

Guidance and Counseling as Predictor of Effective Teaching, Learning and Career Success among Senior Secondary School Students in Rivers State, Nigeria

Sampson, Stanley Anayorchi;

Mutiu, Banke Morufat;

Edu, Naomi John

and

Ndukwe, Johnson

Email: johnsonndukwe@gmail.com⁴

Abstracts

This study investigated guidance and counseling as predictor of effective teaching, learning and career success among senior secondary school students in Rivers State, Nigeria. Three research questions with its corresponding hypotheses were generated to guide the study. This study adopted correlational research design, involving (350) senior secondary school students in SS3. A simple random sampling technique was used to get a sample size of 187 SS3 students using Taro Yemen formula. A research questionnaire was used to collect the data. The instrument was subjected to a reliability test using Cronbach Alpha method and reliability coefficients of 0.85, 0.77, 0.82 and 0.78 were obtained, showing that the instrument was reliable. Simple regression was adopted and used in answering the research questions. The hypotheses were tested with ANOVA associated with simple regression at 0.05 level of significance using, Special Packages for Social Sciences (SPSS) version 20. The study concludes guidance and counseling indeed predicts significantly effective teaching and learning as well as career success among secondary school students. Recommendations were made such as; school authorities should be enlightened more on the counselors' roles, there is also need to define the counselors' roles in the school system and counselors' role should be separated from teaching. This will help to erase the misconceptions about the role and task of school counselors often misinterpreted as administrative assistants.

Key words: Guidance, Counseling, Predictor, Domain

Introduction

Education is a tool for transformation and a way by which nations construct the society they wish. The goal of education is to help people improve in positive ways and to expand on the information they currently have (Oladele, 2006). School guidance counseling is a vital tool that enables students to learn very well in school and assist teachers become more effective in teaching. Guidance counselors assist students in choosing the right education, career, and how to take care of themselves and relate very well with others in the school. According to the Federal Republic of Nigeria (FRN, 2013), guidance counseling helps the student in knowing more about their strength and weakness and enable them know more about their environment and how to develop attitudes that will make

them grow, ascend and progress in choosing the right subjects' combination, career and their personal social relationship that will enable them learn very well in the school.

Guidance and counseling is an important educational tool in shaping students' orientation from negative thought planted in them by their peer. Hence, the need for school counselor becomes necessary to assist the students in molding their future through counseling therapy. The School Counselor is seen as a role model and highly respected by students. The counselors by their training are expected to be friends with the students, listen to the student's complaints, shortcomings and proffer guidance to the student in a quest of molding the student on the right part to take in their life pursuit. It is said that a child can only grow in a society that permits effective teaching and learning. Based on this every school activity that facilitate teaching and learning are given adequate attention by education planners. Guidance and Counseling plays an important role in encouraging educational activities that ensures teaching and learning becomes effective in the school (Egbo, 2013).

Effective teaching involves the ability of the teacher to impact, direct, instruct, inform, counsel, educate, admonish, train, and inculcate in the learner relevant skills, knowledge, attitude or ideas that brings about a desirable change in the behaviour of the learner (Nnabuike, 2012). Teaching is a common phenomenon in school; it is aimed at bringing about a positive change in the life of students. Teachers' effectiveness is ensured when they possess the right teaching skill necessary in impacting knowledge to the learner. This can be shown in their mastering of subject content which brings about a positive change in behaviour of the learner. An effective teacher understands the abilities and weakness of the learner, understand individual differences among learners and strategize on teaching methods that will accommodate every learner based on their differences, and provides a conducive environment for students to learn (Nnabuike, 2012).

