Extent of Counselors Effectiveness in Post Primary Institutions in Enugu State

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ABSTRACT

This study is an appraisal of counselors' effectiveness in post primary institutions in Enugu State. This study adopted descriptive survey research deign. It was carried out in the six educational zones of Enugu state with a total of two hundred and seventy-five (275) government-owned secondary schools. The population for the study comprises a key officer each from all the two hundred and seventy-five (275) government owned secondary schools in Enugu State. Two hundred and seventy-five (275) is small and manageable as a sample for study. Hence, the researcher used all of them for the study. Therefore, no sampling was done. The researcher explored eight research questions and formulated two hypotheses on the comparison of the performance of counselors by gender and locations using t-test statistics at 0.05 level of significance. The research questions were answered using means and standard deviations. It was found that the respondents generally had high perceptions of the counselors' performance in each of their professional roles except with respect to the referral function. It was also found that there is no significant difference in the performance of male and female counselors in both urban and rural areas. Recommendations were made that counselors should be adequately motivated and that counselors should specialize on guidance and counseling services to improve their effectiveness in post primary schools in Enugu State, Nigeria.

INTRODUCTION

The emotional and psychological status of many learners in the 21st century has been vastly affected by various issues including substance abuse, domestic poverty, teenage issues, physical disabilities, domestic violence and early pregnancy among other such factors. The consequences of this distress are dire and far-reaching. Various strategies have been employed by the education sector in an attempt to address issues that affect students. On top of these strategies featured the strengthening of guidance and counseling services in schools. Egbo
(2013) stated that counselling services are those helps rendered to clients to help them to understand themselves and their environment so as to be in a position to choose the right type of behaviours that will

help them develop, grow, progress, ascend, mature and step up educationally, vocationally and socio-personally.

Counselling services are offered in the school and non-school settings. Effective school counseling programmes empower students to realize their full potentials.

One of the primary goals of functional education system is to equip students with the necessary skills and values for productive living. In pursuance of this goal, the Federal Government of Nigeria has taken steps to make Nigerian education relevant to the life of the individual with the implementation of the new school system (FRN, 2004:30). Consequently, schools are set at the various levels of education to translate the government vision into reality. At the primary and post primary levels, the schools are expected to provide the tripartite functions of administration, instruction and guidance and counselling services. Counselling services, according to Anwana (2011), are designed to enable an individual to gain self-understanding of himself as well as his self-direction. Counselling services are offered by a counsellor who is professionally competent in relevant psychologically based skills and knowledge to assist the client. Over the years, counselling services have been adopted at the primary and post primary levels in Nigeria, and they have been found to play a good complementary role to other school programmes.

Despite these efforts, indiscipline in schools is still on the increase. This thus casts a shadow of doubt on the effectiveness of the guidance and counselling services in Nigerian schools. This prompted the researcher to attempt to ascertain the effectiveness of counselling services in various institutions of learning especially in post primary institutions, hence, this a study of extent of counselors' effectiveness in post primary institutions in Enugu State.It is assumed that with increasing complexities in the society, the growth of industrial and technological development, most students find it difficult to adjust themselves to the school challenges, the society expectations, selecting and entering into sustainable occupations as well as adjusting to satisfactory family roles. It is also observed that within the school, children have counselling needs ranging from educational, personal-social to vocational which if not properly handled, may lead to their maladjustment or frustrations in their later lives. McDanial (1966) cited in Anwana (2011) stated that the three major functions of the school counselling programme should aim at: -

    (i)   Assisting the individual student achieve an increasing degree of maturity in working towards the solution of his varied personal adjustment problems,

    (ii)   Assisting the school and its staff in security, interpreting and using information concerning the characteristics, needs and opportunities of students, and

    (iii)   Assisting the school and its staff in understanding and working closely with the community they serve.

