

EXTENT OF PROVISION OF STUDENTS PERSONNEL SERVICES IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The study centres on extent of provision of students personnel services in public secondary schools in Enugu State with particular emphasis on guidance and counseling services, and health services respectively. Descriptive survey research design was used for the study. Two research questions and two hypotheses guided the study. Literature was extensively reviewed, while the population for the study was 460 teachers and 2070 students. The sample for the study was 184 teachers and 414 students using the simple random sampling technique. Questionnaire was the only instrument used for data collection. The questionnaire was validated by two experts in Educational Management and one in Measurement and Evaluation. Mean scores of the respondents were used to answer the two research questions; while the hypotheses were tested using t-test statistic at 0.05 level of significance. The findings revealed that although students' personnel services are present in all these secondary schools in the area of the study, yet these services are provided only in a low extent. Consequently, upon these findings, some recommendations were made; one of which was that government should reinforce the policy statement on education in terms of students' personnel services with concrete action. These actions should come in form of providing quality and qualitative students personnel services.

Keywords: Counseling, students personnel services, public secondary schools, Enugu State

Introduction

All professional personnel services in school programmes are very important in the area of human growth and development and have some understanding of personality development and learning theory. Nevertheless, a need has developed for several kinds of specialists to work as a team in facilitating the intellectual, personal and social growth of each student. This need has developed because the class teacher, as one of the specialists cannot be expected to possess all the understanding and professional skills inherent in the various disciplines to meet the unique needs of each student whom he teaches. It is therefore reasonable to expect that the teacher will have the understanding and skills to provide the therapy needed by a student to overcome emotional components inhibiting learning. This therapy can come in form of services such as student personnel services.

Student personnel services are some of the essential components of school administration. The primary function of any school, is to educate the student to the extent that he/she is not only functional and productive to himself/herself, but to the entire society (Obi, 2016). Education has moved from subject-centeredness to child-centered activity in the teaching and learning process. Therefore, it is the responsibility of the school administrator to employ all legitimate means to ensure that the students are properly educated in a conducive environment, because the school does not exist primarily for the teachers and the school administrators, but essentially for the students. It is hoped that it is after that the quality of these students on completion of their academic programme that the future of any nation lies. No wonder the Federal Republic of Nigeria (FRN) (2013) instituted education services in secondary school system to facilitate the

implementation of educational planning and objectives and also promote the efficacy of education.

According to the policy paper, the objectives of educational services include: to provide access and improve educational programmes; to enhance teaching and improve competence of teachers; to reduce educational costs and to develop and promote effective use of innovative materials in schools. Among the education services to achieve the above stated objectives are student personnel services. Student personnel services are defined as the non-academic duties concerned with pupils welfare in school setting (Ezeadi, 2016). These services refer to all the activities of headmaster/principal and teachers and other members of staff geared towards making students better citizens of the society in which they live. Adeoye (2016) defined students personnel services as such services in the school like the admission of students, sickbay, registration, enrolment, encouragement and maintenance of such students organization of clubs and societies, school canteen, guidance services and development of the ability and need of the individual students at various levels of the students maturity within the system. Students' personnel services conceptualized as embracing services to students that implement regular classroom instruction. Ezeadi (2016) identified the following as some of the students' personnel services in schools. They include: School attendance, admission of the students, orientation of new students, evaluation and report of students progress, discipline of students, guidance and counselling services, health and safety services, social and emotional adjustment services etc. The provision of these services to the students is meant to achieve personal, emotional, social and civic needs of the students. The analysis of the above views on students' personnel services point to certain commonalities. One of the common features of the views is that the student personnel services are concerned with out-of-class activities. Secondly, students are at the center of the organization and administration of school services.