Effective learning involves set of Cognitive, affective and psychomotor activities by which relevant knowledge, skills, habit, attitude, virtues and ideas are develop, absorb, and used by the student resulting in the modification of conduct and behaviour of the student. (Oladele, 2006). Effective learning brings about change in learners thought, pattern and feelings, and mental reasoning of the learner. Guidance and counseling developed as a formal educational service in Nigeria in the late 1950's through the efforts of a group of religious sisters at the St. Theresa's College, Oke-Ado, Ibadan in 1959. The sisters had invited outsiders who knew more about the world of employment than themselves to give advice on the placement of their students leaving school that year (Oladele, 2006).

The advice of the religious sisters from St. Theresa's College, Oke-Ado, Ibadan did not end there; they met regularly thereafter and also extended their services to other schools in Ibadan and environs. In 1961, this group, in a meeting to which principals of post-primary institutions, representative from the Ministries of Education, Health, Trade and /Industry, and Labour were present, inaugurated the Ibadan Careers Council. This Council formed the nucleus of the Nigerian Careers Council founded in 1976 (Oladele, 2006). As a result of these activities, the West African Examinations Council and Professor Bakare embarked on the development of varied aptitude tests for use in counseling. With the expansion of counseling activities in the country, there arose a need for a counseling association. Thus, in December 1967, the Counseling Association of Nigeria was launched.

Moreover, the Federal Government while enumerating the objectives of secondary school education in the Federal Republic of Nigeria (FRN, 2013), the role of guidance and counseling in schools has been tacitly endorsed, as contained in the National Policy on Education document. The Federal Republic of Nigeria (FRN, 2013) state specific objective among others the desire to “Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims and live as good citizens. By this new policy, secondary education now consists of the Junior Secondary School and the Senior Secondary School each of three years duration. This development has also prompted the Federal Ministry of Education to organize several trainers’ workshops in Guidance and Counseling on rotational basis in different parts of the country (Olayinka, 2008).

Meanwhile, the Federal and State governments have recognized guidance and counseling as important tool for helping students cope with career choice; it is the researcher’s contention that not much seemed to have been done in practical terms by these governments towards the adequate progress and functioning of counseling services in secondary schools in Nigeria especially as it aids effective teaching and learning in school. However, Egbo (2013) stressed that it is widely appreciated that the assimilation of knowledge by the learner is a principal goal of education, inadequate counseling in secondary schools in Nigeria makes it virtually impossible for the teacher to be effective in classroom and for students to learn effectively and acquired knowledge that may be utilized. To this end, a properly articulated guidance programme in secondary school will help the teacher to be more effective while teaching and for students to learn effectively.

Surprisingly, most teachers possess adequate knowledge in mastery of subject contents, but are unable to teach effectively due to lack of teaching skills. Even when a teacher possesses a teaching skill, he/she may not be knowledgeable enough in mastery of subject content which poses a serious threat to teaching and learning therefore, contributing to ineffective teaching and learning resulting to mass failure of students in school examinations (Akpan, 2006). The secondary school education is a very important level of education. Therefore, the need to institute guidance and counseling programme cannot be over emphasized. According to Egbo (2013), guidance and counseling programme develops the student’s effective learning skills and the teacher’s effectiveness in teaching.

The Federal Republic of Nigeria (FRN, 2013), state that education is an instrument for national development. This means that a student is expected to acquire relevant knowledge through effective teaching and learning that will make him/her adapt to the ever-changing society. Education being received by students is of great concern to all stakeholders in education. The growing concerns are the increased rate students fail examination, increase rate in examination malpractice, ill equipped teaching workforce, and inadequate school teaching and learning facilities is becoming so worrisome as it contributes to ineffective teaching and learning in secondary schools leading to poor quality in secondary school education (Oviogbodu, 2015). According to Ozordi (2010), academic performance of secondary school students in ‘O’ level West Africa Examination Council (WAEC) have witnessed a steady decline due to ineffective teaching and learning.