The implication is that students should maximally utilize their schooling period to acquire the basic skills that would launch them into functional adulthood who would contribute meaningfully to the society's sustainable development. But situations are observed where most of our students show apparent lack of reading culture or zeal for their academic engagements. A great deal of their time is spent on social networking on "facebook", "Twitter", among others, using their cell phones. Examination fraud is fast becoming a rampant tradition among many students despite government efforts to stamp it out from the educational system. One wonders the type of manpower that would be produced for our economy in future

if this trend continues. Okon (2014) asserted that guidance and counselling within education can help in the development of skills, attitudes, and potentials of Nigerian youths so as to realize their fullest potentials for national development.

More so, the implication of technological revolution across the globe predicts that any nation that desires development deep into the 21st century and beyond should not pay lip service to guidance and counselling but should ensure that all machinery is set in motion to maximize the potentials of the youth, for their timely absorption, and survival in an uncertain technological future. Nwachukwu (2003) believed that school counselling services equip the students with skills for career adjustment in areas where jobs are available.

Statement of the Problem; The challenges of adolescents according to Melgosa (2011) include adapting to their new image, facing the growing academic demands, establishing vocational goals, learning to control sexuality, emotional and psychological independence from their parents. Most of the learners in post primary institutions are at an adolescent stage and an effective guidance and counseling programme in schools must be availed to assist these students (Onuorah, 2011). The rationale to offer counseling services especially to students in post primary institutions is very clear. The "post primary" years are periods of academic, social, personal, emotional and intellectual growth for most if not all students. In the National Policy on Education, section 11 (101), it was noted that there is need for guidance services for the young school children in view of their varied background and likely career choice problems. A recent survey by Ajowi & Simatwa (2010) has revealed that most post primary institutions in Nigeria have school-based guidance and counselling services. However, despite the availability of these services, another study by Okechi & Adegoke (2012) showed that most of the counsellors in post primary institutions in Nigeria are poorly trained. In most cases, teachers are tasked with the additional role of counselors. Most of the teachers tasked with guidance and counselling roles are overburdened due to the high number of students in post primary institutions in Nigeria. This thus casts a shadow of doubt on the effectiveness of guidance and counselling services in Nigerian secondary schools. This study thus sought to appraise the effectiveness of guidance and counseling services in post primary institutions in Enugu state, Nigeria.

Purpose of the Study; The main purpose of this study was to ascertain the extent of counsellors' effectiveness in post primary institutions in Enugu State, Nigeria. Specifically, this study sought to determine the extent to which counsellors perform;

1. Orientation guidance services in post primary institutions in Enugu State.
2. Educational guidance services in post primary institutions in Enugu State.
3. Vocational guidance services in post primary institutions in Enugu State.
4. Personal social guidance services in post primary institutions in Enugu State.

Research Questions; This study sought answers to the following research: questions.

1. To what extent do guidance counsellors satisfactorily perform orientation guidance services in post primary institutions in Enugu State?
2. To what extent do counsellors satisfactorily perform educational guidance services in post primary institutions in Enugu State?

3. To what extent do counsellors satisfactorily perform vocational guidance services in post primary institutions in Enugu State?

4. To what extent do counsellors satisfactorily perform personal social guidance services in post primary institutions in Enugu State?

Hypotheses; Two Null hypotheses were formulated and tested at 0.05 level of significance.

Hypothesis 1: There is no significant differerence in the mean response scores o male and female counselors in in the overall performance of counseling functions Enugu state post primary schools.

Hypothesis 2: There is no significant difference in the mean response scores of urban and rural counsellors in their overall performance of counseling functions in Enugu state post primary schools.

Research Design; This study adopted descriptive survey research deign. According to Nworgu (2001), survey research design is one in which a group of people or items considered to be a representative of the entire group is studied.

Area of the Study;This study was carried out in the six educational zones of Enugu state with a total of two hundred and seventy-five (275) government-owned secondary schools. These zones are Nssuka, ObolloAfor, Awgu, Agbani, Enugu and Udi post primary school management school boards (PPSMB, 2016).

