

INFLUENCE OF COUNSELLING SERVICES ON THE PERSONAL -SOCIAL ADJUSTMENT OF ADOLESCENTS IN IKORODU LOCAL GOVERNMENT AREA, LAGOS STATE

Longe, O. O.

Department of Educational Foundations
Faculty of Education, University of Lagos, Akoka, Yaba, Lagos.
+2348028487310 oolonge@unilag.edu.ng

Lawal, K. K.

Department of Educational Foundations
Faculty of Education, University of Lagos, Akoka, Yaba, Lagos.

&

Onuchi-Mark, A. J.

Department of Educational Foundations
Faculty of Education, University of Lagos, Akoka, Yaba, Lagos.

Abstract

The study examined the influence of counselling services on the personal-social adjustment of adolescents in Ikorodu Local Government Area of Lagos State. Descriptive survey research design was adopted for this study. The sample consisted of two hundred (200) students drawn from senior secondary schools within Ikorodu Local Government Area of Lagos State. A self- structured questionnaire tagged “influence of counselling services on the personal-social adjustment of adolescents’ questionnaire (ICOSPOSAQ)” was used for data collection. Data were analysed using Independent t-test and Analysis of Variance (ANOVA) statistical tools at 0.05 levels of significance. The study revealed that: There is no significant influence of counselling services on the personal adjustment of adolescents, no significant influence of counselling services on the social adjustment of adolescents, no significant gender difference in personal adjustment of adolescents and there is no significant gender difference in social adjustment of adolescents. In the light of this study, recommendations were made that: School authority should organise enlightenment programme, workshops and campaigns for students on counselling services and its vast importance. Secondary education board should open well-equipped counselling units in both urban and rural schools and qualified counsellors should be posted to practice and create awareness of guidance and counselling services. Since the findings in this study show that there was no significant influence of counselling services on the personal and social adjustment of adolescents which may be due to the fact that counselling services are not well maximised in most schools.

Keywords: *Counselling Services, Personal Adjustment, and Social Adjustment.*

Introduction

One factor that is perceived as significant to adolescents’ upbringing in the environment is the importance of counselling programme. The influence of counselling services is to enhance the

adolescents through an increased understanding of the educational, vocational and social information needed to make wise choices and live a fulfilled lifestyle. In our society there are many influencing forces responsible for the

gradual recognition of formal guidance to young people or adolescent in various educational levels (Nkala, 2014). The essence of incorporating counselling services into the school system was to eliminate overwhelming ignorance of many young people on their lifestyles, choices of career prospects and personality maladjustment.

Based on the above, career officers and counsellors were appointed to take the responsibilities in sensitizing students on the needs for effective career choice (Oye, Obi & Mohd, 2012). The secondary school stage is a period of transition between childhood and adulthood in the life of the adolescent. It is a period in which the adolescent forms a pattern of behaviour which affects his social lifestyle (Abdullahi, 2017). Adolescents encounter different anti-social behaviours like, restlessness and misbehaviour which appears to be gaining momentum. The high hopes and expectation of parents in sending their wards to school are being dashed to pieces. This rise in harmful behaviour is truncating the good academic performance of secondary school students. Egbochuku & Aihie (2010) observed that adolescents in schools are engaged in maladaptive behaviours such as truancy, lying, bullying, aggression, cultism and examination malpractice, anti-social behaviour that run counter to school's rules and regulations and result in indiscipline and general disorder in schools.

Many have blamed the problem on the school, others have blamed it on the parents' rush for wealth and social statuesque which has deprived them from giving their children the basic moral

education. There is no need to argue on who is to blame. Alani (2011) suggested that the counsellors can engage in creating mentoring initiative that would help salvage the situation of deviant behaviours among the adolescents. These mentors would help to protect and guide these students to remain focused and avoid the pitfalls of negative influence. One of the instruments for attending to adolescents' or students' need is guidance and counselling services in the school. Since the introduction of counsellors could help adolescents to cope with any state of emotions and solve social and psychological problems (Egbochuku, 2010). In furtherance to this, Boutwell and Myrick (2006) contended that guidance and counselling plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence.

