is no significant difference in the mean score of counsellors serving in urban schools and counselors serving in rural schools on the extent to which they provide guidance and counselling services in Enugu State.

Table 3: t-test Result of Urban and Rural Counsellors on the Extent They Provided Guidance and Counseling Services in Enugu State

<table>
<thead>
<tr>
<th>Location</th>
<th>x</th>
<th>N</th>
<th>$S^2$</th>
<th>df</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>3.06</td>
<td>108</td>
<td>0.23</td>
<td>253</td>
<td>2.08</td>
<td>1.96</td>
<td>Reject Ho3</td>
</tr>
<tr>
<td>Rural</td>
<td>2.31</td>
<td>147</td>
<td>0.23</td>
<td>253</td>
<td>2.08</td>
<td>1.96</td>
<td>Reject Ho3</td>
</tr>
</tbody>
</table>

Significant at p< 0.05, df = 2.53 critical value = + 1.96

Data in table 3 indicates that the calculated t-test 2.08 is greater than the critical t-value of 1.96 at .05 level of significance. The null hypothesis was rejected while the alternative hypothesis which holds that there is significant difference in the mean scores of counsellors serving in urban schools and counselors in rural schools upheld.

Summary of Finding
The following findings emanated from the data analyzed for this study.

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1. Secondary school counsellors in Enugu State provide to a great extent orientation, counseling, information and appraisal services.

2. They provide to a little extent placement, follow-up and referral services.

3. There is no significance difference in the mean scores of male counsellors and female counsellors on the extent to which they provide guidance and counselling services.

4. There is a significant difference in the mean scores of guidance counsellors and teacher counsellors with regards to how they provide guidance and counselling services.

5. There is a significant difference in the mean scores of counsellors serving in the urban schools and those in rural schools in the way and manner they provide guidance and counselling services.

Discussion of the Findings

The result of orientation services revealed that counsellors implement it to a great extent. The finding is in agreement with that of Enu (2002) who found that secondary schools counsellors are good at organizing orientation ceremonies. It also showed that counsellors provide guidance and counselling services to a great extent and this is at variance with the findings of Affia (2005) who found among others that counsellors are saddle with teaching and other administrative responsibilities so much that they have little or no time to discharge their counselling services. This is because most schools have no full time counsellor so teacher counsellors are forced to combine their counselling duties with their class room teaching.

It also showed that counsellors provide information service to a great extent. This is not in line with what authors have in literature. Iwuama (1999) noted that counsellors do not provide students with update information that will assist them in making and taking life-long decision, and they gave only educational information and neglect vocational and personal-social information to the detriment of students and society in general.

On referral service, the result revealed that counsellors provide it to a great extent. This is in perfect disagreement with Okonkwo (2000) who stated that counsellors only fills students bio-data in their cumulative record folder on admission, do not upgrade them nor make use of them during personal counselling.
The results also reveal that counsellors provide placement, follow-up and referral services to a little extent. This is in line with the findings of Onuorah (2004) who found out that counsellors are not truly involved in planning and placement of students into new class at the beginning of new session, either do they follow-up their students progress at school or out of school; nor do they refer them to other experts. Provision of referral services was also in perfect agreement with the findings of Nwani (2001) who found out that counsellor just advise students to inform their parents to take them to the required professional instead of making necessary arrangement for students to see more competent professionals as the need arises.

The result revealed that there is no significant different in the mean score of male counsellor and female counsellor on the extent to which they provide guidance and counselling services is not rejected. This is in line with the findings of Onanuga (1998) who found that counsellor inspective of their sexes should be posted to schools bearing in mind the comprehensive nature of the new, secondary school set up, the social vices that plague the society and professional training counsellors have been expose to, that counsellors gender does not debar clients from confiding in them.

On the difference that existed between the guidance counsellors and teacher counsellors is as a result of training acquired by both. Counsellors have acquired training in theories and practicals in guidance and counselling while teacher counsellors have no good knowledge on them.

The study revealed that there is significant difference in the mean score of counsellors serving in urban schools and those serving in rural school. This is in perfect agreement with what other scholars like Ude (1990) and Onuorah (2004) found that environment in which counsellors works influence the way and manner they provide guidance and counselling services. In most rural schools there are not enough facilities for effective and efficient services.

**Conclusion**

Guidance and counselling as one of the educational services is very essential in educational, vocational and personal-social needs of children. The services are very superb in meeting the challenges of life. Therefore, if these services should be properly implemented to the letter as enshrine in National Policy in Education (2004), the writer is of the opinion that every Nigerian child will be well educated.

**Reference**