Guidance service is assistance given to student in school in order to increase the quality of the individual's potentials. Adolescents in school require what Baker (2000) described as "transition enhancement assistance" aimed at preparing them for further education, training or employment. Therefore, a school guidance programme is to provide an array of services that cater for the developmental and career development needs of these young people. As summarized by Rosemary (2002), "acquiring knowledge self-knowledge, developing specific career and educational goal, adjusting to changing conditions, planning career and educational programme to achieve goals, developing problem-solving and decision-making skills, coping with the outcome of decisions, and enhancing social, emotional and cognitive skills". Career choice is a portrayal of oneself into the world of work having identified the specific occupation that one could perform best in relation to one's existing personality traits. It involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self-concepts (Herr & Cramer, 2021).

Participation in career guidance activities in school provides students with necessary awareness, knowledge and skills required in the world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in the career of one's choice that match interest and abilities. Occupational orientation is viewed as an important aspect of the career development process; adolescents must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference (Super, Savickas, & Super 2017). The importance of providing "transition enhancement" assistance has been emphasized in the further education, training or employment of students (Baker 2000). Career guidance participation will help students acquire the knowledge, skills and awareness necessary for effective career development (Herr, Cramer, & Niles, 2004).

The relevance of vocational guidance and counselling programmes in satisfying the vocational needs of the students by helping them to explore the range and structure of occupation in the local, state and national levels cannot be underestimated (Manuel & Asuquo, 2009). Students are involved in career guidance for better self-understanding (Hiebert, Collins, & Robinson 2001). The inclusion of students' responses is a result of recognition that adolescents may be the best source for identifying their own needs and that including the student's perception could increase the accuracy of the assessment results. Success is more likely when individuals make decisions about what they are to learn in a well-informed manner; link what they learned to their interests, capacities, aspirations, and are then informed about the existing opportunities to which the learning can guide. Good quality career information is a crucial factor for first-rate career decision making. Career information should include relevant information about education and training opportunities, occupations and their characteristics; labour market supply and demand. Similarly, career information should contain occupational implications of educational decisions, and on the learning pathways that lead to particular occupational destinations. Career information is necessary, but not sufficient for good-quality career decision making unless students have access to the information they need, understand the information, relate it to their personal needs and situation, and then convert it into personal action, with help of professional counselors and participation in career guidance related activities provided in schools.

Holland's theory maintains that in choosing a career, people search for environments that will let them use their skills and abilities, and express their attitudes and values. Behaviour is determined by an interaction between personality and environment. This approach suggests that people are attracted to a given career that has similar qualities to their peculiar personalities and other background variables (Holland, 1992). Holland's perspective accentuates the accuracy of self-knowledge and career information as necessary prerequisites for career decision making. The individual's interest paves way to the understanding of how individuals differ in personality, interest, and behaviors (Spokane, 1996). Interests are multifarious in nature and express our personality, style, preferences, values and self-efficacy. Hence, people perform better when these variables are consistent with that of the chosen working environment. Holland's theory emphasises the accuracy of self-knowledge and career information necessary for career decision making (Zunker, 1994).

Poor academic performance of students in secondary schools according to Ozordi (2010) is caused by teachers' lack of competency in the use of instructional materials, poor method of teaching, poor classroom management, and untrained teachers are responsible for teacher's ineffectiveness among others. Furthermore, students' poor study habit, laziness, peer influences, emotional problems, and inferiority complex among other factors are responsible for student's ineffective learning. This therefore, has defeated the stated objectives of education as stated in the National Policy on Education of the Federal Republic of Nigeria Progress and future prospects of guidance programme in the secondary school depends on the total commitment of government and the mutual cooperation between the school counselors on one hand the students, teachers and school authority on the other hand. But this type of commitment and cooperation seem lacking at present in most secondary schools resulting into poor academic performance of students and have contributed to poor quality secondary education. Therefore, in finding lasting solution to ineffective teaching and learning at the secondary school level, this research work is aimed at evaluating the roles of guidance and counseling in effective teaching and learning in secondary schools in Rivers State.