Guidance and counselling is a professional field which has a broad range of activities and services aimed at knowing oneself. Adjustment involves an individuals' general adaptation to own environment and the demands of life such as the way one relates to other people, that is interpersonal behaviour, handles responsibilities, deals with stress and meets own needs and life satisfaction. In the case of building positive social adjustment of adolescents in the school and society, counsellors render their professional services to youths in the areas of orientation, rights and obligations, appropriate career choice options, respects for the elderly and

behavioural modification of students (Nnamdi, 2011).

Guidance and counselling services are part of a broader effective academic delivery system designed to enhance the effective academic success of all learners. The school counsellor establishes and maintains an ongoing professional collaborative relationship with school staff, clinicians, and other service providers who work with students in the school. Colleagues and professional associates are consulted and provided with professional information related to the academic excellence and well-being of students who are also in their care (Nkala, 2014). A school counsellor serves a dual role of educator (through guidance education activities) and counsellor (through counselling services) merging when the counsellor is involved in prevention work. All of life's situations interact with each other (Abudullahi, 2017). For instance, by addressing a student's personal or social needs through counselling, the school counsellors simultaneously teaches resilience skills and shape the students' readiness for academic challenges.

Weiten (2007), stated that the need for guidance and counselling services in all secondary schools cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on secondary school students. These students are faced with numerous personal, academic, social and emotional needs and problems in which if unattended could lead to host patterns of undesirable behaviours. Watanabe-Muraoka (2007), also asserted that the goal of high school guidance

counselling services is to help every student develop abilities for self-understanding, decision-making, life planning studies on the modification of behaviour among students and action taking to be able to adjust to social and emotional adjustment. This finding is in contrast with the finding of the Ministry of Education (2008) who argued that the secondary school students' disturbances are gradually decreasing since the year 2001 when the Ministry demanded that guidance and counselling department be established in every secondary school in the country.

To evaluate students' academic performance, the school counsellor develops a comprehensive, developmental guidance and counsellor programme with school team to meet the needs for their context and specific school population. This development process includes identifying needs, implementing and monitoring programmes as well as adjusting plans based on the development and academic needs of students. Regular evaluation of the plans and its implementation are important to ensure the effectiveness of guidance and counselling on academic performance of students.

Statement of Problem

It is disturbing to find out that the youth of this age are morally bankrupt (Omoegun, 2017). Our society has witnessed a tremendous deterioration in its moral, social and educational values, especially among the youth (Chima, 2010). Many parents have abandoned the teaching of their children which they have entrusted to the teachers. Also, the Ministry of Education has recommended the presence

of at least a professional-counsellor in each public and private schools. However, the number of practicing counsellors in the school is inadequate compared to the number of students to be served and the neglect on the part of school administrators to recognise the importance of the same. Adolescents in the schools are engaged in maladaptive behaviours such as truancy, lying, bullying, aggression, cultism and examination malpractice (Egbochuku, 2007). Such maladaptive behaviours are offences that run counter to school's rules and regulations and result in indiscipline and general disorder in schools. So many approaches have been taken to curb these daunting challenges that face adolescents but have proved abortive. It is against this background that the researcher deems it right to fully identify the influences of counselling services on the personal-social adjustment of adolescents in Ikorodu Local Government Area of Lagos State.

