



The Role of Guidance and Counseling Service on Academic Performance among Students of Umar Suleiman College of Education, Gashua, Yobe State, Nigeria

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Abstract. This study was conducted in the month of March to August 2017 to examine the Role of Guidance and Counseling services on academic performance among students of Umar Suleiman College of Education, Gashua, Yobe State, Nigeria. The study used descriptive survey study designs with both qualitative and quantitative approaches. Purposive and simple random sampling techniques were employed. Data was collected using self-administered questionnaire from 100 students across NCE 1, NCE 2 and NCE 3 ; and interview guide to 5 teachers/counselors who are directly involved in Guidance and Counseling services. The data was analyzed in SPSS Version 6 using the frequency percentage, Mean and Standard Deviation distribution tables. The findings revealed that the Guidance and Counseling services offered in the College included: academic, health, moral, and spiritual matters, the services offered proved to be moderately effective in influencing students' study habits and much improvement in academic performance. It was concluded that accessing Guidance and Counseling services has an effect in shaping students' attitude towards studies and career choice as well as improvement in general academic performance. Based on this findings, the following recommendation were made Guidance and Counseling services should be

intensified in schools by appointing full time Counselors in each schools.

Teachers and school Guidance Counselors should also collaboratively guide students on how to develop good study habits, thereby enhancing their academic performance and success. Student should be encouraged to seek for guidance and counseling in their future career.

Keywords: guidance and counseling services, academic, performance students.

1. Introduction

Guidance and Counseling program was established to help students adjust in their socio personal vocational and educational activities in schools (NPE 2004). School is one of the complex social institution where by students will learn certain habits as a result of interaction with different things and different people from different socio cultural background Ahmad (2015).

Guidance and Counseling services is a set of task and activities designed to assist students to cope with some problems and challenges as well as to adjust and improve their academic activities in schools. Ahmad (2015) stated that

Guidance and Counseling services create options for students to develop fully and emphasizes strategies which enhance their potentials. According to Achebe The research conducted by the Georgian department of education (2007) clearly stated that school Guidance and Counseling program encourages equity and accountability through social development decision making skills, academic achievement and school success for students, collaboration with parents and the community provide students with career and educational opportunities to ensure success in diverse and technological society cited in Shelu (2010).

Consequently, Malumfashi (2004) maintained that Guidance and Counseling program is significant and indispensable in our education system, because with its new faced, revolutionized from the traditional curative, reaching out techniques, operational, presently, it offers, especially to students in different school level to an enormous opportunity to develop, realize their strength and weakness, as well as make personality adjustment wisely thereby leading to wise choices and productive decision. Similarly Malumfashi (2004) expresses that; guidance and counseling services should not be only for students that are unhappy about their school life but it is for everybody, troubled and none troubled”

In the study conducted on “the impact of Guidance and Counseling in school system, Guidance services is purposeful and result oriented and since individual are self moving and striving to actualize, therefore education is the most effective instrument for such results orientation and mobility to actualize and in turn guidance and counseling services are fundamental, Newsome et al (1975) cited in sheshu (2010). The findings shows that Guidance and Counseling services to be mandatory in order to overcome these problems outlined by Olayinka (1978) and Uba (1983) in Okon (1984) also in shehu (2010) as educational problem. This is a situation where students are unable to cope with school academic activities and other school related problems. Vocational problem this is a condition where student experience difficulties or conflict in choosing a

career as a result of their potentials, parent ego, economic constraints or religious perception Anwana(1986). Social/ interpersonal problem also this is a situation where by a student fail to maintain social or interpersonal relationship with peers, friends or classmate and teachers as well.

According to Gururani,G.D. (2006,p-1) Guidance is commonly understood as leadership, instruction or direction. Counseling may also be taken as a psychological process of helping an individual to achieve his self-direction, self-understanding and mental balance necessary to make the maximum adjustment to the school, home and society. Bhatnagar & Gupta (1999) view guidance as a process of helping individuals to find solutions of their problems. They further say that guidance is an integral part of education; a continuous service; both generalized and specialized service, for the “whole” child and is not confined only to some specific aspects of his personality. Guidance and Counseling has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu 2004).

