

Appropriate Usage of Guidance and Counselling for Academic Achievement towards Sustaining the Rights of Business Education Students in Colleges of Education in Ogun State

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Abstract

The study examined appropriate usage of guidance and counselling for academic achievement towards sustaining the rights of business education students in colleges of education in Ogun state. The study adopted a descriptive survey research design. Population comprises of Colleges of Education in OgunState. Simple random sampling technique was used to select two (2) Colleges of Education in which one hundred (100) Students from each of the selected colleges of education to make a total of two hundred (200) respondents as sample for study. A self-developed questionnaire was used as instrument for data collection. It was developed in 2 Likert scale of Agree and Disagree. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage and standard deviation statistical tools. The research findings revealed that appropriate usage of guidance and counselling is tinted toward academic achievement and sustainable rights of business education students. It helps business education students to choose the right parts in life to be successful in the pursuit of future ambition. Guidance and counselling also help students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. The education of a student needs constant mentoring hence guidance is inimical to their growth and development in a complex society that we are today. However, guidance and counselling provide career information, career counselling, organizing career day and field trip, inviting international bodies to organize occupational conference for students among others. It was therefore recommended that appropriate guidance and counselling should be provided to all institution of learning and re-orientate students with regards to entrepreneurship education. Business education students should constantly visit the guidance counsellor for therapy if they have any issue that is of burden to them.

Keywords: appropriate, guidance and counselling, usage, sustaining, acheivement

Introduction

Guidance and counselling is an essential student's personal service that should be organized for all school levels. Guidance and counselling are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behaviour patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counselling to enhance academic achievement must be continuously being practiced for sustainable of right and effective student's education.

Guidance means a range of activities designed to assist people to make appropriate learning choices. According to Iwuama (2019) guidance is a progressive helping service rendered to the individual in order for him to identify his potentialities (self realization) and to make the best adjustment to his environment. Guidance would therefore help the individual develop self consciousness, self – direction and ability to solve personal problems of life. Biswalo (2016), define guidance as a process of helping an individual to gain self – understanding and self – direction so that he can adjust maximally to his environment.

According to Oviogbodu (2015) counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes. Counselling is an interaction or relationship between two or few individuals, the client counsellor relationship of trust (Oviogbodu, 2015). Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (Egbo, 2013). In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School. Counselling is a person-to-person process in which one person is helped by another to develop, increase in understanding and ability to solve his or her problems. Sometimes it could involve a group of two or more persons. Consequent on the discussion it is important to highlight the benefits of guidance and counselling to students in the school programme.

Guidance and counselling services in the colleges of education setting also known as “student personnel services are usually heavily oriented toward helping young people adjust to the environment and to demands that are typically assumed by higher institutions as being right” (Egwe, 2010). The greatest need for better and appropriate guidance and counselling services in collegiate institutions today stemmed from “the need to re-evaluate the instructional programs and sustain the right of business education students” (Paul, 2014). Business education is

a core component of Technical and Vocational Education programme and taught by professionally trained male and female business educators in colleges of education in Nigeria. Business education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. Anyaeneh and Nzegwu (2015) describe business education as education that enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices. In the view of Onajite (2016), business education encompasses education programme for business, office occupation, economic understanding, entrepreneurship and it seeks to develop in the learners basic skills for personal use in the future. Schell (2003) opines that business education programme involves training students in topics relevant to the businessworld such as accounting and marketing.

In Colleges of Education especially for business education students, the role of guidance service is to create awareness by providing information needed for students. Guidance service is responsible for making students to see and explore their unlimited endowed options. It is indisputable fact that the major service areas of guidance service are to assist students in their choice of career and prepare for an occupation that is compatible with their interests and aptitudes. Adamu and Mohammed (2013) reported that guidance assumed significant responsibilities of informing students about job opportunities by creating awareness necessary for students to look for work, secure an appropriate job and move ahead in careers. The role of guidance in school according to National Policy on Education (2012) are (i) increase students understanding, interests and values; (ii) enable students to identify those occupational areas that suit them; (iii) help students to develop an acceptable self-image and realistic attitude towards academic achievements as a necessary prelude to vocations/careers; (iv) motivate oriented towards appropriate career and orientation as well as creation of awareness of opportunities; and (v) inculcate in students the dignity of labour. It therefore follows that the role of the guidance is crucial for academic achievement towards sustaining the right of business education.

