

Influence of Guidance and Counselling on Educational Assessment of Senior Secondary School Students in Aba Education Zone, Abia State, Nigeria

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Abstract: *The study focused on the influence of guidance and Counselling on educational assessment of senior secondary school students in Aba Education zone, Abia State, Nigeria. The study consisted of the 97 head teachers and 235 of 10% of the teachers in Aba Education zone respectively. A rating scale was designed and used for the study. Two research questions, and null hypothesis were formulated with a descriptive survey method and z-testing statistics used for the data analysis in testing the two hypotheses formulated. The decision rule of 2.5 was used in accepting and/rejecting the hypotheses using a significant level of p less than 0.05. In the final analysis, the two null hypotheses were accepted which indicates that guidance and counselling play a positive role in the educational assessment of the senior secondary school students in Aba Education zone. The study concludes that due to lack of guidance and counselling and inadequate resources students are provided with could lead to poor academic performance. Thus, the study recommends that parents should pay attention to their children/wards welfare and academic progress to encourage high educational assessment with good guidance for a lifelong learning.*

Keywords: *Guidance and counselling, senior secondary school, educational assessment.*

Introduction:

Many educational authorities over the years have sought to find out reasons for a downward decline in Nigerian educational system. Parents, guardians, teachers, school guidance counsellors, educational managers and other stakeholders in the society are so concerned with the students' academic standard and performance. This worrisome experience may however be because success in Education is highly instrumental to the development of every nation.

The recurrent poor academic performance of Senior Secondary Students in the school certificate examination (SSCE) conducted by the West African Examination Council (WAEC) in Nigeria was alarming (Fabian, 2010). Notably among them is the report of the result released by West African Examination Council (WAEC) in 2016 which recorded about 80% failures. Similarly, Uwadiogwu (2011) noted that in 2008 only 1.85% of the candidates that sat for the secondary examination passed with success. Also Doren (2016) stressed that the environmental condition and nature of social interaction that goes on in the family may have both positive and negative influence on the students' assessment in education of the student. Deducing from the description of Doren (2016) who drew wide interest attention on the educational stakeholders and

on the behaviour that a student exhibits in and outside the school is a true reflection of the level of the guidance he or she received as variables from the home.

Undoubtedly, Odeleye and Olu Watimiletu (2009) stated that the home is the primary agent of education of the child, the life he lives, the food he eats, and his attitude towards his challenges and life styles are all influenced by the home. Adler (2009) observed that the primary environment of the students is the home and that the home stands to exert tremendous impact on the students' academic performance in the school. This was informed by Amadi (2016) who noted that the academic success of a child depends on what their parents do at home. Also, Cerci (2001) affirmed that parents-child relationships are forces that lead to better assessment in education among the schooling aged children.

However, polygamy is a form of family system widely practiced before the advent of Christianity in the mid 19th century (Ahamefula 2010). The system allows a man to marry more than one wife which was desirable by the nature of the economic system of the nation that centered on agriculture and therefore needed labour force to cultivate the soil. To give sound and befitting education to the children in polygamous family in the present day Nigeria and even in the two parents families with hyper inflationary trend, would not be an easy task. However, this is the concern of this project which seeks to identify the impact of guidance and counselling on educational assessment of senior secondary school students' in Aba Education Zone.

According to Scott (2014) children from polygamous families are not adequately catered for especially in education and training, adding that mothers are left with the responsibility of their children in such areas like doing home work, providing academic materials for school, and even paying their school fees. The parents influence on the students' academic performance anchors firmly on the theory of "Family Deficit Model". Levitan (2010) sees the nuclear or two parent family as the ideal family structure and a single parent family defer from the ideal family.

According to the model, single parent family have a negative impact on the child in that, it is bad for the child's upbringing and cognitive development. Children from single parent families are at a greater risk than children in two parent families, even when they have the same academic abilities more likely to drop out of high school than children from two parents families according to author. The implication of this model lies on the fact that students' academic performance in school is mediated by their upbringing which perhaps is influenced by the nature of guidance available to them.