Students' personnel services are aimed at providing the substratum for the teaching and learning activities in the school (Obi, 2016). Students' personnel services can be described as a lubricant for the teaching and learning machinery. This is because it creates conducive atmosphere for teaching and learning activities in schools (Obi, 2016). Adeoye (2016) asserts that guidance and counseling services as part of the students personnel services generally enhances improvements in school programmes to the benefits of the students in particular and Nigerian society in general. He further stressed that guidance and counseling services from the core wheel upon which guidance and counseling services revolve in schools. Omebe (2016) stated that school guidance services constitute the major functions of school counselors in Nigerian secondary schools.

For instance guidance and counseling services are the aids, help or assistance by a professional counselor to understand himself and his world. Edeh (2018) believed that the main concern of guidance and counselling services is to help the individual students gain insight and understanding of himself in relation to his environment at present or in future; so that decisions and choices made would lead to more satisfying and rewarding experiences. The function of guidance and counselling in the school include social services orientation services, information services, consultation services, referral service, recruitment services, recruitment and placement service, education service, preventive counselling etc. The health services provided to students in secondary schools involves the combined efforts of many parents. Health is inextricably linked to educational attainment which to a large extent determines the quality of life and economic productivity

of any human. Health services entails provision of school buses services, availability of medically trained personnel and the provision of accident preventing policies. In a larger school, health services involves not only a physician and nurses, but often a school dentist activity engaged in promoting child health. Health services also include healthful school environment involving school sanitation and inspection and health instruction involving health education on good healthy habits, research reporting. Arowojolu (2021) asserted that health is inextricably linked to educational attainment which to a large extent determines the quality of life and economic productivity of any human. Health has continued to be one of man's greatest needs, because, it is only with good health that man can hope to function to full potential. A popular adage has it that a healthy mind lives in a healthy body. George (2018) asserted that the promotion of good health is worthy. After all "health is wealth", so student who have needs are given attention and if it is a minor problem, the sickbay can take care of it, but if it is a big problem, appropriate referral services is made to appropriate medical practitioner in such cases, the parents or guardians are invited. Dakun (2023) posited that inability of the school to provide health services will result in low educational level, achievements and productivity. Therefore a way of curbing this problem in students may be through the provision of health services to them.

The improvement of students' personnel services depend on how much we take into cognizance, the knowledge of the students physically, psychologically, socially, culturally and economically. School administrators and other staff members have a duty to appreciate, understand and accept today's student. This demands that the traditional social distance between students – principals and teachers should be decreased. According to Adeoye (2016), the school administrator has to device means of involving the students in the formation of rules and policies that affect them; such as involvements in the instructional programs, involvement in planning and implementation of co-curricular program such as games and sports, and involvement in discipline and control of students' behavior.

The school climate must be such that allows each student to increase his feeling of satisfaction, sense of belonging, identification and achievement in present and projected life situations. There is need for school administrator to provide essential services to the students as a way of promoting students personnel administration.

From the personal experience of the researcher, the life of an average secondary school student in Enugu State is triangular in nature. Accordingly, the students only come to school, classroom, visit the library occasionally and go home or retire to the hostel. This actually necessitated the need for the study. According to Agbo (2018), a good and functional education must handle the cognitive, affective and the psychomotor aspects of the students' life. Students social disharmony, unrest, mal-behaviour, conflicts are traceable to the non-availability of students personnel services. Agbo also believed that personnel services if well implemented can inculcate good character among the students and staff. He also identified the qualities of proper implementation of students personnel services to include the quality of the services, the adequacy of the services and availability of same. All these will require quality services. All student personnel services need a strong attribute before it can be identified as one. It includes good learning environment. The availability of good roads and pressure of more people in urban areas influence government provision of more personnel services in the urban areas than in rural environment. Even though government provides identical logistic to all secondary schools, some schools may likely perform more than others in job output as a result of personal

differences among the implementers of government educational policies. It is in the light of this background that this paper attempts to examine the extent of provision of students' personnel services in public secondary schools in Enugu State, Nigeria.

