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Guidance and Counselling: Its Impact and Services in Tertiary Institutions in Borno State, Nigeria

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Abstract

*The study evaluated the Impact of Guidance and Counselling Services in Tertiary Institutions in Borno State, Nigeria. The study used survey design. One objective was formulated and one research question was raised. The population of the study consisted of all tertiary institutions in Borno State. However, the study was delimited to 4 tertiary institutions with established guidance and counselling centers. The total number of students and counsellors used in the study was 1,237 students and 4 counsellors selected through simple random and purposive sampling techniques. The instrument used was self-developed questionnaire titled the Impact of Guidance and Counselling Services (IGCSQ) consisted of 12-items instrument. The reliability co-efficient of the instrument was determined after pilot testing was conducted and the index was found to be 0.80 using Cronbach's alpha. One hypothesis tested at 0.05, level of significance guided the study. The hypothesis revealed that there was no significant difference on the impact of Guidance and counselling services in all the tertiary institutions. Frequencies, percentages, mean and standard deviation were employed to answer the research questions. The **result** showed that the impact of guidance and counselling on orientation, information, counselling, planning placement and follow-up services have high impact. The study concluded that there was a **high impact** on all the guidance services. Based on the findings the study recommended that National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) should organize periodical evaluation of all the guidance and counselling services in order to ensure its effectiveness on students in all the tertiary institutions.*

Keywords: Evaluation; Impact; Counselling; Guidance Services; Tertiary Institutions.

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Introduction

The National Policy on Education emphatically stated that “in view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in schools [1]. Thus, the provision of guidance and counselling services in schools is geared towards helping clients to understand self and to take appropriate, social and psychological lifelong decisions.

Tertiary education is defined as the education given after secondary education in the University, Colleges of Education, Polytechnics/Monotechnics, and Colleges of Health/Midwifery. The education could also be in the innovative enterprise institutions and other institutions offering distance and correspondence learning. These institutions provide training that leads to the award of Bachelor of Arts or Sciences in education (BA, B.Eds., B.Sc.), Master Degree in education (M.Eds.), Master’s degree in Sciences (M.Sc.) and Doctor of Philosophy (Ph. D) for graduates who are responsible for translation and implementation of educational policies by Federal Republic of Nigeria, (Ogbonna, Akwu and Enefu, 2013) [2].

Evaluation should be an on-going process. Beeby reported that for evaluation to be helpful in checking; programme effectiveness, response to changing needs, strengths and limitations of the staff development and reporting and follow-up [3]. Evaluation determines what the programme achieves, provides a basis for identifying critical gaps in service delivery, and for planning changes. In evaluating Guidance and counselling programme’s effectiveness, efforts should be made to measure student awareness of the services, satisfaction of students involved in individual counselling; and satisfaction of students involved in classroom, and out-of-class, guidance activities. Similarly, Olayinka outlined the following steps as helpful in assessment of the current/existing programme; identifying current resource availability and use, current guidance and counselling activities, students’ outcomes, which are served, gather perceptions and involvement of personnel in a region or school [4].

The success of any counselling programme in any tertiary institution depends on adequate supply of trained-efficient counsellors and counselling facilities [5]. The researcher observed over the years of lecturing at one of the tertiary institutions in Borno state, Nigeria that the Counselling Centre suffers from dearth of facilities and personnel. Though the counselling center is headed by a trained counsellor, but there are other problems hindering the performance of the school counsellor. The problems include: lack of awareness of the usefulness of the counselling services, offices for guidance counsellors in some

of the schools are not fully equipped, inadequate conducive office space and counselling inventories which are certainly responsible for low patronage by the students. In some situations, counsellors were assigned certain subjects to teach, which surely overrides their actual status as a counsellor in some schools sometimes. It is in line with the above problem that the researcher undertook a study to evaluate the impact of Guidance and counselling services in the tertiary institutions in Borno State, Nigeria.

The objective of the study was to evaluate the significance of the impact of guidance and counselling services on (orientation, information, counselling, planning, placement and follow-up services) on students of tertiary institutions in Borno State, Nigeria. Based on this, the following research question was posed to guide the study: What is the impact of guidance and counselling services on (orientation, information, counselling, planning placement and follow-up) services on students of tertiary institutions in Borno State Nigeria? Hypothesis H₀₁: There is no significant difference on the impact of guidance and counselling services on (orientation, information, counselling, planning placement and follow-up) services on students across the four tertiary institutions in Borno State, Nigeria.

