

An Evaluation of Student's Awareness, Usage and Assessment of Guidance Services in Tertiary Institutions in Plateau State

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ABSTRACT An evaluation of the awareness, usage and assessment of guidance services was carried out among students of tertiary institutions in Plateau State of Nigeria. A total of 300 students participated in this study, they consisted of 150 male students and 150 female students randomly selected from University of Jos, Plateau State Polytechnic, Birinkin Ladi and Federal College of Education, Pankshing. The main finding of the study indicated that there is a significant variation in the awareness levels of the students in the different tertiary institutions. It was also found out that students in University of Jos situated in the city are more aware of the guidance services and they equally use and assess guidance services more than students in the Polytechnics and colleges of education. To this end, it was concluded that students should be made aware of the guidance services in the schools and made to use them.

INTRODUCTION

The introduction of guidance services in our educational system is very important and very timely. This is so because of the changes taking place in the educational system as well as our society today. It is assumed that with the increasing complexities in the society, industry and technological development all going hand in hand, the succeeding generation, will find it difficult to adjust themselves to the society, work, family and schools. If students are not properly adjusted, this may affect the children's education and expose them to environmental as well as personal problems in development. If this happens, it will in effect, affect the nation, since the youth are the nation's hope for the future.

Njama – Abang (2002) defined guidance as a cluster of services designed by the school to provide assistance to individual students to enable them to understand themselves fully, in other words to make appropriate decisions concerning their educational, vocational and personal– social matters. Denga (2004) opined that most students have solidified their educational decisions before reaching the tertiary level but there are still a few who may be groping regarding the educational

field of interest. Such students he says need academic counseling. Some students may be failing and stand the risk of dropping out of school. They too need educational counseling to improve their grades or to seek alternatives to academics to withdrawal. Counselling on effective learning techniques or coping with examinations are educational counselling at this level.

In Nigeria today, it is observed that some inadequacies exist in guidance programmes in the tertiary institutions (Larnap 1993). Guidance services in tertiary institutions is highly needed in areas such as helping to curb juvenile delinquencies and other forms of social maladjustment behaviour, including use of dangerous drugs, practice of cultism and its associated dangers, help in areas of poor and lack of adequate hostel facilities, inefficient and irregular transportation for students. Guidance services such as orientation normally given to freshmen into the institutions, is also very important because during this exercise they are informed about what to do and expect. This will help them to know how to adjust to the different difficult situations they will encounter in the school and also help them to achieve their goals.

The ultimate expectation is that the students will be helped in developing their potentials to maximum capacity. Ipaye (1990) viewed guidance as providing an atmosphere as well as a setting, physical, social and psychological within which

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one person, the counsellor, can provide help to another person or group of persons the counselee or counselees. The help may be in terms of acquiring decision-making skills, making appropriate choices from a number of alternatives, acquiring coping skills, learning adjustment strategies, problem solving skills, getting acquainted with and becoming aware of opportunities in the personal-social educational and vocational world. Furthermore, it affords experiencing and exploring various interactional and communication roles and systems, assessing various value systems, as well as in terms of self-study and self-analysis and adding to adequate self-understanding.

Personal counselling is a programme run by student support services. It is a free and confidential service for all enrolled students in the tertiary institutions. Counselling is available to assist those who may be facing crisis situations, adjustment difficulties or problems in living that are impacting upon their ability to cope with their studies. The student support services personal counselling programme provides: a safe place to let-off steam; an opportunity to generate solutions to problems, somewhere to talk about problems ranging from everyday hassles to those that are seriously affecting students ability to function; someone who will listen and also providing ad-vice on some common areas of concern for students such as anxiety, procrastination and stress management.

In the light of the above, guidance services are very important, since a student is expected to have achieved to the fullest all his potentials in the tertiary institution. Therefore, guidance services should be as seriously provided as it would, in the secondary level. This is because the tertiary level is a level in that a final product of a man is put into the world of work. The individual is therefore supposed to, if having received proper counselling come out a very complete and competent human being.

The objective of this study therefore is to evaluate the awareness of students in guidance services of tertiary institutions in Plateau State.

The study is guided by the following hypotheses

1. Types of tertiary institutions will not significantly influence the awareness of guidance.
2. Types of location will not significantly influence students' awareness, usage and assessment of the different guidance services?

METHOD

The research design employed in this study is an expo facto design. It is employed because it concerns itself with conditions or relationship that exist, practices that prevail, belief, points of view or attitudes that are held, processes that are held, processes that are developing and also that the researcher does not have direct control of independent variables because their manifestations have already occurred.

A total of 300 respondents participated in this study. The respondents consisted of 150 male students and 150 female students randomly selected from three tertiary institutions from Plateau State of Nigeria namely University of Jos, Plateau State, Polytechnic Barinkin Ladi and Federal college of Education, Pankshing.