Statement of the Problem

Student personnel service constitute the major task area of educational planning which is basically designed to enhance full adjustment among students both within and outside the school setting. These services include health services, guidance and counseling, orientation services, meal services, hostel services, among others. They are meant to help handle the problems of students in secondary schools. Unfortunately, it is not certain whether government at various tiers have provided logistics for creating the enablement for students to learn in school and its environment. It is not clear whether public schools are lucky enough to enjoy the related services. It is not explicit if students are given the opportunity to enjoy, recognize and be exposed to such services, not to talk of the services influencing their life endeavours. It is also unclear if issues of student population explosion in schools and the high cost of governance in Nigeria in the present time affect availability, adequacy, quality and quantity of students' personnel services in public secondary schools in Enugu State. This has become a source of worry to the researcher, teachers, students and all stakeholders in education industry. Thus, the problem of the study is put in a question form thus, what extent has students personnel services been provided for students in public secondary schools in Enugu State. This study has become imperative because the academic performance and social life of the students are affected by such services.

Purpose of the Study

Generally, the purpose of this study is to determine the extent of provision of students' personnel services in public secondary schools in Enugu State, Nigeria. Specifically, the study sought to:

1. ascertain the extent of provision of guidance and counseling services in these secondary schools.
2. ascertain the extent of provision of health services in these secondary schools.

Research Questions

The following research questions guided the study:-

1. To what extent are guidance and counseling services provided in secondary schools in Enugu State?
2. To what extent are health services provided in these secondary schools?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean scores of teachers and students on the extent of provision of guidance and counseling services in secondary schools in Enugu State.

H₀₂: There is no significant difference between the mean scores of teachers and students on the extent of provision of health services in secondary schools in Enugu State.

Methods

The design of this study was descriptive survey research design. Descriptive survey research design, according to Nworgu (2006), is a study in which a group of people or items are studied by collecting and analyzing data from few people or items considered to be representative of the entire group. The study was carried out in Enugu state. The

population for this study comprised all the teachers and students in the 32 public secondary schools that provide boarding services to students in Enugu State. There are 460 teachers and 2070 students in boarding secondary schools while The sample size for this study was 184 (one hundred and eighty-four) teachers in the employ of Enugu State Government and 414 students who receive boarding services from secondary schools in Enugu State. The researcher got these figures through the use of simple random sampling technique. According to Uzoagulu as cited by Alsolima (2020) a researcher is free to use any percentage or number at his/her convenience provided the sample is clearly represented. Through this procedure, the researcher sampled 40% of the teachers from each education zone and 20% of students from each zone. The researcher randomly selected 2 schools from each of the education zones and administered copies of the questionnaire to the sampled teachers and students in the schools. Together 12 schools were used in the study and 184 teachers with 414 students.. While The instrument for the study was researcher made questionnaire entitled Extent of Provision of Students Personnel Services in Public Secondary Schools in Enugu State (EPSPS). A four point scale was used to assign values to the items rated by the respondents as follows: Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), Very Low Extent (VLE). The four options are respectively scored 4, 3, 2, and 1 point The instrument was faced validated while the reliability co-efficient of the instrument was calculated using Cronbach Alpha method. Cronbach Alpha was used because it has no right or wrong answer. The co-efficient of cluster A was 0.76, cluster B 0.72 respectively. The overall calculated was 0.72 indicating that the instrument was highly reliable for the study. Mean, standard deviation and t-test statistics were used to analyze the data collected for the study. Grand mean and standard deviation were used to answer the research questions, t-test statistics were used to test the hypotheses.

Results

Research Question One: To what extent are the guidance and counseling services provided in public secondary schools?

Table I: Mean ratings of respondents on the extent to which guidance and counseling services are provided in public secondary school.