Statement of the Problems

The relevance of guidance and counseling cannot be over emphasized in senior secondary schools. Most schools do not have guidance and counseling unit where students can conformably relate the issues they are facing the course of their study. Consequently, teaching and learning among students and teacher is very difficult as students are not properly guided on how to learn for better academic performance. Most students wrongly pursue wrong carrier because there is no guidance and counseling unit in the school. Studies has shown that student finds it convenient to relate with counselors on their academic issues than teachers or even parents; as they have the total believe that their discussion is safe with the counselor. To this end does the researcher choice to investigate if guidance and counseling predicts effective teaching, learning and career success among senior secondary school students in Rivers State.

Aim and Objectives of the Study

The aim of this study is geared towards investigating guidance and counseling as predictor of effective teaching, learning and career success among senior secondary school students in Rivers State, Nigeria.

The following specific objectives will guide the study;

1. Determine the extent to which guidance and counseling predict effective teaching among senior secondary school students in Rivers State;
2. Determine the extent to which guidance and counseling predict effective learning among senior secondary school students in Rivers State; and
3. Determine the extent to which guidance and counseling predict career success among senior secondary school students in Rivers State.

Research Questions

- 1) To what extent does guidance and counseling predict effective teaching among senior secondary school students' in Rivers State?
- 2) To what extent does guidance and counseling predict effective learning among senior secondary school students' in Rivers State? and
- 3) To what extent does guidance and counseling predict career success among senior secondary school students' in Rivers State?

Hypotheses

1. Guidance and counseling do not significantly predict effective teaching among senior secondary school students in Rivers State.
2. Guidance and counseling do not significantly predict effective learning among senior secondary school students in Rivers State.
3. Guidance and counseling do not significantly predict career success among senior secondary school students in Rivers State.

Methodology

This study adopted correlational research design involving (350) senior secondary school students in SS3. A simple random sampling technique was used to get a sample size of 187 SS3 students using Taro Yemen formula. The instrument used was a questionnaire, adopting a 4-point Likert scale of Strongly Agreed; (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagreed (SD) = 1. The instruments were validated by experts from measurement and evaluation, department of educational psychology. The reliability of the instrument was determined using Cronbach Alpha which was found to be 0.85, 0.77, 0.82 and 0.78 for Guidance and counselling Scale (GCS), Effective Teaching Scale (ETS), Effective Learning Scale (ELS) and Career Choice Scale (CCS) respectively. This shows that the instruments were reliable for the study. In this study, simple regression was adopted and used in answering the research questions. The hypotheses were tested with ANOVA associated

with simple regression at 0.05 level of significance using, Special Packages for Social Sciences (SPSS) version 20.

Research Question One: To what extent does guidance and counseling predict effective teaching among senior secondary school students' in Rivers State?

Hypothesis One: Guidance and counseling do not significantly predict effective teaching among senior secondary school students in Rivers State.

Table 1: Simple regression coefficient showing the extent to which guidance and counseling predict effective teaching among secondary school students

R = 0.045		R² = 0.0302		Adj R² = 0.650	
Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	24.368	1	24.368	21.681	0.0006
Residual	12056.912	186	35.777		
Total	12081.280	187			

From the result of the analysis in table 1 above, the analysis reveals a simple linear regression coefficient of 0.045 which was obtained with a coefficient of determination (R^2) of 0.032 and an adjusted coefficient ($AdjR^2$) of 0.350 gotten when guidance and counseling predict effective teaching in senior secondary school. From the result of the adjusted coefficient, it therefore implies that 65% variation of effective teaching in secondary school can be attributed to guidance and counseling.

From the testing of the corresponding null hypothesis, it was indicated that an F-value of 21.68 was gotten at 1 and 186 degrees of freedom, with a corresponding p-value of 0.0006. Since the p-value is less than 0.05, this result therefore indicates that guidance and counseling significantly predicts effective teaching among secondary school students.

Research Question Two: To what extent does guidance and counseling predict effective learning among senior secondary school students' in Rivers State?