Literature Review

Muango and Joel observed that the basis for guidance and counselling evaluation is to serve as a source of information on personal counselling, educational counselling, career development and placement to further education and work, in transitional stages of education. A student faces many difficult situations in life today, he/she has to make wise choices in curricular and other activities, acquire basic study skills for optimum achievement and adjust to his/her peers, teachers and parents [6]. Webster carried out a study on impact of orientation programmes on Tertiary Institutions student perceived academic success in adult education programme. The study is important as the findings have the potential to increase Tertiary Institutions student persistence and learning [7]. Bandura's Social Cognitive Theory and the Theory of Self-efficacy developed by Zimmerman served as the theoretical frameworks of this sequential mixed methods design study [8] [9].

Adeusi, Olujide and Omotola examined the influence of career guidance and counselling on students' motivation and school adjustment. Research on school counselling and guidance services found that students who received career development services reported greater career awareness and higher levels of career exploration and planning. A total of two hundred and 289 first year covenant University students were randomly selected [10]. Ex post facto research design was adopted for the study. Two hypotheses were raised and

tested. The basic school adjustment questionnaire, (BSAQ) and the students' motivation towards school questionnaire (SMSQ) were used for data collection. The results showed that career guidance and counselling made a significant influence on students' motivation ($t=3.059$, $t\text{-critical} = 1.96$, $df = 287$).

Gatua carried out a study on Impact of guidance and counselling services on students' social and emotional adjustment in public urban and rural secondary schools in Nakuru and Uasin Gishu Counties, Kenya. The study adopted descriptive cross-sectional survey design. The research population was from 4 students in 24 secondary schools from urban and rural settings. Simple random and purposive sampling techniques were used to select 330 students, 45 school counsellors and 45 school administrators as participants. Rural schools indicated high level of impact of guidance and counselling services where female students expressed higher level of social and emotional adjustments [11].

Heller *et al*, carried out a study to determine the impact of counselling programme on youth violence and school engagement in Chicago, United States of America. The researcher used group counselling and non-traditional sports activities to strengthen adolescents' social-cognitive skills including self-regulation and impulse control, social-information processing (the ability to accurately infer the intentions of others), future orientation, personal responsibility and conflict resolution [12]. The results of the study revealed that youths' counselling programme, reduced arrests for crimes categorized as "other", including vandalism, trespassing and weapons possession by 11.5 arrests per 100 youths during the programme a year or 36 percent and reduced the likelihood of attending a school inside juvenile justice setting in the year after the programme by 53 percent.

Blier conducted a study on impact of career counselling plus discovering (internet version) on the academic achievement of High School Sophomores at Risk for Dropping out of school in Columbia. The study revealed that, students' overall GPA increased due to their participation in the success centre [13]. Ekpang and Arop conducted a study on Counselling: A catalyst for academic advancement and career choice among tertiary institution students in Cross River State, Nigeria. The study employed survey design. The results of data analysis showed that the calculated values (11.08, 2.42 and 14.21) were higher than the critical t-value of 1.967 at 0.05 level of significance with 298 degrees of freedom [14]. Findings of the study revealed that, Guidance and Counselling significantly influence tertiary institution students' academic achievement, academic advancement and career choices.

Obi, Oye, Mohammed and Bernice carried out a research on the impact of ICT on career counselling services: Findings of the study revealed that, the students used career counseling services to take career decision and aspiration.

They should also use it to gather career information and select subjects that match their career interests [15]. The study also revealed that secondary school teachers used career counseling services to guide students to make appropriate subject choice that matches the students' career interests and help them with their career challenges and plans.