S/ N	What extent does your school	Teachers N=184			Students N=414		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1.	organise orientation for new students	2.79	1.08	GE	3.26	0.89	GE
2.	providing preventive counseling services to students	2.16	1.07	LE	1.87	0.87	LE
3.	provide information services to students	2.14	1.07	LE	2.15	0.98	LE
4.	provide career education seminar to assist students in their vocational choices	2.14	1.06	LE	1.96	0.90	LE
5.	organize career week for students	2.16	1.06	LE	1.89	0.86	LE
6	provide appraisal services that enable students to	2.15	1.06	LE	1.89	0.86	LE

7	interpret information provide placement services to students	2.16	1.06	LE	1.93	0.88	LE
8	organize evaluation services for students	2.14	1.06	LE	1.93	0.90	LE
9	teach students how to make judgement	2.16	1.06	LE	1.97	0.92	LE
10	organize follow-up seminar for students	2.16	1.06	LE	1.97	0.90	LE
11	equippe students to identify their strengths and weakness	2.15	1.06	LE	1.98	0.91	LE
Grand mean		2.21	1.06	LE	2.07	0.90	LE

The grand mean is 2.21 for teachers and 2.07 for students respectively, the respondents greatly share the view that there was a low extent to which provision of guidance and counseling are available in public secondary schools in Enugu State.

Research Question Two: To what extent are health services provided in public secondary schools

Table 2: Mean ratings of respondents on the extent to which health services are provided in public secondary schools.

S/ N	What extent does your school	Teachers N=184			Students N=414		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
12	provide a school clinic or sick bay	2.78	1.08	GE	3.29	0.85	GE
13	provide qualified nurses for the students	2.78	1.10	GE	2.96	1.03	GE
14	provide drugs in the sick bay	2.26	1.07	LE	2.03	0.94	LE
15	ensure clean environment	2.79	1.09	GE	3.02	1.05	GE
16	have ventilated clinic in the school	2.79	1.07	GE	3.03	1.04	GE
17	ensure constant health officials for the students	2.27	1.06	LE	1.93	0.90	LE
18	provide emergency health services	2.24	1.10	LE	1.93	0.90	LE
19	provide screening tests to reveal health problem of students	2.32	1.12	LE	1.88	0.86	LE
20	provide buses for emergency	2.28	1.06	LE	1.86	0.84	LE
21	provide first aid materials in the hostels	2.28	1.07	LE	1.86	0.84	LE
22	create awareness of health insurance to students	2.15	1.06	LE	1.98	0.92	LE
Grand mean		2.45	1.08	LE	2.34	0.94	LE

The grand mean is 2.45 for teachers and 2.34 for students, the respondents greatly share the view that there was a low extent to which provision health services are available in public secondary schools in Enugu State.

Testing of Hypotheses

Hypotheses I

There is no significant difference between the mean scores of teachers and students on the extent of provision of guidance and counseling services in Public Secondary Schools in Enugu State.

Table 3: t-test analysis of the differences in the mean ratings of teachers and students in the provision of guidance and counseling services in secondary schools.

Variable	N	$\bar{X}$	Sd	df	t-cal	t-crit	Dec
Teachers	184	2.21	1.06	596	1.68	1.96	Not significant
Students	414	2.07	0.90				

From table 3, t-calculated of 1.68 was less than t-critical value of 1.96, showing no significant difference in the responses of teachers and students on the extent of provision of guidance and counseling services in secondary schools in Enugu State. Thus, hypotheses I is not significant as stated.

Hypotheses II: There is no significant difference between the mean scores of teachers and students on the provision of health services in Public Secondary Schools in Enugu State.

Table 4: t-test analysis of the differences in the mean ratings of teachers and students in the provision of health services in public secondary schools in Enugu State.

Variable	N	$\bar{X}$	Sd	Df	t-cal	t-crit	Dec
Teachers	184	2.45	1.08	596	0.86	1.96	Not significant
Students	414	2.34	0.94				

From table 4 shows that t-calculated of 0.85 was less than t-critical value of 1.96, showing no significant difference in the responses of teachers and students on the extent of provision of health services in public secondary schools in Enugu State. Thus, hypothesis 2 is not rejected as stated.