The instrument used for data collection was a questionnaire divided into eight (8) sections: A, B, C, D, E, F, G, and H.

Section A sought personal information of respondents

Section B sought personal information on awareness of Counselling services

Section C sought personal information on awareness of Information services

Section D sought personal information on awareness of Accommodation services

Section E sought personal information on awareness of Health Services

Section F sought personal information on awareness of Orientation service

Section G sought personal information on awareness of Transportation service

Section H sought personal information on awareness of Placement service

In all, 33 items were raised on a four-point likert type scale. The instrument was content validated by three professors of guidance and counselling. The experts ensured that the instrument measured what they were supposed to measure. The test-retest method was adopted to determine the reliability of the instrument and yielded a reliability co-efficient of 0.89.

The questionnaires were administered to the respondents in their different institutions and collected back the same day.

ANALYSIS AND RESULTS

To establish if the type of tertiary institution (University, Polytechnic or College of Education)

affect the awareness of guidance services. This was tested using One way Analysis of variance (One Way ANOVA). When ANOVA became significant Tukey HSD post hoc test was run on ANOVA to determine the direction of the awareness.

The result in table 1 shows a statistically significant variation between the different schools in their assessment of awareness of guidance services because the calculated F.Ratio of 3.40 is greater than the critical value of 2.99 at 0.05 level of significance.

This result indicated that students in University of Jos are more aware of guidance services than the students in the Polytechnic and College of Education. This is surprising in that it is only students in the faculty of education that offers guidance and counselling as a course. One would have expected that students in the college of education should be aware of the guidance services in the institution.

To establish if the location of the tertiary institutions affect students awareness usage and assessment of the different guidance services. This was tested using one way analysis of variance (One Way ANOVA)

The result in table 3 shows that location of the different school does not affect students awareness, usage and assessment of the different guidance services. The schools that are located in the urban areas are more aware of the different services. Although it is expected that the colleges of education would be more aware of guidance programmes because guidance and counselling are done as courses in colleges of education but due to the fact that some of those colleges are cited in the rural areas, most of the materials that

Table 1: Result of Analysis of variance for awareness of guidance services in the three tertiary institutions in Plateau state of Nigeria.

Source of variation	SS	DF	MS	F. Ratio
Between groups	3.80	2	7.90	
Within groups	156.28	287	.56	3.40
Total	160.08	289		

* P< .05; Critical F = 2.99; N = 300; df = 2/287

Table 2: Tukey's HSD test of the means of awareness of guidance services in the three tertiary institutions in Plateau state of Nigeria

Tertiary institutions	Mean	UNIJOS	Poly	College of edu.
University	UNIJOS	-	6.14	2.16
Polytechnic	Barikin Ladi		-	3.98
College of education	Pankshing			-

HSD = 2.15 ,* Significant at .05 level df = 2/287

Table 3: Result Analysis of variance of location of the tertiary institutions and students usage and assessment of the different guidance services.

Source of variation	SS	DF	MS	F. Ratio
Between groups	12.22	2	6.11	
Within groups	862.23	287	3.08	1.98
Total	874.45	289		

* P< .05; critical F = 2.99; N = 300, df = 2/287

are required to carry out effective guidance programme are not there. This can affect the awareness, usage and assessment of the services.

DISCUSSION

The results show that the awareness of guidance services vary significantly between the different schools. One can say that counselling service is the most popular and most widely used amongst the guidance services currently in use by counselors in schools which has made the students to be aware of it. In support of the result, Bulus and Lar (1986) opined that counselling service is the focus or melting point of guidance programme because through it, all guidance services are implemented or brought together for the benefit of the individual.

In the same vein, the result of HSD shows that university students are more aware of the guidance services than the other institutions studied, in consonant with the normal expectation in that the university is situated in the town while the other institutions are situated in the rural areas. Information will be more available to university students than students in the polytechnic and college of education, in that in the city students can get information through the mass media, libraries also conferences and seminars are normally organized in the city while these are not available in the rural areas.

In the same vein, the university is situated in the city while the polytechnic and college of education are situated in the rural areas. This implies that facilities available in the university are better than those at the polytechnic and college of education in the rural areas. It is also possible that

infrastructure facilities, electricity are better in the university than in the polytechnic and college of education.

CONCLUSION

From the findings of this study, it is concluded that the type of school and the location of the tertiary institution have statistically significant variations on the effect of awareness, usage and assessment of the different services by the different institutions. Also, students need to be made aware of the different services and make use of them. From the awareness, usage and assessment of the services, one can also conclude that the students need services such as counselling, information, orientation, placement, transportation, health and accommodation. These guidance

programme should be carried out only by professional counselors.

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