In the light of these opportunities, guidance and counselling programme aims at ensuring that no students are submerged in the field of human enterprise and endeavour. However, in the recent years, school leavers at all levels of educational institutions in Nigeria have been faced with severe joblessness. At government establishments and private enterprises, only few vacancies exist for school leavers who are specially connected with people who have overriding influence on government policy-makers and executors, as well as private entrepreneurs. According to Akolisa (2009), more than 90% of the school leavers are dependent on parents and relations for their daily bread contrary to the aim and purpose of sending them to school. While only very few of these school leavers are self-employed. Entrepre-

neurship development as a process of enhancing entrepreneurial skills and knowledge through structure/training and institution building programmes can be realized by students through active guidance and counselling programme. This will equip more students for self-employment which is a worthwhile objective for sustainable livelihood in developing national economy as Nigeria. More importantly, a well-articulated entrepreneurship development should offer more than self-employment and focus on helping people start and grow dynamic business that provides high value added which will contribute more to national development. Entrepreneurial skills can be reactivated among students at all levels of education through intensive and articulated guidance and counselling services; thereby, making them psychologically ready for business venture before living school.

However, guidance and counselling service play a key role on career exploration of students. Through guidance, students gain a wider acquisition not just of knowledge and skills, but of an understanding about how to use them. In this context, the mission of career guidance has widened and become part of lifelong learning an even acquired higher profile as countries adopt more active approaches to unemployment and to welfare reform. This explains why OECD (2003) argues that the service of guidance units plays a key role in helping students to decide on a job or a course and broader development of career management skills. Sari (2010) posits that school counsellor is an important team player or part of the educational leadership team that provides valuable assistance to students. Considering the role of guidance service on choice of subjects and career plans of students prompted the researcher to investigate the appropriate usage of guidance and counselling for academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State.

Objective of the Study

The main objective of this paper is investigate the appropriate usage of guidance and counselling for academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State. The specific objectives are to;

1. Establish the approaches used by guidance and counselling for academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State.
2. identify the importance of appropriate usage of guidance and counselling on academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State
3. Determine factors that hinder effective guidance and counselling in Colleges of Education in Ogun State.

Research Questions

1. What are the approaches used by guidance and counselling for academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State?
2. What are the Importance of appropriate usage of guidance and counselling on academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State?
3. What are factors that hinder effective guidance and counselling in Colleges of Education in Ogun State?

Methodology

The study adopted a descriptive survey research design. Population comprises of Colleges of Education in Ogun State. Simple random sampling technique was used to select two (2) Colleges of Education in which one hundred (100) Students from each of the selected colleges of education to make a total of two hundred (200) respondents as sample for study.. A self-developed questionnaire was used as instrument for data collection. It was developed in 2 Likert scale of Agreed and Disagreed. The instrument was moderated by experts in the who affirmed its validity. Reliability of the instrument was determined using CronbachAlpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tools.

Presentation of Data Analysis and Results Discussion

Table 1: Approaches used by guidance and counselingfor academic achievement towards sustaining the right of business education students in colleges of education in Ogun State?

S/N	Items	Agree		Disagree		Mean (x̄)	S.D
		Freq (N)	%	Freq (N)	%		
1.	G & C personnel employ dynamic interactions approach of a group of students to encourage them on business.	160	80.0	40	20.0	3.25	0.996
2.	G & C personnel make use of student-focused interventions	160	80.0	40	20.0	3.30	1.008