Hypothesis Two: Guidance and counseling do not significantly predict effective learning among senior secondary school students in Rivers State.

Table 2: Simple regression coefficient showing the extent to which guidance and counseling predict effective learning among secondary school students

R = 0.246	R² = 0.060		Adj R² = 0.47		
Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	731.803	1	731.803	21.615	.000
Residual	11409.530	186	33.856		
Total	12141.333	187			

From the result of the analysis in table 2 above, the analysis reveals a simple linear regression coefficient of 0.246 which was obtained with a coefficient of determination (R^2) of 0.060 and an adjusted coefficient ($AdjR^2$) of 0.47 gotten when guidance and counseling predict effective learning in senior secondary school. From the result of the adjusted coefficient, it therefore implies that 47% variation of effective learning in secondary school can be attributed to guidance and counseling.

From the testing of the corresponding null hypothesis, it was indicated that an F-value of 21.615 was gotten at 1 and 186 degrees of freedom, with a corresponding p-value of 0.000. Since the p-value is less than 0.05, this result therefore indicates that guidance and counseling significantly predicts effective learning among secondary school students.

Research Question Three: To what extent does guidance and counseling predict career success among senior secondary school students in Rivers State?

Hypothesis Three: Guidance and counseling do not significantly predict career success among senior secondary school students in Rivers State.

Table 3: Simple regression coefficient showing the extent to which guidance and counseling predict career success among secondary school students

R = 0.139	R² = 0.019		Adj R² = 0.216		
Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	241.059	1	241.059	6.669	0.010
Residual	12180.983	186	36.145		
Total	12422.041	187			

From the result of the analysis in table 3 above, the analysis reveals a simple linear regression coefficient of 0.139 which was obtained with a coefficient of determination (R^2) of 0.019 and an adjusted coefficient ($\text{Adj}R^2$) of 0.216 gotten when guidance and counseling predict career success among senior secondary school students. From the result of the adjusted coefficient, it therefore implies that 21.6% variation of career success among secondary school students can be attributed to guidance and counseling.

From the testing of the corresponding null hypothesis, it was indicated that an F-value of 6.669 was gotten at 1 and 186 degrees of freedom, with a corresponding p-value of 0.010. Since the p-value is less than 0.05, this result therefore indicates that guidance and counseling significantly predicts career success among secondary school students.

Discussion

Guidance and counselling and effective teaching by students

Finding of the study shown in research question one and the corresponding hypothesis depicts that guidance and counseling significantly predicts effective teaching among secondary school students. This finding aligns with the finding of Nnabuike, (2012) who opines that effective teaching involves the ability of the teacher to impact, direct, instruct, inform, counsel, educate, admonish, train, and inculcate in the learner relevant skills, knowledge, attitude or ideas that brings about a desirable change in the behaviour of the learner by a way of understanding their emotions.

Guidance and counselling and effective learning of students

Finding of the study shown in research question two and the corresponding hypothesis depicts that guidance and counseling significantly predicts effective learning among secondary school students. This finding is supported by the finding of Oladele (2006) whose opinion suggests that effective learning involves set of mental, affective and psychomotor activities by which relevant knowledge, skills, habit, attitude, virtues and ideas are develop, absorb, and used by the student resulting in the modification of conduct and behaviour of the student. When students are properly guided or counseled on learning habits and mindset by counselors, their motivation is increased and they are relaxed to learn at any giving situation other than when they are heavily distracted by thoughts and worries of life.

Guidance and counselling and career success of students

Finding of the study shown in research question three and the corresponding hypothesis depicts that guidance and counseling significantly predicts career success among secondary school students. This finding aligns with the claims of Rosemary (2002) guidance and counseling helps students in “acquiring self-knowledge, developing specific career and educational goal, adjusting to changing conditions, planning career and educational programme to achieve goals, developing problem-solving and decision-making skills, coping with the outcome of decisions, and enhancing social, emotional and cognitive skills”. Students can attain career success if they are properly guided, counseled and motivated in different field of study.

