



Evaluation of Counsellors Performance in Tertiary Institutions in Borno State, Nigeria

****Alkali Kolo Yagana **Dr. Hamsatu Joseph Pur & **Dr. Lawas Mbahi***

**Department of Business Education, College of Education Maiduguri, P.M.B 1469 **Department of Education, University of Maiduguri, P.M.B. 1069*

Abstract

The aim of this research paper is to evaluate counsellor's performance in Tertiary Institutions in Borno State, Nigeria. The study used survey design. Two objectives, were formulated and two research questions were raised. The population of the study consisted of all tertiary institutions in Borno State. However, the study was delimited to 4 tertiary institutions with established guidance and counselling centers. The total number of students and counsellors used in the study was 1,237 students and 4 counsellors selected through simple random and purposive sampling techniques. The instrument used was self-developed questionnaire titled the Evaluation of Performance of Guidance Counsellor (EPGCQ) consisted of 16-items instrument. The reliability co-efficient of the instrument was determined after pilot testing was conducted and the index was found to be 0.80 using cronbach's alpha. Some experts carried out the validation. One hypothesis tested at 0.05 level of significance guided the study. The hypothesis revealed that there was no significant difference in the performance of guidance counsellors in all the tertiary institutions. Frequencies, percentages, means and standard deviation were employed to answer the research questions. The result showed that performance of guidance counsellors on the six guidance services are very significant. The study also revealed that there was a discrepancy exists in the client-to-counsellor ratio in all the tertiary institutions under study. The actual

ratio of students in all the tertiary institutions is greater than the ratio standard. Based on the findings of the study it can be concluded that mechanism for evaluating the performance of guidance counsellors are not in existence in all the tertiary institutions and also guidance counsellors are scarce in all the tertiary institutions. Based on the findings the study recommended that National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE). should organize periodical evaluation of counsellors' performance in all the tertiary institutions and also employed enough well trained counsellors to man the counselling center.

Keywords: Evaluation, Counsellors, Performance, Tertiary Institutions, Borno State.

Introduction

Counselling is a method of relating and responding to others with the aim of providing them with opportunities to explore, to clarify and to work towards living in a more personally satisfying and resourceful way. Counselling may be applied to individuals, couples, families or groups and may be used in widely differing contexts and settings. "Counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients understand and clarify their views on their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through

resolution of problems of an emotional or interpersonal nature, (Mishra, 2007).

All guidance activities must emphasize the will for students to learn more about themselves in an accurate and systematic manner. For guidance to be meaningful, they must be series of programmed activities which help students to know themselves as an individual, become more aware of what is happening around them, experience their world and those of the people they relates with. These services according to Adeyemi (2004) include: Appraisal services, orientation, information, and counselling, planning, placement and follow-up and referral services.

Professional school counsellors are certified/licensed educators with

minimum of Master degree in a school counselling making them uniquely qualified to address all students academic, personal-social and career development need by designing, implementing, evaluating and enhancing comprehensive school counselling programme that promote and enhance students academic performance. Professional school counsellors serve a vital role in maximizing students success (Lapan, Gysbers and Kayson, 2007: Stone & Dahir, 2006) through leadership, advocacy and collaboration. Professional school counsellors promote equity and success to rigorous educational experience for all students.

Professional counsellors are different from traditional sources of support or guidance in that they have received formal training and supervision and generally adhere to standards of professional practice and conduct, training, supervision, practice and conduct standards are developed based on regional, national or more local contexts. Generally speaking, “counsellors use professional knowledge and skills to assist people who are experiencing life challenges. Counsellors may help others with concerns that include stress, loss, career, relationships and other personal issues. Some individuals may be struggling with mental illnesses while others are dealing with common life changes”. (Schweiger, Henderson, McCaskill, Clawson, and Collins, 2011, p.5).

The Blue Print on Guidance and Counselling for Educational Institutions in Nigeria, stated that in order to achieve the stated objectives of secondary and tertiary education the counsellor/student ratio should be 1:300. The values and guidelines have the indices of quality in clarifications, the inculcation of these values into the students can be adequately realized through a unified programme of services provided by guidance counsellors in the school system. The objectives of guidance and counselling at secondary and tertiary institutions as stated in the Blue Print on guidance and counselling for educational institutions are to: equip the students with the skills of making appropriate and satisfying choices, enable them to develop positive self image and to effect smooth transition from one educational level to the other.