Method

Research Design and Population

The design for this study is a descriptive survey design that evaluates the impact of guidance and counselling services in some selected Tertiary Institutions in Borno State, Nigeria. Sidhu, pointed out that, the descriptive survey method in educational research is very common. It is that method of investigation which describes and interprets what exists at present in the form of conditions, practices, processes, trends, effects, attitudes and beliefs [16]. The target population of the study consisted of 29,721 that is 100 level to 500 level students of the University of Maiduguri and 2,469 that is 100 levels to 500 level students of the Kashim Ibrahim Borno State University of Maiduguri for 2024/2025 academic session and 4,355 N.C.E. one to three from all the Colleges of Education in Borno State, Nigeria for 2024/2025 academic session. The students numbering 36,545 and counsellors numbering 4 in all the selected tertiary institutions in Borno State, Nigeria. To obtain the sample size needed to represent the population of students and counsellors for the study, Krejcie and Morgan table for determining sample size and selection was used [17]. The table provides that sample is arrived at 95% confidence level and 3.5% margin of error. Kothari is of the view that a sample must be of an optimum size, that is, it should neither be excessively large, nor too small [18].

The researchers used simple random sampling technique to select 379 respondents from University of Maiduguri, 335 respondents from Kashim Ibrahim Borno State University of Maiduguri, 346 respondents from College of Education Waka Biu and 291 from Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama.

Research Instruments

The researchers developed Impact of Guidance and Counselling Services on Students Questionnaire (IGCSQ) was used for data collection. The questionnaire for the evaluation of impact of guidance and counselling services on (orientation, information, counselling, planning placement and follow-up) services consisted of Section A, which is Instruction and Section B comprising (12) statements that measured impact of guidance and counselling services on students counselling services.

A pilot testing using the evaluation scale constructed by the researcher was done and the instrument administered to thirteen students in each school. The instruments for pilot testing were collected by the researcher on the spot after completion. The pilot testing was conducted to assess the accuracy of the measurement and whether respondent's responses could yield expected results. The internal consistency of the instruments was determined using cronbach's Alpha (α) and the index was found to be 0.80 for the impact of counselling services on students of tertiary institutions in Borno State, Nigeria.

Method of Data Analysis

The research questions raised for this study were answered using descriptive statistics, such as Frequency counts, percentages, mean and standard deviation. One Way Analysis of Variance (ANOVA) and Chi - Square was used to test the hypotheses. The choice of descriptive statistical tools is considered appropriate because the study is concerned with determining the significance of the impact of guidance services on students.

Result and Discussion

Results

Table 1. Percentage distribution of the level of impact of guidance and counselling on Orientation, Information, Counselling, Planning Placement and Follow-up Services on students. Research question one: What is the impact of guidance and counselling services on students of tertiary institutions in Borno State?

Table 1: Impact of Guidance Services in Tertiary Institutions in Borno State, Nigeria

S/No.	Statement	Responses			
		SA	A	SD	D
1	Institution counsellors help students interact, adjust to school with their peers from different backgrounds	533 (43.09)	507 (40.99)	108 (8.73%)	89 (7.19%)
2	Institution counsellors organize field trips for the students to observe people at work	273 (22.07)	606 (48.99)	232 (18.76)	126 (10.19)
3	Guidance services enable counsellors/students to use school facilities to communicate to each other at all levels	407 (32.90)	474 (38.32)	217 (17.54)	139 (11.24)
4	Institution counsellors enable students to get information on the bulletin boards	395 (31.93)	504 (40.74)	192 (15.52)	146 (11.80)
5	Institutions that provide guidance services to their students are less likely to engage in ill vices	391 (31.61)	442 (35.73)	251 (20.29)	153 (12.37)
6	Guidance services help students to have character traits such as empathy and kindness	350 (28.29)	541 (43.73)	198 (16.01)	148 (11.96)
7	Institution counsellors help students to acquire effective study habit techniques to earn higher grades	400 (32.34)	427 (34.52)	274 (22.15)	136 (10.99)

8	Institution counsellors help students resolve emotional, social and behavioural problems	391 (31.61)	463 (37.43)	237 (19.16)	146 (11.80)
9	Institution counsellors help students to learn more about specific career and its requirements	380 (30.72)	487 (39.37)	226 (18.27)	144 (11.64)
10	Institution counsellors monitor the progress of every student	350 (28.29)	417 (33.71)	290 (23.44)	180 (14.55)
11	Institution counsellors visit students' home when necessary	302 (24.41)	394 (31.85)	328 (26.52)	213 (17.22)
12	Institution counsellors enable students to select subjects that match their career options	361 (29.18)	444 (35.89)	229 (18.51)	203 (16.41)