Discussion

The present study found out that to a low extent the provision of guidance and counselling are made in public secondary schools. This finding is not good news for the people of Enugu State, as guidance and counseling services remains a vital faction and are meant to inspire successful endeavours towards attainment for educational choices and the development of right attitudes. The findings is in line with that of Adeoye (2016) who asserted that guidance and counseling services as part of the students personnel services generally enhances improvements in school programmes to the benefits of the students in particular and Nigerian society in general. He further stressed that guidance and counseling services from the core wheel upon which guidance and counseling services revolve in schools. The findings agree with Omebe (2016) who stated that school guidance services constitute the major functions of school counselors in Nigerian secondary schools.

It must be stated that the mean ratings of both teachers and students maintain that guidance and counseling services are available to a low extent in most of our secondary schools. It must be stated that the grand mean of 2.21 and 2.07 as opined by both teachers and students confirms that there are low presence of guidance and counseling services in public secondary schools in Enugu State which is quite a worrying scenario. This means that though there may be an office for guidance and counseling in these schools yet the students may be suffering without receiving any aid, help or assistance by a professional counselor to understand himself/ herself and his or her world. The study found that there was no significant difference in the mean ratings of both teachers and students on the extent to which guidance and counseling services are provided in public secondary schools in Enugu State. This could be explained by the fact that both the teachers and students are united and fully involved in the quest to ensure that guidance and counseling services in Enugu State succeeds.

With grand mean ratings of 2.45 and 2.34 for both teachers and students respectively, the study found that health services are not adequately provided in public secondary schools in Enugu State. The finding is not positive as health is meant to be a basic right necessary for social and economic advancement of the students; and because health is inextricably linked to educational attainment which to a large extent determines the quality of life and economic productivity of any human. The findings agree with Arowojulu (2021) who maintains that health has continued to be one of man's greatest needs, because it is only with good health that man can hope to function to full potential. The findings also agree with Dakun (2023) who noted that inability of the school to provide health services will result in low educational level and productivity. A closer look at the findings of the study revealed that with mean ratings of 2.45 and 2.34 respectively for both teachers and students, both group of respondents opine that to a low extent the schools provide emergency health services. This is also in line with the finding of the present study which indicates that to a low extent sick bay and qualified nurse for the student are available in public secondary schools in Enugu State. The study found that there was no significant difference in the mean ratings of both teachers and students on the extent to which health services is provided in the secondary schools in Enugu State. This could be explained by the fact that both the teachers and students are united and fully agree that the health services are inadequate for students to fully enjoy their basic rights for their economic and social development.

Conclusion

This study examined the extent of the provision of students' personnel services in public secondary schools in Enugu State. Based on the findings, it was concluded that guidance and counselling services are provided to a low extent in public secondary schools. This finding is a matter of concern because guidance and counselling services play a significant role in helping students make informed educational and career choices, develop positive attitudes, and overcome personal, social, and academic challenges. The inadequate provision of these services may therefore hinder students' overall development and educational success.

Recommendations

Based on the findings, the following recommendations were proffered.

1. Government should make sure that policy concerns student on education in terms of student personnel services is back with concrete action. These actions should come in form of providing quality and qualitative student personnel services.

2. School authorities should partner with voluntary agencies such as Parents' Association (PA) and Board of Governors to provide logistics for the adequate provision of students' personnel services in secondary schools. This is because government may be unable to provide these services alone.
3. Students should maintain the available student's infrastructure. This is to make sure that the existing ones are not decayed without rehabilitating them. This is what brings about the non-availability or inadequacy of some facilities in most secondary schools.
4. Government should ensure that all the schools have enough health care facilities to cater for the students.
5. Government should engage professional counsellors services in all public secondary schools.

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