The study of human habits and attitudes is relevant and essential to counseling, as it can help in the understanding of the rationale for their behaviour and provides basis for prediction and assistance. Abiri (1996) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities. Guidance services are presented as information services, placement services, appraisal services, vocational guidance services, counseling services, referral services, evaluation, follow-up, consultancy and research services. As a vital component of any type and any level of education, the absence of non utilization of these services in the present day school system has led to the unprecedented rise in the crime wave, violence among students, fuelled cultism, wrong career choice, and wrong subject combination

among other issues. Attitudes are predispositions which have developed through long and complex process. According to Braddock (2001) the purpose of guidance and counseling services for school children are to:

- Improve academic achievement
- Foster positive attitudes toward school learning, and work
- Increase acquisitions and application of conflict resolution skills.
- Decrease dropouts

Ahmad (2015) added that the purpose of guidance and counseling in school setting is to:

- Help students realize their area of strength and weaknesses
- Help students to become self directed and reliance
- Assist students to achieve to the best possible extent
- Encourage students motivation and resilience to daily life challenges
- Assist students in wise career or vocational choice

Various studies indicated that guidance and counseling services has significance relationship with study habits resulted into excellent academic performance. Example basher et tal (2012) cited in (Ahmad 2010) “globally researches revealed that study habit affect academic performance. Guidance and counseling service is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the social and moral values of students. It is intended to suppress, control and redirect behavior. In a school system all students must be aware of the rules laid down through thorough guidance before disciplinary action can be administered, in which this has been a key factor to better good habits and academic performance in students. (Franken, 1998). The idea of relating discipline and guidance helps to determine the value of Guidance and Counseling to students in schools with respect to their academic performance.

According to Gysbers and Henderson (2001), Guidance and Counseling evolved from a position, to a service, and finally to a program expectations of the majority of the students were being met by the Guidance and Counseling

services. Gururani, G.D. (2006,p-195) adds that broadly speaking, „Counseling“ includes all of those personal contacts with students by individuals who are consciously attempting to understand and assist them by the specific procedures utilized in personal interviewing. Leib and Snyder (1976) Lent and Russel (1978) cited in Kagu and Pindar (1999) also cited in Kagu (2004) have proven the efficacy of counseling in treating defective study habits in a research on the effectiveness of group counseling on reading and study habits of low achieving undergraduates, found that counseling services improve the students study habits and their academic performance.

The findings of Gadzella, Goldston, and Zimmerman (1977) cited in Kagu (1999) and (2004) found that counseling service significantly improves the study habits. Similarly the studies of fremonus and feindler in kagu (2004) showed A positive relationship between counseling service and study habits and academic performance.

Khadija (2014) in her studies “the relationship between counseling and academic performance” in her findings discover that counseling service is geared towards promoting values and standards which we believe will help younger people to establish not just sound academic performances but sound behavioral codes for their lives.

Mutie, and Ndambuki, (1999), “Guidance and counselling for schools and college” explain that Guidance and counseling service also helps to facilitate development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career.

Guidance and Counseling, thus, promotes holistic development of every student. This shows the need for every teacher to become a ‘guidance minded’ teacher in the course of carrying out his/her duties with aim of making impacts in the students’ lives.

2. Statement of the Problem

In spite the effort of school administrators and other stake holders in providing all the necessary

required materials and teaching facilities towards ensuring effective and efficient learning among students of Umar Suleiman college of education Gashua. Huge number of students was observed and realized that their academic performance and achievement is below average, due to their study habit. Additionally, going by their Cumulative Grade Point Average (CGPA) as lamented by academic records, the students perform poorly (Academic Record 2015).

In line with the above, teachers improved on their work and dedication toward improving the students' performance, but not much improvement is realized. All these phenomena prompted the researcher curiosity to conduct a study in this location/area to evaluate the role Guidance and Counseling services could play towards improving good study habit and academic performance among student of Umar Suleiman College of Education Gashua Yobe state Nigeria.