Hypotheses

For this study, the following hypotheses have been carefully formulated:

1. There is no significant influence of counselling services on the personal adjustment of adolescents
2. There is no significant influence of counselling services on the social adjustment of adolescents
3. There is no significant gender difference in personal adjustment of adolescents
4. There is no significant gender difference in social adjustment of adolescents

METHODOLOGY

The descriptive survey research design was adopted for this study. It was considered appropriate because it involves collection of information from a defined population in order to describe the present condition of the population using the variables under study. The target population for this study comprised all the S.S.S 2 secondary school students (male and female) in Lagos State, Nigeria. Simple random sampling technique was used to select 200 respondents among the population of students from four schools within Ikorodu Local Government Area of Lagos State for the study. Also, Simple random sampling technique was adopted in selecting (4) schools in Ikorodu Local Government Area of Lagos State. Specifically, fifty (50) students each are selected from four (4) public senior secondary schools in Ikorodu Local Government Area of Lagos State. A self-structured questionnaire titled "influence of counselling services on the personal-social adjustment of adolescents' questionnaire (ICOSPOSAQ)" was used for the collection of data from the participants. The instrument was divided into two sections 'A' and 'B'. Section A comprised items which sought personal information about the participants (students) while section B comprised five items structured from each of the research questions. It consisted of twenty items which focused on the influence of counselling services on the personal social adjustment of adolescents and was designed on a four- point Likert scale. SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree. Twenty copies of the questionnaire was administered to

different students besides from the main participants in a different school for pilot study through test-retest reliability method in which 0.77 was obtained. The data collected from the selected participants

were analysed by using Independent t-test and Analysis of Variance (ANOVA) statistical tools at 0.05 level of significance.

Results

Testing of Hypotheses

Hypothesis One: There is no significant influence of counselling services on the personal adjustment of adolescents. The One-way ANOVA statistical method was employed to analyse the data. The result of the analysis is presented in Table 1.

Table 1: One-way Analysis of Variance of the influence of counselling services on the personal adjustment of adolescents.

Availability of Counselling Services	N	Mean	Std. Deviation			
Yes	122	25.34	5.62			
No	25	26.32	5.68			
Indifference	26	24.73	5.34			
Total	173	25.39	5.57			
	Sum of Squares	of Df	Mean Square	F	Sig.	Remark
Between Groups	33.175	2	16.588	.532	.588	accept H_0
Within Groups	5302.096	170	31.189			
Total	5335.272	172				

$p < 0.05$, $df = 2$ & 170 , critical $F = 3.07$

Table 1 shows the calculated F-value of 0.532 resulted as the influence of counselling services on the personal adjustment of adolescents. This calculated F-value is not significant since it is less than the critical F-value of 3.07 given 2

and 170 degrees of freedom at 0.05 level of significance; thereby the null hypothesis which states that, there is no significant influence of counselling services on the personal adjustment of adolescents was retained.

Hypothesis Two: There is no significant influence of counselling services on the social adjustment of adolescents

Table 2: One-way Analysis of Variance of the influence of counselling on the social adjustment of adolescents.

Availability of N	Mean	Std. Deviation				
counselling Services						
Yes	122	28.40	3.57			
No	25	27.28	3.82			
Indifference	26	27.15	3.86			
Total	173	28.05	3.67			
	Sum of Df	Mean Square	F	Sig.	Remark	
	Squares					
Between Groups	50.788	2	25.394	1.907	.152	accept H ₀
Within Groups	2263.744	170	13.316			
Total	2314.532	172				

$p < 0.05$, $df = 2$ & 170 , critical $F = 3.07$

Table 2 shows the calculated F-value of 1.907 resulted as the influence of counselling services on the social adjustment of adolescents. This calculated F-value is not significant since it is less than the critical F-value of 3.07 given 2

and 170 degrees of freedom at 0.05 level of significance. Consequently, the null hypothesis which states that, there is no significant influence of counselling services on the social adjustment of adolescents was accepted.

Hypothesis Three: There is no significant gender difference in personal adjustment of adolescents

Table 3: An independent t-test on gender difference in personal adjustment of adolescents.

Personal Adjustment	N	X	SD	Df	t-cal	t-crit	Remark
Male	65	25.31	6.14	171	0.156	1.98	Accept
Female	108	25.44	5.22				

$p < 0.05$, $df = 171$, $t\text{-crit} = 1.98$

Table 3 shows that the calculated t-value of 0.156 resulted as the gender difference in personal adjustment of adolescents. This calculated t-value is not significant since it is less than the critical t-value of 1.98 given

171 degrees of freedom at 0.05 level of significance. Consequently, the null hypothesis which states that, there is no significant gender difference in personal adjustment of adolescents was accepted.