S/N	Items	Agree		Disagree		Mean (\bar{x})	S.D
		Freq (N)	%	Freq (N)	%		
3.	G & C personnel use one-to-one sessions to educate students on business education.	150	75.0	50	25.0	3.13	1.056
4.	G & C use of online systems to provide individual and group counselling	140	70.0	60	30.0	3.13	1.147
5.	G & C employ open-ended questions to help the child-clients enter into a dialogue.	165	82.5	35	17.5	3.28	0.924
		Weighted Mean (\bar{x}) = 3.215 and STD = 1.0261					

Table 1: above, indicated the G & C personnel employ dynamic interactions approach of a group of students to encourage them on business ($\bar{x} = 3.25$, $SD = 0.996$), G & C personnel make use of student-focused interventions ($\bar{x} = 3.30$, $SD = 1.008$), G & C personnel use one-to-one sessions to educate students on business education ($\bar{x} = 3.13$, $SD = 1.056$), G & C use of online systems to provide individual and group counselling ($\bar{x} = 3.13$, $SD = 1.147$) and G & C employ open-ended questions to help the child-clients enter into a dialogue ($\bar{x} = 3.48$, $SD = 0.820$). From table 4.7 above, research question 4 has a weighted mean of 3.215 which is above the bench mark of 2.50. Thus, this shows the approaches used by guidance and counselling for academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State.

Table 2: Importance of appropriate usage of guidance and counselling on academic achievement towards sustaining the right of business education students in colleges of education in Ogun State?

S/N	Items	Agree		Disagree		Mean (\bar{x})	S.D
		Freq (N)	%	Freq (N)	%		
1.	To provide information about the available careers in the country	150	75.0	50	25.0	3.15	1.016
2.	To counsel students on the need to choose career based on interest.	166	83.0	34	17.0	3.43	0.954

S/N	Items	Agree		Disagree		Mean (\bar{x})	S.D
		Freq (N)	%	Freq (N)	%		
3.	To educate students on the need to acquire entrepreneurial skills.	180	90.0	20	10.0	3.56	0.819
4.	To guide students to choose career based on their abilities or capability	148	74.0	52	26.0	3.11	1.058
5.	To help students to be self-reliant after graduation	160	80.0	40	20.0	3.30	1.008
		Weighted Mean (\bar{x}) = 3.308 and STD = 0.971					

Table 2 above, shows that the appropriate usage of guidance and counselling is to provide information about the available careers in the country ($\bar{x} = 3.15$, $SD = 1.016$), to counsel students on the need to choose career based on interest ($\bar{x} = 3.43$, $SD = 0.954$), to educate students on the need to acquire entrepreneurial skills ($\bar{x} = 3.56$, $SD = 0.819$), to guide students to choose career based on their abilities or capability ($\bar{x} = 3.11$, $SD = 1.058$) and to help students to be self-reliant after graduation ($\bar{x} = 3.30$, $SD = 1.008$). From table 2 above, research question 2 has a weighted mean of 3.308 which is above the bench mark of 2.50. This shows the importance of appropriate usage of guidance and counselling on academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State.

Table 3: Factors hindering effective guidance and counselling in colleges of education in Ogun State?

	Items	Agree		Disagree		Mean (\bar{x})	S.D
		Freq (N)	%	Freq (N)	%		
1.	Lack of office accommodation	150	75.0	50	25.0	3.15	1.016
2.	Post of guidance counsellors are not fully recognized by institutions.	166	83.0	34	17.0	3.43	0.954
3.	No commitment of counsellors to the profession	180	90.0	20	10.0	3.56	0.819

4.	No qualified guidance counsellors at the moment	148	74.0	52	26.0	3.11	1.058
5.	Guidance is still limited to the school setting	160	80.0	40	20.0	3.30	1.008
		Weighted Mean (\bar{x}) = 3.308 and STD = 0.971					

Table 2 above, shows the factors that hinder effective guidance and counseling in Colleges of Education in Ogun State as lack of office accommodation ($\bar{x} = 3.15$, $SD = 1.016$), post of guidance counsellors are not fully recognized by institutions ($\bar{x} = 3.43$, $SD = 0.954$), no commitment of counsellors to the profession ($\bar{x} = 3.56$, $SD = 0.819$), no qualified guidance counsellors at the moment ($\bar{x} = 3.11$, $SD = 1.058$) and guidance is still limited to the school setting ($\bar{x} = 3.30$, $SD = 1.008$). From table 2 above, research question 2 has a weighted mean of 3.308 which is above the bench mark of 2.50. This shows the factors that hinder effective guidance and counselling in Colleges of Education in Ogun State.

