

Student Personnel Services Administration and Sustainable Education in Nigeria

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ABSTRACT

This study investigated student personnel services administration and sustainable education in Nigeria. To achieve this, two hypotheses were formulated and tested. Quantitative research design was used for the study. A self-designed questionnaire titled “Student Personnel Service Administration and Sustainable Education Questionnaire” (SPSASE) was used to collect information for the study. The data collected were analyzed using Pearson Product Moment Correlation Statistics. All hypotheses were tested at 0.05 level of significance. The results revealed that there was a significant relationship between guidance and counselling service, orientation programme and sustainable education in North-Central zone, Nigeria. It was recommended that school administrators should continue to provide adequate guidance and counselling service with qualified experts to help students in terms of academic advice, religion advice and vocational advice among others. School administrators should also provide appropriate orientation programme by setting aside the first week of resumption as orientation week, give room for introduction of new students to school life as well as helping students understand what is expected of them in school toward the achievement of sustainable education in public junior secondary schools in Nigeria.

Introduction

Student personnel administration can be described as all activities of the managers, teachers and non-teaching staff member geared towards making

students to be useful and better citizens of the society in which they belong. Administration of students' personnel services rests with the shoulder of school management which are in position to manage the students in a productive manners so as to achieve the stated educational goals and objectives for sustainable education.

The school administrator has the responsibility to provide adequate students' services that supplement teaching and learning. Student personnel administration is all about the role of students in school administration and how the schools cater for their wellbeing. The scope of students personnel administration include provision of the programme services such as guidance and counselling, orientation programme, discipline devices, students' welfare and health. The school administrator must initiate appropriate structures within the school for the purpose of coordinating activities of teachers, guidance and counsellors and others who offer services to students. Student personnel services in this study refer to all non-academic services rendered to the students at school for the purpose of guidance and counselling, orientation and discipline of students in order to become a responsible and productive in life.

Guidance and counselling services is important in student personnel administration because it is an information generating device aimed at utilizing desirable advisory techniques to help students achieve their goals and aspirations. This services is a harmonizing way of controlling students' emotional, upheavals and frustration in order to create a conducive learning. Students needs the help of professional counsellor to assist in order to overcome some problems such as family background, physical, spiritual and emotional that might inhibit them from maximizing the benefits of instructional experiences offered in school.

Guidance is a process of helping individuals understand themselves for positive direction and adjustment. Guidance in school can also be viewed as a complimentary educational service aimed at facilitating instructional programme in the school as well as in facilitating the overall development of students. Guidance and counselling in Nigeria junior secondary schools administration play an immensely roles in the school system by helping to provide more enabling environment for students towards sustainable education.

Orientation programme is the programme conducted for newly admitted students in order to be familiar with various activities of the school. It is actually required to inform all student the necessary subjects expected to offer at every level and also introduce the various co-curriculum activities such as club, societies and so on that are available within the school setting.

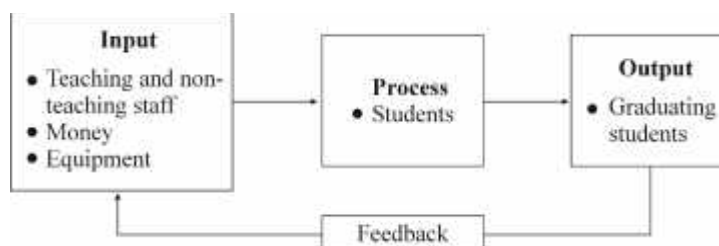
Sustainable education is the process of equipping students with the knowledge, skills and qualities needed to work and live in a way that safeguards social and economic wellbeing of present without compromised the future. Education for sustainable is future facing that encouraged

students to think about current and future situations.

Chidobi (2015) investigated management of student personnel service in public secondary schools in Enugu education zone for sustainability of quality human resources for national development. Paul (2015) carried out student personnel management: A panacea for effective secondary school administration in Nigeria. Akpan and Onabe (2016) investigated management of students' personnel services and sustainable secondary education in Calabar education zone of Cross River State, Nigeria. From the view of these, none of the authors carried out student personnel service and sustainable education in junior secondary schools. Also not carried out in North Central geo political zone, Nigeria.

Akinnubi and Kayode (2012) investigated effect of student personnel services on students' behaviour in University of Ilorin. Descriptive design was used for the study. The instruments titled Student Personnel Service Questionnaire (SPSQ) and Student Behaviour Questionnaire (SBQ) were used for data collection. Sample of 20 HODs and 400 students were purposively selected for the study. The data collected were analyzed using Pearson Product Moment Correlation statistic. The findings revealed that there is significant relationship between student personnel services and students' behaviour. The study is germane to this study in that, it investigated student personnel service in school. However, the study left a lot of gap in that it did not look at student personnel service and sustainable education. This study did not carry out in junior secondary schools, also not considered guidance and counselling service, orientation programme as critical variable to measure student personnel service for sustainable education.