Hypotheses Four: There is no significant gender difference in social adjustment of adolescents

Table 4: An independent t-test on gender difference in social adjustment of adolescents.

Social Adjustment	N	X	SD	df	t-cal	t-crit	Remark
Male	65	27.69	3.57	171	1.00	1.98	accept
Female	108	28.27	3.73				

p<0.05, df=171, t-crit=1.98

Table 5 shows the calculated t-value of 1.00 resulted as the gender difference in social adjustment of adolescents. This calculated t-value is not significant since it is less than the critical t-value of 1.98 given 171 degrees of freedom at 0.05 level of significance. Consequently, the null hypothesis which states that, there is no significant gender difference in social adjustment of adolescents was accepted.

Discussion of Findings

From the findings, it was revealed that there is no significant influence of counselling on the personal adjustment of adolescents. The implication is that there was no difference in personal adjustment among people that have engaged in counselling services, those who have not and those who are indifferent. Thus, this finding was inconsistent with the findings of Watanabe-Muraoka (2007), who asserted that the goal of high school guidance counselling services is to help every student develop abilities for self-understanding, decision-making, life planning studies on the modification of behaviour among students and action taking to be able to adjust to social and emotional life. This result was also in contrast with the findings of the Ministry of Education (2008) who argued that the secondary school students' disturbances are gradually decreasing since the year 2001 when the Ministry demanded that guidance and counselling department be

established in every secondary school in the country.

The finding revealed that, there is no significant influence of counselling services on the social adjustment of adolescents. Hence, this result was not in line with the findings of Davis, Sindabi and Chepchieng (2015) who investigated the impact of Guidance and Counselling Services on Students' Behaviour Modification between Selected Public Urban and Rural Secondary Schools in Rift Valley Province, Kenya, found that guidance and counselling services in secondary schools had statistically significant impact on the level of social and emotional adjustments. It was concluded that guidance and counselling services in secondary schools help in modifying students' behaviour in social and emotional adjustments.

This finding was also in contrast with the findings of Weiten (2007) who stated that the need for guidance and counselling services in all secondary schools cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on secondary school students. These students are faced with numerous personal, academic, social and emotional needs and problems in which if unattended could lead to host patterns of undesirable behaviours.

More so, the result was in contrast with the finding of Boutwell and Myrick

(2006) who contended that guidance and counselling plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence.

The finding further revealed that there is no significant gender difference in personal adjustment of adolescents. Hence, this finding was not in line with the findings of Eyo, Akon, Esuong, & Aniekan, (2010) who carried out an in depth study on the attitude of secondary school students towards counselling services. They asserted that gender and school location significantly influenced students' attitude towards guidance services. They further revealed that there are significant differences between attitude of male and female students in rural and urban schools towards guidance and counselling services.

The finding further showed that there is no significant gender difference in social adjustment of adolescents. Thus, this finding is consistent with the findings of White (2002) who revealed that in early childhood, girls talk in a low, soft, friendly tone three times more often than boys, who tend to shout more. This finding is also in agreement with the finding of Bertrand and Pan (2011) who observed that girls tend to have much less behavioural problems at school age than their male peers.

Most past findings are not in line with this finding. This could be that most schools in the population of this study have low awareness about the importance of counselling on the personal adjustment of adolescents. This could also be that the

counselling services are not active in the sampled schools.

Conclusion

The study examined the influence of counselling services on the personal social adjustment of adolescents. Based on the findings of this study, the researchers revealed that: there is no significant influence of counselling services on the personal and social adjustment of adolescents, there is no significant gender difference in personal and social adjustment of adolescents and there is no significant gender difference in personal adjustment of adolescents. Lastly, it was revealed that is no significant gender difference in social adjustment of adolescents.