Kehinde (2011) Perceived that Best Practices of school counsellors in Local District, Lagos State. State that the school administrators and counsellors considered knowledge of variety of appraisal instruments, techniques to enhance student decision-making and planning the most important best practices of the counsellors. This was followed by ability to assist students in

establishing personal goals and future plans as well as ability to interpret test, student data and other appraisal results. Also, the study revealed that counsellors considered it least important as best practice for the school counsellors to design, deliver, evaluate and revise a planned developmentally appropriate curriculum in schools. School administrators and counsellors are encouraged to collaborate with each other in order to set standards for school counselling programmes that address the need of all students in schools in the country.

Okonkwo (2011) equally observed that best practices in professional counselling in Anambra state, revealed six characteristics of professionals, ten benefits of best practice in professional counselling, seven school competencies on curriculum for best practice in professional counselling, five school counsellor competencies on responsive services for best practice in professional counselling and seven school competencies on system support for best practice in professional counselling. Based on the findings recommendations were made that government should state out all the characteristics of competent with the curriculum so that counsellors should be able to demonstrate ability to design and implement a planned sequential and developmentally appropriate school counselling curriculum. And also awareness should be created so that the individuals and organizations become aware of things they stand to gain from best practice in professional counselling.

Egbe-Okpenge (2017), conducted a research on challenges of motivation and performance of counsellors in post-primary schools in Makurdi, Benue State Nigeria. The study adopted survey design. The population of the study comprised of guidance counsellors, career masters and para counsellors in Makurdi Metropolis. The sample size was fifty counsellors. Data was collected through the administration of questionnaire. The data collected were analyzed using percentages and chi-square (X^2) test statistics. The study revealed that specialization in Guidance and Counselling, the environment in which counselling holds, and being a full-time guidance counsellor are among the challenges. Therefore, the study recommended that stakeholders in education should rise to the challenge of helping to motivate the guidance counsellors to perform optimally.

Nyamwange, Nyakan and Ondima (2012) conducted a research on assessment of challenges facing secondary school guidance and counselling teachers in Nyamira District, Kenya. The study employed an ex-post facto descriptive

survey design. It was limited to 21 secondary schools. Fourteen day and seven boarding secondary schools in Nyamira County with practicing guidance and counselling personnel. There were 147 respondents (21 head teachers, 21 counsellors and 5 students from each of the selected schools). Purposive and simple random sampling techniques were used in selecting the sample for the study. Four-point likert scale questionnaire was used to obtain data titled; Secondary School Students' Questionnaire (SSSQ), Secondary School Teacher Counsellors' Questionnaire (SSTCQ) and Secondary School Head teachers' Questionnaire (SSHTQ). The data was analyzed using descriptive statistics and chi-square test, using the SPSS package. The findings revealed that there was a number of challenges facing the provision of guidance and counselling services. These include lack of adequate guidance and counselling training for counsellors, inadequate resources and lack of requisite support to guidance and counselling programmes among other challenges. Recommendations made on ways of overcoming the challenges in order to improve the quality of counselling services included the need for schools to provide basic counselling materials, a counselling office equipped with career resources and school administrators should reduce counsellor's workload so as to have enough time to offer the guidance and counselling services.

Soetan (2012) investigated a study on prevalence and predictors of adolescent delinquency among secondary school students in Ondo, Ondo State. It also investigated the effect of punishment on delinquency, reactions of parents to punishment in the school, school counsellor enlightenment and visitation of students by counsellors. The study adopted descriptive survey design. The study used a sample of 200 students. Data was collected through the administration of questionnaire titled "Questionnaire on Adolescent Delinquency" (QAD). Data was analyzed using percentages. The findings revealed that there was high prevalence of adolescent delinquency among secondary school students and the predictors were personal, economic, peer influence and parental factors in ranking order. Punishment helped in reducing delinquency and larger percentages of the parents were in support of punishment in schools. School counsellors enlightened the students on how to behave well, but only small percentage of the students visited the counsellor for help on delinquent acts. Implications for counselling the school counsellors are at the centre of intervening in the problem of delinquency in school. The prevalence of

adolescent delinquencies among secondary school students make it imperative for counsellors to equip themselves more with strategies and behaviour modification techniques that could be adopted in helping the students out of their delinquent acts.

Lar, Okpede and Bulus (1992) in Tambuwal (2006) pointed out that when empowering the youth; collecting and analyzing quantitative and qualitative data is important so that individuals are seen in their true form and that is what appraisal service stands for. In this regard, test and non-test techniques can be utilized. The techniques include:

1. to determine pupil achievement level and progress
2. to gain data for diagnostic purposes
3. to ascertain attitudes
4. to provide for the identification of interests
5. to improve instruction
6. to determine existing self concepts and attitudes
7. to ascertain social adjustments and
8. to identify underachievers and over achievers.