Conclusion

The importance of guidance and counseling cannot be over emphasized in all sectors particularly in educational sector, school from pre-school to higher institution needs the services of guidance and counseling for students as well as staff for effectiveness in all area. The profession and its service has rendered tremendous help in sharpening the life, character and behaviour of students in the society, many career achievers were made possible by the service of guidance and counseling, teaching and learning under the service of a counselor is made effective in schools particularly among secondary school students. Pupils tend to confide in a counselor their wrong deeds than the schools' administrator; this in turn shows the relevancy of guidance and counseling in secondary school.

Based on the findings, it has empirically proven that guidance and counseling indeed predicts significantly effective teaching and learning as well as career success among secondary school students.

Recommendations

Based on the findings and conclusion, study recommends the followings;

1. School authorities should be enlightened more on the counselors' roles, there is also need to define the counselors' roles in the school system.
2. Counselors' role should be separated from teaching. This will help to erase the misconceptions about the role and task of school counselors often misinterpreted as administrative assistants.
3. Teachers and Students should be educated on the roles of the school counselors to avoid duplication of functions and waste of financial resources.

References

- Akpan, A.A. (2006). Teacher effectiveness as a determinant of student's performance in mathematics: A theoretical Review. *Journal of Research Information in Education*, 1(1), 89-99.
- Bark, B.J. (2003). *Guidance and counseling: A manual sterling*. New Delhi: Vikas Compographic.
- Egbo, A.C. (2013). The role of guidance and counseling in effective teaching and learning in schools: The Nigerian perspective. Retrieved 22nd May, 2017 from <http://www.iafor.org/archives/ece2013offprints/ECE20130392pdf>.
- Federal Republic of Nigeria (2013). *National policy on education (Revised Edition)*. Nigerian Educational Research Development Council.
- Herr, E. L., & Cramer, S. H. (2021). *Career guidance and counseling through the lifespan: Systematic approaches*. HarperCollins.
- Hiebert, B. S., Collins, S., & Robinson, J. (2001). Needs assessment for program planning and program development: A brief review. *The Alberta Counselor*, 26 (1), 11-19.

- Holland, J. L. (1992). *Making vocational choices (2nd ed.)*. Psychological Assessment Resources.
- Manuel, A. M., & Asuquo, P. N. (2009). Near-school leavers' perception of their vocational and labour market information needs. *Stud Home Comm. Sci.*, 3 (2), 135-142.
- Nnabuike, E.K. (2012). *Practical guide to effective teaching*. Hallmark Publishers.
- Oladejo, O. (2006). *Guidance and counseling: A functional approach*. John Lad Publishers Ltd.
- Oladele, R.E., (2006). The role of guidance and counselling in effective teaching and learning in schools. *International Journal of Multidisciplinary Studies*, 1(2), pp. 36-48. E-ISSN: 2456-3064
- Olayinka, M.S. (2008). Organizing guidance services in secondary school system. *Nigeria Journal of Counseling and Development*, 1(2), 1-3.
- Oviogbodu, C.O. (2015). *Perceived impact of guidance and counseling in the development of Niger Delta region*. Paper Presented at Niger Delta University conference.
- Ozordi, C. (2010). The falling grades. *International Journal of Academic Research in Business and Social Sciences*, 2(1)176-183.
- Rosemary, T. (2002). *Best practice for working in the school (2nd ed.)*. Routledge.
- Spokane, A. R. (1996). Holland's theory. In D. Brown, L. Brooks & Associates (Eds.), *Career choice and development*. Jossey-Bass.
- Super, D. E., Savickas, M. L., & Super, C. M. (2017). *The life-span, life-space approach to careers*.
- Zunker, F.G., (1994). Influence of counselling services on perceived academic performance of secondary school students in Lagos State. *International Journal of Instruction*. 10 (2), 211-228.