In Nigeria today, the family set up has become more complex and sophisticated than it was centuries ago. There is increasing evidence that parental involvement is beneficial for the children in school. Thus, the need for the present study becomes imperative. The development of any nation depends largely on human resources available and quality and capable labour forces obtained through education. To get all these quality education assessment, interest in standard and quality control are required seriously to increase standard through validity and reliability of every assessment instruments and materials.

The non-physical human attributes which includes intelligence of achievement, aptitude, interest and personal behaviours that are assessed with test items are cardinal for research work, decision-making, diagnosis, identification of exceptional children, feedback, community participation, provision of information and statement of instructional objectives are paramount to the

development of educational assessment (Lacovou, 2010). These however, can only be achieved when a child is healthy and active. Guidance and counselling is defined as assistance given to individuals in making intelligent choices and adjustment.

Guidance and counselling thus is important in the future success of a student. As observed by Ebizie, Enajedu and Egentic (2016) the school children are undergoing some of the most difficult periods in their lives. The transaction from childhood to adulthood is a difficult one even for the most beloved child. Children are influenced by the home, school and the environment. The school guidance counsellor faces the challenges and wrought associated with adolescence to enable them develop a sense of responsibility and to make definite and considerable future realistic decisions.

Guidance and counselling is in the fore front of achieving the educational goals in the assessment of the students, but given the rapidly changing times occasioned by rapidly technological advancement climate change and pectoral of disease outbreak such as SARS, Ebola, HIV/AIDS, Covid-19 Pandemic and the most recent monkey pox, these have thrown up emerging issues for the guidance counsellors. Ebozie et al (2016) stated that guidance and counselling is an important tool in shaping the orientation in a child from negative ideas that is planted in him/her by their peers. The counsellor therefore interferes with the parents, teachers, and the school administrators on how to achieve the best from the students. The socio-economic status is not left out on the educational assessment of the child. This brings us to the theory of Talcott Parson on socio-economic status of families.

Talcott Parsons Theory (1970) on socio economic status of the family have been influential in delineating the theoretical under pinning of socio-economic status of families. Talcott understood the idea of status as a position in the social structure and formation as a part of the social differentiation in the society (different occupations and different positions). Although, he associating status with position which cuts across family hierarchical referent. He evaluated family social consent to his contribution as the idea of elevation in economic status.

According to Talcott's theory, social stratification or rank, marks human differentiation in terms of honour and prestige which marks indelibly the heart of categorization. According to the theory, social relations must co-exist with social distinctions which also affect how people interrelate. The income and wealth are very important for societal substances but very secondary to social status and honours. Parson understands the concept of family as the key component of stratification. Families to him are assumed to be units of solidarity, sharing similar interest and acting as winners of salvation to every member of the family. To Talcott, family concept according to him was central to understand and to acknowledge the family units and ties.

The inequalities of domestic labour meant that most families of domestic labour had one principal labour wage earner and this was typically the male head taking the lead personnel. This show that many families has one single source of male investment earner and this single earner takes decisions about the family geographic mobility and support for education alone. In most cases, the women under this subjection were not typically de-emphasized nor their children heard off. Talcott therefore, concludes that family members are to share interest from one source which is the entire family wellbeing. This theory is chosen because it identifies socio-economic status factor of families to be a motivational issue that helps to increase the level of education of children, leading to their high academic achievement. Talcott was of the view that a large family taking its main

source from the head (husband) with ample of women (wives) and children are capable of collapsing. That is, when one collapses, every other branches or parts become hopeless.

However, this paper appreciates the fact that counselling is a transformation process of helping students' to learn all that are to be learnt both in and outside the schooling in order to validate their educational assessment. It is penitent that the home and the school should assist the young people in their self growth towards becoming a self fulfilled and well adjusted individuals. This in turn will help to achieve the educational goals in the assessment of the learners given the climax of rapidly changing times.