Population for the Study'The population for the study comprises a key officer each from all the two hundred and seventy-five (275) government owned secondary schools in Enugu State. Such key officers include; the principal, a trained counselor, or a key administrative staff serving in all the two hundred and seventy-five (275) government owned secondary schools in Enugu State.

Sample and Sampling Technique;Thus, this study used a sample size of two hundred and seventy-five (275) persons consisting of a key officer each from all the two hundred and seventy-five (275) government owned secondary schools in Enugu State. Two hundred and seventy-five (275) is small and manageable as a sample for study. Hence, the researcher used all of them for the study. Therefore, no sampling was done.

Instrument for Data Collection;The instrument for data collection is a self-structured questionnaire developed by the researcher. It was called an appraisal of counselors' effectiveness in post primary institutions in Enugu State. The instrument has two sections. Namely; section A and B section. Section A contains the Biodata of the respondents while section B contains the questionnaire for this research work. Section one has twelve (12) items on orientation services, Section two is made up of nine (9) items on educational guidance. Section three has fourteen (14) items on vocational guidance. Section four has ten (10) items on personal social guidance. Section five is made up of eleven (11) items on information services. Section six has thirteen (13) items on planning, placement and follow-up services. Section seven has six (6) items on appraisal service while Section eight has six (6) items on referral service. Thus, section B has a total of 81 research items structured to raise the much-needed data to answer the research questions and test the hypotheses formulated for the study.The instrument has a 4-point response format of and numerical value assigned to it as fol

High extent	-	H.Ex	=4 points
Moderate Extent	-	M.Ex	=3 points
Low	-	LE	=2 points
very low Extent	-	V.LE	=1 point

Validation of the Instrument;The instrument was validated by three experts; one in measurement and evaluation and two in guidance and counseling department all from Enugu State University of Science and Technology,(ESUT),Enugu State ,Nigeria.

 Reliability of the Instrument;To ascertain the internal consistency of the instrument the researcher conducted initial test using 15 Post Primary Institutions from Ebonyi State, Nigeria. The Cronbach's alpha coefficient for the entire instrument was found to be 0.85 which the researcher considered high enough and so used the instrument for the main study.

Method of Data Collection;The instrument was administered directly to the 275 respondents using six trained research assistants. One research assistant covered one education zone.. On the whole, a total of two hundred and seventy-five (275) copies of the questionnaires were correctly filled and retrieved from the respondents, giving a return rate of 100%.

Method of Data Analysis;The nine questions were answered using the mean and standard deviation. The mean rating of the numerical values assigned to the Reponses option were used. The ratings were summed up and the cut off was determined after finding the mean which was obtained by adding the sum of the nominal rating values and dividing by the number of rating items. Thus,

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

The basis for decision would therefore be 2.50. A mean score of 2.50 and above was regarded as high extent while a mean score below 2.50 was interpreted as low extent. The research hypotheses were tested at 0.5 level of significance. The decision rule for the null hypotheses was that if t-calculated is equal to or greater than the t-critical at the chosen confidence level (0.5) and degree of freedom ($n_1 + n_2$ -2) the null hypotheses of no significant difference was rejected, if on the other hand the calculated t value is less than the value of t-critical (the table value) then the null hypothesis would be accepted.

ANALYSIS OF RESULT

Table 1

RESEARCH QUESTION ONE:							
To what extent do guidance counsellors satisfactorily perform orientation guidance services in post primary institutions in Enugu State?							
		RESPONSES					
S/N	QUESTIONNAIRE ITEM(S)	High (4)	Moderate (3)	low (2)	V.Low (1)		X	DECISION
	As a counselor, I understand that counselors should							
1	Welcome newly admitted students	112	90	61	12	**275**	3.1	**HIGH EXTENT**
		448	270	122	12	**852**		
2	Talk to new students on the history, philosophy, status, programmes, achievements, problems, rules and regulations, clubs and aspirations of the school, exhort them to identify with the progress of the school	108	90	42	35	**275**	2.99	**HIGH EXTENT**
		432	270	84	35	**821**		