Discussion of Findings

Table 1 revealed the approaches used by guidance and counseling for academic achievement towards sustaining the right of business education students in colleges of education in Ogun State. It shows that guidance and counselling personnel employ dynamic interactions approach, student-focused interventions; one-to-one sessions; online systems and employ open-ended questions to help the child-clients enter into a dialogue. The findings agree with Arudo (2012) who stated that number of approaches have been put in place to address the problems experienced by the students though the efforts are not sufficient. Further, through guidance and counselling students are given advice on how to deal with emotional conflicts and personal problems both in school and how to incorporate the same in their daily life hence the need to enhance the approaches used in guidance and counselling.

Table 2 therefore shows the importance of appropriate usage of guidance and counselling on academic achievement towards sustaining the right of business education students in Colleges of Education in Ogun State. The importance includes providing career information, career counselling, organizing career day and field trip, inviting international bodies to organize occupational conference for students. These findings agree with Racho, Peter and Paamela (2014) that students' academic, personal and social competence are roles guidance counsellors play in schools. The finding is also in consonance with a study conducted by Darryl – Helms (2011) on the school counsellors' roles in alternative education programme in Virginia. This is quite impressive as the roles of guidance counsellors both in home

and abroad are being acknowledged. With these counsellors' roles being implemented, it is hoped that Nigerian youths would be able to understand themselves and the millennium world of work better.

Table 3 therefore shows the factors that hinder effective guidance and counselling in Colleges of Education in OgunState. The findings shows lack of office accommodation; post of guidance counsellors are not fully recognized by institutions; no commitment of counsellors to the profession; no qualified guidance counsellors at the moment; guidance is still limited to the school setting etc as factors that hinder effective guidance and counselling in Colleges of Education in OgunState. These findings agree with Sambo, (2008) emphasized more on the major and general problems facing guidance and counselling in our schools and colleges which bring set back to have effective guidance in our schools such as; too few tools for counsellors to work with; lack of office accommodation; issue of indiscipline in our schools; no stated objectives, goals and strategies; no commitment of counsellors to the profession; the post of guidance is yet to exist in many schools; limited to the school settings.

Conclusion

Appropriate usage of guidance and counselling is tinted toward academic achievement and sustainable right of business education students. It helps business education students to choose the right parts in life to be successful in the pursuit of future ambition. It is necessary that the counsellor build the confidence of the child to trust him/her to be able to give him/her the rightful information needed in helping its client (students). This is so, because, client that trust counsellors normally open up with vital information to their counsellors which may enable the client to introduce any other person with counselling need to the counsellor. Counselling also help students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. The education of a student' needs constant mentoring hence guidance is inimical to their growth and development in a complex society that we are today. However, guidance and counselling providing career information, career counselling, organizing career day and field trip, inviting international bodies to organize occupational conference for students among others.

Recommendations

Based on the findings of the study, it is recommended that;

1. Appropriate guidance and counselling should be provide to all institution of learning re-orientate students with regards to entrepreneurship education
2. Business education students should constantly visit the guidance counsellor for therapy if they are any issue that is of burden to them.

3. Guidance and counselling should be viewed as an integral part of the total educational programme throughout the school life of the students.
4. The guidance counsellor should see the students as his / her child, friend, and someone that needs helps as in a medical doctor patient relationship.
5. Schools should have evaluated the school counsellor from the feedback of the students that they counsel from time to time with the objective of encouraging them to do better job of guiding the students.
6. The guidance counsellor should be made to attend his/her professional conferences to learn new ideas of therapies with clients.
7. The government should provide enough funds of funding educational programmes, welfare packages, regular training of teachers, proper orientations, seminars and conferences for both staff and students from primary to colleges of education.

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