Table 1: Percentage distribution of the level of impact of guidance and counselling on Orientation, Information, Counselling, Planning Placement and Follow-up Services on students, Where the results revealed that 43.09% of the respondents strongly agreed that school counsellors help students interact and adjust to school life with their peers from different backgrounds, 40.99% rated it to be agreed, 8.73% rated it to be strongly disagreed while 7.19% rated as disagreed. 22.07% of the respondents rated it to be strongly agreed that school counsellors organize field trips for the students to observe workers at work, 48.99% rated it to be agreed, 18.76% rated it to be strongly disagreed, while 10.19% rated it as disagreed. 32.90% of the respondents strongly agreed that guidance services enable counsellors/students to use school facilities to communicate to each other at all levels, 38.32% rated it to be agreed, 17.54% rated it to be strongly disagreed while 11.24% rated it as disagreed. 31.93% of the respondents strongly agreed that school counsellors enable students to get information on the bulletin board, 40.74% rated it to be agreed, and 15.52% rated it to be strongly disagreed while 11.80% rated it as disagreed. 31.61% of the respondents strongly agreed that institutions that provide guidance and counselling services, their students are less likely to engage on ill vices. 35.73% rated it to be agreed, 20.29% rated it to be strongly disagreed while 12.37% rated it as disagreed.

Also 28.29% of the respondents strongly agreed that school guidance services help students to have character traits such as empathy and kindness, 43.73% rated it to be agreed, 16.01% rated it to be strongly disagreed while 11.96% rated it as disagreed. 32.34% of the respondents strongly agreed that school counsellors help students to acquire effective study habit technique to earn higher grades, 34.52% rated it to be agreed, and 22.15% rated it to be strongly disagreed while 10.99% rated it as disagreed. 31.61% of the respondents strongly agreed that school counsellors help students resolve emotional, social and behavioural problems, 37.43% rated it to be agreed, and 19.16% rated it to be strongly disagreed while 11.80% rated it as disagreed. 30.72% of the respondents strongly agreed that institutions counsellors help

students to learn more about specific careers and their requirements, 39.37% rated it to be agreed, 18.27% rated it to be strongly disagreed while 11.64% rated it as disagreed. 28.29% of the respondents strongly agreed that school counsellors monitor the progress of every student, 33.71% rated it to be agreed, and 23.44% rated it to be strongly disagreed while 14.55% rated it as disagreed. 24.41% of the respondents strongly agreed that institution counsellors visit students' home when necessary, 31.85% rated it to be agreed, and 26.52% rated it to be strongly disagreed while 17.22% rated it as disagreed. 29.18% of the respondents strongly agreed that institution counsellors enable students to select subjects that match their career options, 35.89% rated it to be agreed, 18.51% rated it to be strongly disagreed and finally 16.41% of the respondents rated it as disagreed.

Hypothesis one: There is no significant difference in the extent to which counsellors cover the six guidance services across the four tertiary institutions in Borno State, Nigeria.

Table 2: Descriptive Statistics of the Impact of Counselling of the Four Tertiary Institutions in Borno State, Nigeria

Institution	N	Mean	SD
University of Maiduguri	342	26.50	6.26
Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama	276	25.68	6.19
College of Education Waka Biu	305	25.38	5.81
Kashim Ibrahim Borno State University of Maiduguri	314	26.06	5.58
Total	1,237		

Table 2(a) revealed that the mean score for University of Maiduguri on Impact of Guidance Services on students was 26.50 with a standard deviation of 6.26, followed by Kashim Ibrahim Borno State University of Maiduguri (mean = 26.06) with a standard deviation of 5.58, then followed by Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama (mean = 25.68) with a standard deviation of 6.19, while College of Education Waka Biu having the lowest mean of (25.38) with a standard deviation of 5.81.

H0₂: There is no significant difference on the impact of guidance services across the four tertiary institutions in Borno State, Nigeria.