Statement of the Problem

The issue of students' assessment in the secondary school educational system has become a household discussion considering the powerful impact of the family on the child's development and the family's role as a primary agent of socialization. There is no doubt that the assessment of a child in his educational performance can be enhanced or hindered depending on the availability and quality of guidance to he/she. Students whose needs are not met at home may remain under achievers and this could affect their general development. Guidance and counselling helps a student who faces these myriads of problems at home to redirect him/herself to face the school academic work at his disposal. It is against this background that this study sought to investigate the influence of guidance and counselling on educational assessment of senior secondary school students' in Aba Education Zone, Abia State, Nigeria.

Purpose of the Study

The main purpose of this study is to investigate the influence of guidance and counselling on the educational assessment of senior secondary school students' in Aba education zone. Specially, the study sought to:

1. ascertain how lack of guidance and counselling may affect students' educational assessment in teaching and learning in Aba Education Zone.
2. find out the effects of poor guidance and counselling on the academic assessment among senior secondary schools students in Aba Education Zone of Abia State.

Research Questions

The following research questions were raised to guide the study:

1. to what extent does poor guidance and counseling process affect the students educational assessment in teaching and learning in Aba Education Zone of Abia State.
2. to what extent does lack of guidance and counselling process affect students' educational assessment of senior secondary school students in Aba Education Zone.

Research Hypotheses

The study is guided by the hypotheses stated below:

1. There is no significant difference between the mean response scores of principals and teachers on the extent of poor guidance and counselling process on the educational assessment of senior secondary students' teaching and learning in Aba Education Zone.

2. There is no significant difference between the mean response scores of principals and teachers on the extent guidance and counselling may affect students' educational assessment of teaching and learning in Aba Educational Zone of Abia State.

Materials and Methods

A descriptive survey design was conducted among the senior secondary schools in Aba education zone, Abia State, Nigeria. The population of the study comprised of all the 97 public secondary school heads and 235 teachers (10%) of the teachers in Aba education zone. The entire population was randomly selected from the nine local government areas of both urban and rural settings in Aba Education Zone.

A cluster random sampling was adopted to choose the appropriate sample for the study. The instrument for the study was validated by three experts and the reliability estimate was 0.79 using Pearson product Moment Reliability (PPMC) Index. The instrument was summarized with a 4-point response scale and z-test to establish the significant difference between the variables of the study. There was a $P < 0.05$ level of significance for all the hypotheses, while the acceptance or rejection of null rule is that we accept the null hypotheses if the z_{cal} is greater than z_{tab} and vice versa.

Results:

1. Research Question One

To what extent does poor guidance and counselling process affect educational assessment of senior secondary school students' in Aba Education zone of Abia State.

Table I:

There is no significant difference between the mean response scores of principals and teachers on the extent of lack of guidance and counselling process as it affect the educational assessment of senior secondary school students teaching and learning in Aba Education zone of Abia State.

Summary of results are presented in table 2 below.

S/N	Direction	SA	AG	DA	SD	Total	Total weighted score
1	+ ve	98	102	60	40	350	858
2	+ ve	145	150	35	20	350	1120
3	+ ve	168	113	38	31	350	1118
4	+ ve	180	140	28	2	350	1198
5	+ ve	213	78	34	25	350	1179
Total	+ ve	804	583	195	118	1750	5473
Total	- ve	0	0	0	0		0 5773

$$\begin{aligned} \text{Mean rating score} &= 2.5 \\ \text{Mean} &= \frac{\sum fx}{\sum f} = \frac{5473}{1750} = 3.12 \end{aligned}$$

$$\begin{aligned}
 \text{Standard Deviation} &= \sqrt{\frac{\sum fx^2}{\sum f} - \left[\frac{(\sum fx)^2}{(\sum f)^2} \right]} \\
 &= \sqrt{\frac{18889}{1750} - \left[\frac{5473^2}{1750^2} \right]} \\
 &= 1.0296 \\
 Z_{cal} &= \frac{\bar{x} - m}{\frac{s}{\sqrt{n}}} \\
 &= \frac{3.12 - 2.5}{\frac{1.0296}{\sqrt{350}}}
 \end{aligned}$$

$$Z_{cal} = 11.273 \text{ and } z_{tab} = z_{0.05} = 1.645$$

Since $Z_{cal} = 1.01$ is less than $z_{tab} = z_{0.05} = 1.645$, then the null hypothesis is accepted.