The theoretical frame work of this study was based on system theory postulated by Tolbert (1977) as cited in Abdullahi and Abdulkareem (2015). According to the authors, system theory consists of input, process and output. Senge (2006) considers a system as an interrelated set of elements functioning as an operating unit. A system is an organised collection of independent but interrelated elements or components to accomplish an overall goal. Scott (2008) classifies an open system in five basic elements: inputs a transformation process, output, feedback and the environment. The environment surrounding the school includes the social, political and economic forces that impinge on the organisation. System theory can be used clearly and concisely understand school structure. Norlin (2008) refers to school as a social system in which two or more persons work together in a coordinated manner to attain common goals. Simply put, a school as a system has various inputs that are processed to produce outputs with feedback as represented in figure 1.



*Figure 1: Theoretical framework of the General System Model Source:
Adapted from Abdullahi and Abdulkareem (2015 p.526)*

A system is an organized collection of interrelated components set up to accomplish an overall goal. This theory can be applicable in the school system in that, a school as a system also has various input that are processed to produce output with feedback as represented in figure 1. School input includes resources such as human resource, equipment, money, technology and the likes. This means school admit students and secure other resources such as money, equipment from the environment. Input is processed by the school managers through proper orientation of students, provision of guidance and counselling service to guide the students in their choosing carrier with the support of teaching and non-teaching staff for students to be useful for themselves and the society at large, which is the output of the school. Then get feedback from the society on the quality of products produced whether the feedback is good or not in order to ensure sustainable education. The objectives of this study are to determine the relationship between guidance and counselling service, orientation programme and sustainable education in North- Central zone, Nigeria.

This study is anchored on the system theory. This is because, the achievement of educational goals depends on the effective administration of the different resources and areas that constitute the school as a system, especially the provision of services that will make the students achieve all round development. If the administration of student personnel services is not given appropriate attention, this will form a constraint to the effective achievement of educational goals. The system theory is therefore applicable in this study because student personnel services is a very important aspect of administration as a social system.

Research Questions

The following research questions were raised to guide the conduct of this study:

1. How does guidance and counseling service improve sustainable education in North-Central zone?
2. Does orientation programme bring about sustainable education in

North-Central zone?

Research Hypotheses

The following hypotheses were formulated and answered:

1. There is no significant relationship between guidance and counselling service and sustainable education in North-Central zone.
2. There is no significant relationship between orientation programme and sustainable education in North-Central zone.

Research Methodology

Research Design

The research design used in this study was quantitative research design. This design was considered appropriate because it gives the researcher the opportunity of obtaining the opinion of sample population and analyze these data collected using appropriate data analysis techniques in order to draw reasonable conclusion about the population from the findings of the study.

Population and Sampling

This study focuses on public junior secondary schools in North-Central zone, Nigeria which comprises of seven (7) States namely Benue, Kogi, Kwara, Niger, Nasarawa, Plateau and FCT. There are 2,335 junior secondary schools in North-Central zone. The target population of this study comprised of all 19,499 junior secondary schools teachers as at the time of study. A sample of 377 junior secondary school teachers was selected with the use of Research Advisor table for determining sample size of a known population (2006).

Table 1

Population Sample of Teachers in Public Junior Secondary Schools in North-Central Zone of Nigeria

Sr.#	North-Central States	Number of Junior Secondary Schools	Number of Teachers	Selected teachers
1	Benue	526	3,709	72
2	FCT	77	2,764	53
3	Kogi	555	3,440	67
4	Kwara	330	3,302	64
5	Nasarawa	181	939	18
6	Niger	381	3,791	73
7	Plateau	285	1,554	30
	Total	2,335	19,499	377

Source: Universal Basic Education Commission (2015)

Proportional random sampling techniques was used to select sample of 377 teachers, which involved obtaining the population of teachers from each of the selected primary schools in North-Central and selecting the sample proportionally from these population (Table 1). The technique is appropriate for this study because it gives room for the selection of true sample of target population. Stratified random sampling technique was used to select junior secondary school teachers in order to ensure that all categories of teachers were given equal chance of being selected.

Instrumentation

The instrument used for data collection was self-designed questionnaire titled “Student Personnel Service Administration and Sustainable Education Questionnaire” (SPSASE). The instrument was in two sections: Section A contained personal information of teachers, while section B elicited information concerning student personnel service. There were 10 questions in section B which were arranged in two clusters. The teachers responded to questionnaire on four (4) point Likert scale size as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean was given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depict that any items that is above or equal to the criterion mean value of 2.50 is agreed while the item that is below the criterion mean value is disagreed by the participants.