3. Scope of the Study

This study was conducted in Umar Suleiman College of Education Gashua Yobe State Nigeria, it was covers all Nigeria certificate in Education (NCE) students in the College. The study will cover SIX (6) months' time period from March to August 2017. The period was considered enough to enable the researchers to acquire enough information about the study. In addition, this time frame is selected because the program is in its peak operation in delivering services to the students in the college.

4. Methodology

The study adopted Descriptive Survey study design. The study population comprised of five teachers/counselors, NCE One, Two and Three (3) students of Umar Suleiman College of education Gashua, Yobe State, Nigeria. This population was chosen because it met the unique characteristics of participants with knowledge

about Guidance and Counseling services offered in the college

The sample comprised of 100 students and five teachers/counselors. The total number of respondents was 105. The benchmark for inclusion of this sample was that, the Counselors are responsible for the students' needs by providing the Guidance and Counseling services to all students. The students had lived experiences of using the Guidance and Counseling services and would provide the required data.

Purposive and simple random sampling procedures were used to select the sample from both the students' and college counselors/teachers. Kombo and Tromp (2006) state that the power of purposive sampling procedure lies in selecting information with rich cases for in-depth analysis related to the central issue understudy. In view of this, purposive sampling was chosen for the study because the research required a sample that would provide rich information on the role of guidance and counseling services to shape student's academic performance and behaviors

The study used adapted self-administered questionnaire and modified with closed-ended items as a primary instrument for data collection from student respondents, while an Interview Guide was openly discussed with School counselors/teachers. At formal level, validity was established through checking the variable items for consistency, relevance, clarity and ambiguity of items in the instrument by two expert lecturers. Then, a pre-test was carried out to 20 Diploma students from Human Resource and Development Centre (HURDEC), a university of Maiduguri affiliated program with similar characteristics to the targeted students within the study area, so as to detect any challenge likely to arise from the research instrument before it was applied.

5. Data Analysis and Interpretation

In pursuance of the objectives of the present study, the analysis yielded some meaning full findings pertaining to the role of Guidance and Counseling on students academic performance. The study revealed the following facts:

The results in the Table above indicated that 60% of the student respondents had received study skills and they also study very hard through Guidance and Counseling Service, as (mean=3.200, Std.=.54828). Further these stated that the Guidance and Counseling Services enhanced their performance.

It was also clear that 59% of respondent agreed that Guidance and Counseling developed in them positive attitudes to learning, as (mean=2.970, Std.=.80973) Therefore this means that positive attitudes to learning improve students' performance.

From the above Table indicated that 33% of respondents agreed Guidance and Counseling encouraged the students to approach their exams without fear. While 28% of the respondents disagreed that guidance and counseling encouraged them to approach their exams without fear, as (mean=2.600, Std.=1.01504). the results implies that the services encouraged students to write their exams confidently.

The above Table clearly indicted that only 25% respondents agreed that Guidance and Counseling improved their class attendance while 38% of the respondents disagreed Guidance and Counseling improve their class attendance, as (mean=2.450, Std.=.99874). This shows that majority of students attends their classes not because of Guidance and Counseling services.

The above Table reveal that 29% of the respondents agreed that, Guidance and Counseling encouraged them to revise their lesson while 33% of the respondent disagreed as (mean=2.690, Std.=.99184). This result implies that Guidance and Counseling is encouraged minority of them to revise their lessons,

The results obtained in question 6 of the above table shows that 41% of the respondent agreed

that Guidance and Counseling increases their concentration in studies while 19% disagreed as (mean=2.850, Std.=.96792) clearly this results indicated that Guidance and Counseling Services increased the majority of students with concentration in their studies

Likewise, in item 7 of the above table indicated that 56% agreed Guidance and Counseling Service helped students/respondents in choosing their course combination, (mean= 3.280, Std.=.60436) this means that majority of respondents choose their course of study with the help of Guidance and Counseling Services.

The above Table also clearly shows that 62% of respondents agreed that while 10% disagreed as (mean=3.180, Std.=.59255) this indicated that guidance and counseling services helps students to participate in group discussions which in turn improves their academic performance.