3	Conduct them round the school premises and facilitate acquaintances with the school environment	157	57	43	18	**275**	3.28	**HIGH EXTENT**
		628	171	86	18	**903**		
4	Organize orientation/induction services for new members of staff, youth corper, etc.	128	91	37	19	**275**	3.19	**HIGH EXTENT**
		512	273	74	19	**878**		
5	Serve as parents especially to those whose parents or guardians are far from the school	143	61	41	30	**275**	3.15	**HIGH EXTENT**
		572	183	82	30	**867**		
GRAND MEAN							3.14	**HIGH EXTENT**
STANDARD DEVIATION							0.11	

Table 1 show that high means of 3.1, 2.99, 3.28, 3.19 and 3.15 were obtained for items 1, 2, 3, 4 and 5 respectively. This simply indicates that the respondents had high extent perceptions of each of the itemized

roles of counselors in post primary institution. A grand mean of 3.14, with a standard deviation of 0.11 was obtained for all the five items (items 1-5) in research question one. A grand mean of 3.14 indicates that all the respondents generally had a high extent perception of each of the itemized roles of counselors and also concur to the fact that counselors should perform orientation guidance services in post primary institutions. A standard deviation of 0.11 is considerably low which is an indication that the respondents did not differ remarkably in their perception of each of the itemized roles of counselors in post primary institutionin Enugu State.

Table 2

RESEARCH QUESTION TWO:							
To what extent do counsellors satisfactorily perform educational guidance services in post primary institutions in Enugu State?							

		RESPONSES					
S/N	**QUESTIONNAIRE ITEM(S)**	**High (4)**	**Moderate (3)**	**low (2)**	**V.Low (1)**		**X**	**DECISION**
	As a counselor, I understand that counselors should							
6	Supervise the studies of students	136	87	45	7	**275**	3.28	**HIGH EXTENT**
		544	261	90	7	**902**		
7	Administer tests on academic matters, score them, interpret them and use them for counseling interventions	158	42	61	14	**275**	3.25	**HIGH EXTENT**
		632	126	122	14	**894**		
8	Monitor students' academic performance at regular intervals.	125	85	56	9	**275**	3.19	**HIGH EXTENT**
		500	255	112	9	**876**		
9.	Counsel students with study problems	106	98	59	12	**275**	3.08	**HIGH EXTENT**
		424	294	118	12	**848**		
10.	Guide students on such academic matters as the choice of school subjects on completion of SSCE or JAMB.	116	94	54	11	**275**	3.15	**HIGH EXTENT**
		464	282	108	11	**865**		

11	In consultation with teachers, liaise with parents on students' academic performance and involve them in counseling programmes	142	100	20	13	**275**	**3.35**	**HIGH EXTENT**
		568	300	40	13	**921**		
	GRAND MEAN						**3.22**	**HIGH EXTENT**
	STANDARD DEVIATION						**0.1**	

Table 2 shows that high means of 3.28, 3.25, 3.19, 3.08, 3.15 and 3.35 were obtained for items 6, 7, 8, 9, 10 and 11 respectively. This simply indicates that the respondents had high extent perceptions of each of the itemized roles of counselors in post primary institution. A grand mean of 3.22, with a standard deviation of 0.1 was obtained for all the six items (items 6-11) in research question two. A grand mean of 3.22 indicates that all the respondents generally had a high extent perception of each of the itemized roles of counselors and also concur to the fact that counselors should perform educational guidance services in post primary institutions. A standard deviation of 0.1 is considerably low which is an indication that the respondents did not differ remarkably in their perception of each of the itemized roles of counselors in post primary institutionin Enugu State.