Validity and Reliability

To ensure validity of the study, draft copies of the instruments were given to two experts in the educational management discipline and two experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations, modifications and recommendations. The final copies were produced for data collection.

The reliability of the instrument was ensured with the use of Cronbach’s Alpha to obtain reliability index of 0.72. The corrected questionnaire were distributed with the help of seven research assistants to the teachers of the sample schools.

Data Collection Process

The researcher with the help of four research assistants personally administered the instruments to the teachers of the sample junior secondary schools. Effective distribution of questionnaire was also aided by the cooperation of friends in the sample schools. The participants were briefed on the objectives of the study. The researcher and the research assistants waited for the teachers to answer the questions and collected the answer scripts immediately when they had responded to the items in the instruments. The instruments were retrieved and scored on the 13th of

February 2017. This method facilitated on the spot collection of completed instruments and hundred percent retrieval. In the guideline provided by Stanley and Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of their responses.

Data Analysis

This descriptive analysis was used to answer the research questions. The data were screened before analysis. Missing data were not an issue in this study because researcher with the help of research assistants administered the questionnaire to the respective participants and make sure the questionnaire is appropriately filled in the process of collecting. The data collected were analyzed using SPSS version 2.0. The research questions were answered using mean and standard deviation while Pearson Product Moment Correlation Statistics was used to answer research hypotheses. The p-value was determined at 0.05 level of significance to reject or accept the hypotheses.

Results

This study provides a descriptive analysis of the extent student personnel service administration and sustainable education in public junior secondary schools. Mean and standard deviation were used in the description.

Guidance and Counselling Service

Mean and standard deviation response of teachers who responded to the research question on guidance and counselling service in public junior secondary schools in North-Central zone as shown in Table 2.

As shown in Table 2, the overall mean for teachers' perception on guidance and counselling service is 2.87 (SD = 1.895). This could be interpreted that participants agreed that guidance and counselling service improve sustainable education in junior secondary schools. The results of the analysis on provision of guidance and counselling service indicated that three out of the five items on guidance and counselling service showed a higher mean than the overall mean value. The items are academic advice is adequately given to students (M = 2.89, SD = 0.974), followed by Students experiencing problems availed themselves to the service offer by counselors (M = 2.94, SD = 0.924), Vocational counselling are provided for students (M = 2.89, SD = 0.996).

Meanwhile, the other two items – Religion counselling are provided for students (M = 2.81, SD = 1.047) and Appropriate counselling of students facilitate the attainment of school goals (M = 2.81, SD = 1.037) showed lower mean than the overall mean of guidance and counselling service. However, all five items of guidance and counselling service mean values of

(2.89) that are interpreted as agreed, because all have their various mean above criterion mean of 2.50. This shows that the participants agreed that appropriate and adequate guidance and counselling service improve sustainable education in junior secondary schools.

Table 2

Mean and Standard Deviation of Variables on Guidance and counselling Service

Sr.#	Guidance and counseling	Teachers Responses		Decision
		Mean	SD	
1.	Academic advice is adequately given to students.	2.89	0.974	Agreed
2.	Students experiencing problems availed themselves to the service offer by counselors.	2.94	0.924	Agreed
3.	Vocational counselling are provided for students.	2.89	0.996	Agreed
4.	Religion counselling are provided for students.	2.81	1.047	Agreed
5.	Appropriate counselling of students facilitate the attainment of school goals.	2.81	1.037	Agreed
	Grand mean	2.87	1.895	

(Mean 2.50 Agree, Mean < 2.50 Disagree)
Researchers' field work

Orientation Programme

The second research objective is about the relationship between orientation programme and sustainable education in public junior secondary schools as shown in the following:

As shown in Table 3, the overall mean for teachers' perception on orientation programme is 2.88 (SD = 1.873). This could be interpreted that participants agreed that effective orientation programme bring about sustainable education in public junior secondary schools. The results of the analysis on orientation programme indicated that four out of the five items on orientation programme showed a higher mean than the overall mean value. The items are. The first week of resumption is set aside as orientation week. (M = 2.85, SD = 0.929), followed by Orientation programme put students at ease to adjust to school environment (M = 2.93, SD = 0.961), Orientation programme help students know what is expected from him/her (M = 2.92, SD = 0.990), and There room for introduction of new students to school life in the schools (M = 2.89, SD = 0.971).