The results finding in item 9 from the above table indicated that 59% of respondent agreed and 7% disagreed as (mean= 3.180, Std.=.68726) that Guidance and Counseling kept them in touch with friends and family where they learnt from each other which in turn improves their academic performance.

The above Table reveal that 55% confirmed that guidance and counseling services kept them connected with others to have received problem-solving skills while 23% stated that they had not as (mean=2.960, Std.=.77746). The above comparisons indicate that those accessed the services could be performing better in the listed skills. The researcher is thus of the view that Guidance and Counseling services have a critical role to play in assisting students to improve the personal, vocational and problem-solving skills as well as general academic performance.

6. Discussions of the findings

The discussion of the findings was done according to the objective of the study.

The objective of the study was to determine the role of Guidance Counseling services on students' academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study found that Guidance and Counseling services encouraged

students to study very hard, developed students positive attitude toward learning, improve their class attendance and developed in them the ability to revised their lessons and also helped students to approach exams without fear . This implies that Guidance and Counseling services promote students study habits which improves their academic performance.

Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006). Effective study habits help students to achieve good results (Sadia, 2005). A proper study habit enables an individual to reap a good harvest in future. The study also agreed with findings of Ebele U. F. and Olofu P. A.(2017) The finding of the study revealed that there is significant relationship between study habits and students' academic performance. It was recommended that teachers and school guidance counselors should collaboratively guide students on how to develop good study habits; thereby enhancing their academic success.

This study agreed with Amir M. (2011) The country like Pakistan wherein the literacy level is already falling below the desired level as well as drop out ratio is alarming, an optimistic scenario could be arisen by applying guidance and counseling techniques to improve the academic performances of the students. Olayinka (1996) and Yahaya (2003) view that passing examination to secure certificates either for admission into higher institution or secure good jobs is the main goal of education to many people and not the acquisition of knowledge and skills through studying. Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Obilade, 1987; Ladipo, 2000; Eweniyi, 2002). The attitudes of

human beings play significant role in their behaviours.

The study also found that Guidance and Counseling services helped the majority of students in choosing their course/subject combination, participation in group discussion and also kept students in touch with friends and family members and other that helped them improves their academic performance. This implies that Guidance and Counseling service helped students in career choice and development and also improves the majority of students with interpersonal skills.

This study also agrees with Mghweno at el (2013), the findings revealed that guidance and counseling services offered in the selected schools included: academic, health, moral, and spiritual matters. Although no trained counselor was found, the services offered proved to be moderately effective in influencing students' study life; and effective in shaping students' attitude towards studies and career choice.

Likewise, significant relationship was observed between students' attitude towards studies and career choice. It was concluded that accessing guidance and counseling services has an effect in shaping students' attitude towards studies and career choice.

The findings in this study also agree with the experiment by Abid (2006) who proved that Guidance services have significant positive effect on student's study attitudes and study habits; and that improvement in study attitudes and study habits resulted in improvement of student's academic achievement. Furthermore, Baker and Gerler (2001) report that students who participate in a school counseling program had less inappropriate behaviors and develop more positive attitude toward school than those who did not participate in the program.

7. Conclusion

The study discovered that Guidance and Counseling services encouraged students to study very hard, developed students positive attitude toward learning, improve their class attendance and developed in them the ability to

revised their lessons and also helped students to approach exams without fear . This implies that Guidance and Counseling services promote students study habits which improves their academic performance. The study further found that guidance and counseling services helped the majority of students in choosing their course/subject combination, participation in group discussion and also kept students in touch with friends and family members and other that helped them improves their academic performance. This implies that Guidance and Counseling service helped students in career choice and development and also improves the majority of students with interpersonal skills.

8. Recommendations

In line with the findings of the study, the following recommendations were made recommended:

Guidance and Counseling services should be intensified in schools by appointing full time Counselors in each school.

Teachers and school Guidance Counselors should collaboratively guide students on how to develop good study habits, thereby enhancing their academic sand success

Student should be encouraged to seek for guidance and counseling in their future career.

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