Table 3

RESEARCH QUESTION THREE:								
To what extent do counsellors satisfactorily perform vocational guidance services in post primary institutions in Enugu State?								
		RESPONSES						
S/N	**QUESTIONNAIRE ITEM(S)**	**High (4)**	**Moderate (3)**	**low (2)**	**V.Low (1)**		**X**	**DECISION**
	As a counselor, I understand that counselors should							
12	Provide students with occupational information	104	75	50	46	**275**	**2.86**	HIGH EXTENT
		416	225	100	46	**787**		
13	Administer Vocational tests, Score, and interpret them, using them in counseling students and parents on Vocational choice and subjects to offer in school	60	54	86	75	**275**	**2.36**	LOW EXTENT
		240	162	172	75	**649**		
14	Guide and counsel students and parents on vocational choice and	108	88	46	33	**275**	**2.99**	HIGH EXTENT

	combination of subjects and help in solving conflicts in such matters.	432	264	92	33	**821**		
15	Foster vocational development in students by organizing career convention	42	55	81	97	**275**	**2.15**	LOW EXTENT
		168	165	162	97	**592**		
16	Arrange vocational visits to professional vocational centres	80	61	90	44	**275**	**2.64**	HIGH EXTENT
		320	183	180	44	**727**		

17	Promote vocational clubs in the school	39	64	86	86	275	2.2	LOW EXTENT
		156	192	172	86	606		
18	Organize vocational experience, holidays, job attachments, pilot schemes, etc.	90	31	99	55	275	2.57	HIGH EXTENT
		360	93	198	55	706		
	GRAND MEAN						2.54	HIGH EXTENT
	STANDARD DEVIATION						0.32	

Table 3 shows that high means of 2.86, 2.99, 2.64, and 2.57 were obtained for items 12, 14, 16 and 18 respectively. This simply indicates that the respondents had high extent reservations that counsellors should perform the functions of vocational guidance services in post primary institutions. Conversely, a low mean rating (below 2.5) of 2.36, 2.15, 2.2 were obtained for items 13, 15 and 17 respectively, which are indicative of the disapprovals of respondents that counsellors should perform the functions of vocational guidance services in post primary institutions.   A grand mean of 2.54, with a standard deviation of 0.32 was obtained for all the seven items (items 12-18) in research question three. A grand mean of 2.54 indicates that all the respondents generally had high extent perceptions of the vocational roles of counselors in schools and also agree to the fact that counselors should perform vocational guidance services in post primary institutions. A standard deviation of 0.32 is considerably low which is an indication that the respondents did not differ remarkably in their perception of the role of counselors in providing vocational guidance services in post primary institution in Enugu Sta

Table 4

		RESPONSES						

RESEARCH QUESTION FOUR

To what extent do counsellors satisfactorily perform personal social guidance services in post primary institutions in Enugu State?

S/N	QUESTIONNAIRE ITEM(S)	High (4)	Moderate (3)	low (2)	V.Low (1)		X	DECISION
	As a counselor, I understand that counselors should							
19	Counsel students on their personal and social matters and problems	112	49	44	70	**275**	2.74	**HIGH EXTENT**
		448	147	88	70	**753**		
20	Administer Scores, interpret tests on personal/social matters and problems and use the result for counseling	49	58	89	79	**275**	2.28	**LOW EXTENT**
		196	174	178	79	**627**		
21	Consult and liaise with teachers and parents as occasion requires on personal and social matters and problems and involve them with counselling programmes	58	69	81	67	**275**	2.43	**LOW EXTENT**
		232	207	162	67	**668**		
22	Foster personal-social development in students through group programme	50	61	83	81	**275**	2.29	**LOW EXTENT**
		200	183	166	81	**630**		

Table 4 Continued

23	Foster personal-social development in students through school societies	113	103	34	25	**275**	3.11	HIGH EXTENT
		452	309	68	25	**854**		
24	Foster personal-social developments in students through exchange programmes management skills	88	30	82	75	**275**	2.48	LOW EXTENT
		352	90	164	75	**681**		
25	Foster personal-social development in students through self	96	88	51	40	**275**	2.87	HIGH EXTENT
		384	264	102	40	**790**		
26	Foster personal-social development in students through social skills	59	40	81	95	**275**	2.23	LOW EXTENT
		236	120	162	95	**613**		