Table 3

Mean and Standard Deviation of Variable on Orientation Programme in Public Junior Secondary Schools

Sr. #	Orientation programme	Teachers		Responses
		Mean	SD	Decision
6.	The first week of resumption is set aside as orientation week.	2.85	0.960	Agreed
7.	Orientation programme put students at ease to adjust to school environment.	2.93	0.961	Agreed
8.	Orientation programme help students know what is expected from him/her.	2.92	0.990	Agreed
9.	Orientation is organized for new students to acquaint them with school life.	2.80	1.037	Agreed
10.	There room for introduction of new students to school life in the schools.	2.89	0.971	Agreed
	Grand mean	2.88	1.873	

(Mean > 2.50 Agree, Mean < 2.50 Disagree)

Researchers field work

Meanwhile, the other one item – Orientation is organized for new students to acquaint them with school life (M = 2.80, SD = 1.037) showed lower mean than the overall mean of orientation programme. However, all five items of orientation programme have mean values (2.89) that are interpreted as agreed because all have their various mean above criterion mean of 2.50. This shows that the participants agreed that effective orientation programme bring about sustainable education in junior secondary schools.

Hypotheses Testing

The analysis method applied in the course of the research work was the use of Pearson Product Moment Correlation Coefficient to test the set hypotheses.

H₀₁: There is no significant relationship between guidance and counselling service and sustainable education in public junior secondary schools.

Table 4

Guidance and Counselling Service and Sustainable Education in Junior Secondary Schools

Variable	N	\bar{x}	SD	df	Cal-r	P-value	Decision
Guidance and counselling	377	11.47	3.742	753	0.88	.000	Rejected
Sustainable education	377	2.87	1.895				

Table 4 indicates that calculated r-value = .88 and p-value notation is .000 level of significance. This shows that there is positive and significant relationship between guidance and counselling service and sustainable education. Therefore, the hypothesis which states that there is no significant relationship between guidance and counselling service and sustainable education is rejected.

H₀₂: There is no significant relationship between orientation programme and sustainable education in public junior secondary schools.

Table 5

Orientation Programme and Sustainable Education in Public Junior Secondary Schools

Variable	N	\bar{x}	SD	df	Cal-r	P-value	Decision
Orientation programme	377	11.63	4.312	753	0.90	.000	Rejected
Sustainable education	377	2.88	1.873				

Table 5 indicates that calculated r-value = .90 and p-value notation is .000 at 0.05 level of significance. This shows that there is positive and significant relationship between orientation programme and sustainable education. Therefore, the hypothesis which states that there is no significant relationship between orientation programme and sustainable education in public junior secondary schools is rejected.

Discussion of Findings

The result of question one analysis and findings in table 2 shows that effective and appropriate provision of guidance and counselling service help in improving sustainable education in public junior secondary schools in North-Central zone, Nigeria. Result from hypothesis one revealed that there is a positive and significant relationship between guidance and counselling service and sustainable education in junior secondary schools in North-Central zone, Nigeria. The findings agreed with Akpan and Onabe (2016)

that guidance and counselling service help students to detect themselves in order to bring about sustainable education. Also agreed with House and Hayes (2002) that guidance and counselling service help in changing students' attitude towards learning which bring about sustainable education. The findings conform to Akinnubi and Kayode (2012) that school administrator have a duty to render adequate student personnel service in their respective schools in order to complement academic services. The findings also agreed with Chidobi (2015) that effective management of student personnel services has positive influence on the realization of sustainable future.

The result of question two analysis and findings in table 3 shows that appropriate orientation programme bring about sustainable education in public junior secondary schools in North-Central zone, Nigeria. Results from hypothesis two showed that there is a positive and significant relationship between orientation programme and sustainable education in public junior secondary schools in North-Central zone, Nigeria. The finding agreed with Francis (2012) that student personnel service seek to provide orientation for students to facilitate adjustment to school life toward self-realization. Also, agreed with Nwuche (2012) that school administrator have a duty to render adequate student personnel service in their respective schools in order to compliment academic services. The findings conformed to Nwite and Nwuche (2016) that student personnel services seek to provide orientation for students to facilitate adjustment to school life. Furthermore, the findings also agreed with Clarke and Meave (2005) that orientation programme includes such activities as visits to important places and programmes that address study skills in order to equip student to adjust and live effectively in a new setting.

Conclusion

It is quietly understand that the position of student in the educational process is evidently important, which has prompted some scholars to assert that with put students, there would be no schools. The school administrators have the responsibility to provide adequate students service that supplement teaching and learning. Therefore, effective provision of guidance and counselling service is needed for the achievement of sustainable education. The findings show that an appropriate guidance and counselling service and orientation programme in sustainable education for newly admitted students is needed in public junior secondary schools in Nigeria.

Recommendations

1. School administrators should continue ensure adequate provision of guidance and counselling service with qualified experts to help and counselling students in terms of academic advice, religion advice,

appropriate carrier chosen, vocational counselling as well as solving emotional problem of students towards the achievement of sustainable education.

2. School administrators should also ensure appropriate and provision of orientation programme for newly admitted students by setting the first week of resumption aside as orientation week, give room for introduction of new students to school life and adjust to school environment as well as helping students understand what is expected of them towards the achievement of sustainable education in Nigeria.

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