Recommendations

The following recommendations were arrived at based on the conclusion of this study:

1. School authority should organise enlightenment programme, workshops and campaigns for students on counselling services and its vast importance.
2. Secondary education board should open well equipped counselling units in both urban and rural schools
3. Qualified counsellors should be posted to practice and create awareness of guidance and counselling services.
4. Parents with delinquent behaved children should be charged or cautioned, so they will help to check the activities of their children and wards.

5. The guidance and counselling department should focus more on social, health and financial issues affecting students in the campus.

6. Explore the influence of university enrolment and home oriented factors that affect students and the stakeholders were encouraged to be involved in the process of guiding and counselling students.

7. The secondary school leadership should establish forums for involvement of students leadership bodies in school policy making and implementation at all levels.

8. Thus, students feel and appreciate their role as stakeholders in the school decision making process enhancing a sense of ownership and moral obligation in practicing understanding and tolerance.

9. Guidance and counselling teachers need further training on helping students process their emotions in better and constructive manner.

10. There is need to allocate more time and motivation by the teachers service commission to the school guidance counsellors.

References

- Abudullahi, G. (2017). *The problems of occupational adjustment among secondary school leavers in Orba Local Government Area, Jos*. Jos: Wedingram Press.
- Adeyemi, T. O. (2011). A comparative study of students' academic performance in public examinations in secondary schools in Ondo and Ekiti States, Nigeria. *Current Research Journal of Economic Theory*, 3(2), 36-42.
- Akanle, O. B. (2007). Socio economic factors influencing academic performance in Nigeria: Some explanations from a local survey. *Sociology and Social Work Community*, 3(1), 11-23.
- Akomolafe, D. (2011). Attitude of Secondary School Students Towards Guidance and Counselling Services in Local Government Area. UNESCO (2000). Guidance (Module I). France: Agzi Communication.
- Alani, D. (2011). *Guidance services In O. C. Okobiah and R. I. Okorodudu (editors) Issues, concepts, theories and techniques of guidance and counselling Benin-City: Ethiope Publishers.*
- Asikhia, O. A (2010). Students and teachers' perception of the Causes of poor academic performance in Ogun State Secondary Schools, Nigeria: Implications for counselling for national development. *European Journal of Social Sciences*, 3 (1), 22-25.
- Chima, I. M. (2010). Enhancing morality in Nigeria youth through moral Education and counselling for national development. *Journal of Education and Management Sciences*, 4(2), 41-67.
- Egbochuku, E.S., & Aihie, A. (2010). Parental involvement interest in schooling and school environment as predictors of academic self-efficacy among fresh

- secondary school students in Oyo State, Nigeria. *Electronic Journal of Research in Educational Psychology*, 2 (1), 23-54.
- Elger, G. (2011). Parental involvement in education in Ghana: The case of a private elementary school. *International Journal about Parents in Education*, 2(1), 23-67.
- Falola, F. (2010). Influence of TV programmes on students' academic performances: Perspective on growth and development. *Journal of Education Management*, 3 (1), 12-25.
- Ministry of Education (2008). National Policy on Education.(Revised Edition). Lagos: Federal Ministry of Education.
- Grace, G., & Ogutu, J. (2012). The role of the internet on the academic performance of students in tertiary institutions. *Library Philosophy and Practice*, 2(1), 30-35.
- Nkala, A. (2014). The influence of personal well-being on learning achievements in University students. *European Journal of Teacher Education*, 3(3), 147-165.
- Nwachukwu, D.N. (2007). *The Teacher Counsellor for Today's School*. Calabar University Press.
- Oye, Obi, J. & Mohd, D. (2012). Student course selection in a non-requirement program: An exploratory study. *The Journal of Educational Research*, 68 (5), 175-177.
- Watanabe-Muraoka, A. M. (2007). A Perspective on counselling psychology In Japan: Towards a life-Span approach. *Applied Psychology. An International Review*, 5(6), 97-106.