27	Foster personal-social development in students through training in assertiveness.	42	94	60	79	**275**	2.36	LOW EXTENT
		168	282	120	79	**649**		
GRAND MEAN							2.53	HIGH EXTENT
STANDARD DEVIATION							0.3	

Table 4 shows that high means of 2.74, 3.11, and 2.87 were obtained for items 19, 23 and 25 respectively. This simply indicates that the respondents had high extent reservations on the role of counsellors as personal social guidance personnel. Conversely, a low mean rating of 2.28, 2.43, 2.29, 2.48, 2.23 and 2.36 were obtained for items 20, 21, 22, 24, 26 and 27 respectively, which are indicative of the disapprovals of respondents that counsellors should perform the functions of personal social guidance services in post primary institutions. A grand mean of 2.53, with a standard deviation of 0.3 was obtained for all the nine items (items 19-27) in research question four. A grand mean of 2.53 indicates that all the respondents generally had high extent perception of the roles of counselors in schools and also agree to the fact that counselors should perform personal social guidanceservices in post primary institutions. A standard deviation of 0.3 is considerably low which is an indication that the respondents did not differ remarkably in their perception of the roles of counselors in providing personal social guidance services in post primary institution in Enugu State.

Hypothesis 1: There is no significant sex difference in the overall performance of counseling functions by male and female counsellors in Enugu state post primary schools.

Table 9: t-test comparision of the performance of male and female counselors.

Gender	Mean(X)	SD	df	Criitical value	t-Calculated	Decision
Male counsellor	6.60	2.59	275	1.96	5.54	
Female counsellor	7.04	2.61				Accepted

Decision Rule: Table 9 shows that the mean score of male respondents is 6.60 with standard deviation of 2.59 while the mean score of female respondents is 2.61 with standard deviation of 2.61. The tcalculated is 5.54 while the critical value is 1.96. The t-calculated is greater than the critical value. The null hypothesis is accepted. This implies that there is no significant difference between performance of male and female in counselors Enugu state post primary schools.

Hypothesis 2: There is no significant difference in the overall performance of counseling functions by urban and rural counselors in Enugu state post primary schools.

Table 10: t-test comparision of the performance overall performance of counseling functions by urban and rural counselors

Gender	Mean(X)	SD	df	Criitical value	t-Calculated	Decision
Urban counsellors	7.41	2.64	275	1.96	7.54	
Rural counselors	6.24	2.59				Accepted

Decision Rule: Table 10 show that the mean score of respondents from urban environment is 7.41 with standard deviation of 2.64 while the mean score of respondents from rural environment is 6.24 with standard deviation of 2.59. The t.calculated is 7.54 while the critical value is 1.96. The t-calculated is greater than the critical value. The null hypothesis is accepted. This implies that there is no significant difference between the overall performance of counseling functions by urban and rural counsellors.

Conclusions; Guidance and counselling is of paramount importance in effective teaching and learning in schools globally.UNESCO (2002) has recognized the pivotal role which guidance and counselling plays in various spheres of human existence, hence it sponsored the development of training modules for counsellors.

Recommendations; This study makes the following recommendations:

1. Government and other concerned stakeholders should make out policies to ensure that counsellors are properly trained and equipped to perform optimally.
2. The Counselling Association of Nigeria should formulate policies that will articulate the actual roles of counsellors in the Nigerian education system, especially in post primary institutions in Nigeria.
3. The Counseling Association of Nigeria should give mass publicity of the roles of counselors within the school setting.
4. The Federal Ministry of Education, in collaboration with State Education Commissions within the various States should specifically ensure that each school has functional guidance and counselling unit(s).
5. Government and educational policy makers should set policies to regulate the activities of guidance and counseling officers in schools so as to avoid abuse.

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