2. **Research question Two:** To what extent does lack of guidance and counselling process affect the educational assessment of senior secondary school students teaching and learning in Aba education zone of Abia State.

Data collected with items 1-5 on the instrument which dwelt on the extent the poor guidance and counselling process on the educational assessment of senior secondary school students' teaching and learning were used to answer the above research question. The data were analyzed using z-test. Summary of results are presented in table 1 below:

Table II:

There is no significant difference between the mean response scores of principals and teachers on the extent of lack of guidance and counselling process as it affect the educational assessment of senior secondary school students teaching and learning in Aba Education zone of Abia State.

S/N	Direction	SA	AG	DA	SD	Total	Total weighted score
1	+ ve	70	68	112	100	350	808
2	+ ve	100	150	48	52	350	9980
3	+ ve	160	130	40	20	350	1130
4	+ ve	200	68	43	39	350	1129
5	+ ve	213	72	40	25	350	1173
Total	+ ve	673	420	171	136	1400	4430
Total	- ve	70	68	112	100	350	808 5283

$$\begin{aligned}
 \text{Mean rating score} &= 2.5 \\
 \text{Mean} &= \frac{\sum fx}{\sum f} = \frac{5283}{1750} = 3.02
 \end{aligned}$$

$$\text{Standard Deviation} = \sqrt{\frac{\sum fx^2}{\sum f} - \left[\frac{(\sum fx)^2}{(\sum f)^2} \right]}$$

$$Z_{cal} = \frac{x - y}{\frac{s}{\sqrt{n}}} = \sqrt{\frac{17648}{1750}} = \left[\frac{5283}{1750} \right]$$

$$Z_{cal} = \frac{3.02 - 2.5}{\frac{0.972}{\sqrt{350}}}$$

$$Z_{cal} = 1.01 \text{ and } z_{tab} = z_{0.05} = 1.645$$

Since $Z_{cal} = 1.01$ is less than $z_{tab} = z_{0.05} = 1.645$, then the null hypothesis is accepted.

Discussion of Findings

The position which an individual finds himself in the society whether hereditary or acquired, has some influence on the upbringing of a child and consequently on his/her educational assessment. Table 1, on the analysis of students, z-test tested at 0.05 level of significance with a df of 1, revealed that there exist a relationship between poor guidance and counselling and students performance and educational assessment, since Z_{cal} was greater than the z_{tab} . This finding agreed with the findings of Barry Jennifer (2005) whose ordinary least square analysis indicated the strongest predictor of students' test score in guidance and counselling, resulting in a statistically significant increase in the standardized coefficient of 0.224 pts. This also was supported by the work of Wiseman in Ugwuja (2010) who noted that most parents of lower socio-economic status did not emphasize the need for school as observed among parents of the higher socio-economic status who emphasized good academic behaviour on their children.

Conclusion and Recommendation

From the findings of the study, differences in educational assessment of children are a function of differences in educational background of the parents. Due to inadequate resources, children are not provided with academic needs that could facilitate conducive learning environment. This has effects on students overall academic performance/assessment. The findings of the study revealed that all the facts investigated like family size, and socio-economic status of parents, affect students academic performance in senior secondary schools in Aba education zone. However, the study also concludes that there exists a difference between the assessment in the education of students from educated and non-educated parents. However the following solutions were recommended:

1. that parents should pay adequate attention to their children's educational needs, welfare and academic progress to encourage high educational assessment with good guidance for a life- long learning. With good guidance they will attend higher academic performance at school.
2. Education stakeholders should help to educate the populace on the need for guidance and counselling to enable the students adjust at school and improve on their academic performance.

3. School heads should encourage school guidance counsellors to do their jobs well and encourage parents during parents' Teachers Association (P.T.A) to discuss with their children's academic progress at home.

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