Table 3: Summary of Chi Square on Impact of Guidance Services across the Four Tertiary Institutions in Borno State, Nigeria.

variables	FREQ _{Observed}	FREQ _{Expected}	Df	Chi-square	Prob	Decision
Agreed	1098	618.5	1	743.48	0.0001	rejected
Disagreed	139	618.5				

The result in table 3 revealed that there is no significant difference on the impact of counselling services across the four tertiary institutions in Borno State, Nigeria. The calculated chi-square is 743.48 and chi-square table value is 3.84, since the chi-square calculate is greater than the chi-square table value. That is, the stated hypothesis there is no significant difference on the impact of guidance services on orientation, information, counselling, planning, placement and follow-up services, across the four tertiary institutions in Borno State, Nigeria, was rejected. Therefore, there is significant difference on the impact of counselling services across the four tertiary institutions in Borno State, Nigeria.

Summary of Findings

1. Guidance services have positive impact on students of the tertiary institutions.
2. There was no significant difference on the impact of guidance services on students across the four tertiary institutions.

Discussion of Major Findings

The findings of the study in respect to research question three, which sought to determine the impact of six guidance services on (orientation, information, counselling, planning placement and follow-up services) on students in tertiary institutions in Borno State, Nigeria. The results showed that majority of the respondents agreed that school counsellors help students interact and adjust to school with their peers from different backgrounds. This finding affirmed Gatua study which reported that guidance services help in enhancing positive social and emotional adjustments among secondary school students [19]. Similarly, studies carried out by Webster and Davidson, & Jeffery who reported in their separate studies that orientation services contribute to positive social change and positive academic performance of students [20] [21].

The finding of the study with respect to information services, majority of the respondents agreed that guidance services enable counsellors/students to use school facilities to communicate to each other at all levels within the school community. Findings of this study is in agreement with Shiran who reported that through efficient and effective use of information communication and technology, school counsellors are in a better position to provide administrators, teachers, parents, and students the appropriate timely

information needed to help all students to set ambitious goals and to realize their goals [22]. The results also showed that majority of the respondents agreed that schools that provide guidance and counselling services to their students are less likely to engage in ill vices. Findings of the study concord with Heller, Pollack, Ander & Ludwig findings who reported that youths counselling programme would immensely reduce arrests for crimes categorized as “other”, including vandalism, trespassing and weapons possession, by 11.5 arrests per 100 youths during the programme in a year, or 36 percent and reduced the likelihood of attending a school inside a juvenile justice setting in the year after the programme by 53 percent [23].

Findings on the students with respect to counselling services, majority of the respondents agreed that guidance services help students to develop character traits, such as, empathy and kindness. Findings of the study is in harmony with that of Corcoran, who reported in his study that, if counsellors engage students on participating in a programme like loving kindness meditation, immense changes will occur, such as, changes in emotions, thoughts, behaviours, and relationships [24]. This finding is in agreement with Bleir who reported that students’ overall grade point average (GPA) increased due to their participation in guidance and counselling [25]. Also Abdullahi, Atsua, Amuda and Ago who reported in their study that study habit counselling techniques has a significant effect on academic performance of the students. The results further showed that, majority of the respondents agreed that guidance counsellors help students resolve emotional, social and behavioural problems [26].

The findings of this study with respect to planning, placement and follow-up services, the respondents agreed that school counsellors enable students to select subjects that match their career options and also monitoring the progress of every student. This finding is in agreement with that of Ekpang and Arop (2017) and Obi, Oye, Mohammed and Bernice (2012) , who reported in their study that, guidance and counselling significantly influence tertiary institution students’ academic achievement, academic advancement and career choices [27] [28].

Conclusion

Based on the findings of this study, it can be concluded that, there was a high impact on guidance services on (orientation, information, counselling, planning placement and follow-up services) on students in the tertiary institutions under study.

Recommendations

Based on the findings of the study, the following recommendations were made that:

1. Counsellors should enhance the guidance and counselling services in their institutions to improve the educational, vocational and personal social of the students.
2. the government should add more support to the guidance and counselling program in the institutions through the provision of funds for all the services in the program.
3. the National Commission of Colleges of Education (NCCE) and National Universities Commission (NUC) should organize periodical evaluation of all the guidance and counselling services in all the tertiary institutions in Borno State.

Author Contributions

Yagana Alkali Kolo: Conceptualization, Methodology, Writing – review & editing, Article administration. **Bitrus Glawala Amuda (Ph.D):** Literature review, Methodology, Investigation, Editing, and Article administration

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Conflict of Interest

All authors declare no conflict of interest.

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