Tinto (2012) affirmed that students are more likely to persist and complete their programmes of study at institutions that provide clear, relevant and consistent information about expectations and requirements. The orientation programme is an important programme that provide institutions with effective strategies to deliver quality advise through effective orientation programme. That is, relevant academic advising that promote achievement and academic self – confidence by providing meaningful information and social support. Similarly, in the orientation service the counsellor serves as facilitator to facilitates the transition of new students into new institutions prepares them for educational opportunities and student responsibilities and initiates their integrating into the intellectual, cultural and social climate of the institution. Orientation services also enable students to identify strategies and supports that will enable them to be successful in their academic pursuit throughout their lives.

Mallum (2000) in Tambuwal (2006) asserted that there are circumstances, issues and situations that are problematic that cannot be successfully resolved to the logical conclusion or be objectively handled by the counsellor which may be better handled by other agencies and institutions where some experts in such

areas or disciplines can handle better. The referral service, therefore, means the counsellor referred some cases to the appropriate agencies at the right time and place for further expertise advise, specialized attention and consultation of psychotherapy experts. Counselling can do a lot of services in the area of youth empowerment by identifying clients with problems and referring them appropriately. The performance of guidance counsellors in the tertiary institutions of learning cannot be overemphasized.

Statement of the Problem

The success of any counselling programs in an organization and tertiary institutions depends on a trainee and professional counsellors. Literature have revealed that, Borno State tertiary institutions are faced with a problem of insufficient counsellors. Though the counselling centers are headed by a trained counsellors, but the researcher observed that, there are other problems hindering the performance of these school counsellors, among which are: lack of awareness of the usefulness of the counselling services, in some situations counsellors were assigned certain subjects to teach which sometimes overrides their actual status as a counsellor in some schools. This has therefore prompted the researcher to carry out a study to evaluate the counsellors' performance in tertiary institutions in Borno State, Nigeria.

Objectives of the Study

The objectives of the study were to:

- evaluate the extent to which guidance counsellors cover the six counselling services (appraisal, orientation, information, counselling, planning/placement and follow-up and referral services) in tertiary institutions in Borno State.
- find out the ideal Ratio of client-to-counsellor in tertiary institutions in Borno State.

Research Questions

- What is the extent of counsellors' coverage of the six counselling services (appraisal, orientation, information, counselling, planning, planning?)
- What is the ideal Ratio for Client-to-Counsellor in Tertiary Institutions in Borno State?

Methodology

The research design was descriptive survey design; the target population of the study consisted of 29,721, that is 100 level to 500 level students of the University of Maiduguri for 2016/2017 academic session and 6,824 N.C.E. one to N.C.E. three students from all the Colleges of Education in Borno State, Nigeria for 2016/2017 academic session. The students numbering 36,545 in all the selected tertiary institutions in Borno State, Nigeria. The sample size was 1,351 students selected from all the tertiary institutions under study according to Krejcie and Morgan (1970) table for determining sample size and selection. Instrument for the study was a questionnaire design by the researcher, simple percentages, frequency counts, standard deviation to analyzed the research question while one way analysis of variance was used for data analysis and the hypothesis raised in the study.

The following null hypothesis was tested at 0.05 level of significance:

H₀₁: There is no significant difference in the performance of counsellors in covering the six guidance services across the four tertiary institutions in Borno State.

Results

Table 1: Descriptive Statistic on the extent to which Guidance Counsellors covers the Six Counselling Services in Tertiary Institutions in Borno State, Nigeria

<i>S/No</i>	<i>Statement</i>	<i>Responses</i>				
		Poor	Average	Good	Very Good	Total
1.	<i>Institution counsellors keep students' personal, social and academic record</i>	154 (12.4%)	427 (34.5%)	353 (28.5%)	303 (24.5%)	1,237 100%
2.	<i>Do counsellors interpret psychological test of students</i>	91 (7.4%)	406 (32.8%)	500 (40.4%)	240 (19.4%)	1,237 100%
3.	<i>Institution counsellors help students to interact with their peer from different backgrounds</i>	110 (8.9%)	306 (24.7%)	452 (36.5%)	369 (29.8%)	1,237 100%

4. <i>Institution counsellors help students to make appropriate use of school facilities</i>	129 (10.4%)	357 (28.9%)	458 (37.0%)	293 (23.7%)	1,237 100%
5. <i>Institution counsellors enlighten students to be aware of the guidance services in the school and made the students to use them</i>	125 (10.1%)	342 (27.6%)	466 (37.7%)	304 (24.6%)	1,237 100%
6. <i>Institution counsellors assist students to observe people at work on a field trip</i>	176 (14.2%)	325 (26.3%)	446 (36.1%)	290 (23.4%)	1,237 100%
7. <i>Institution counsellors involve stakeholders in guidance and counselling activities on advocacies</i>	175 (14.1%)	413 (33.39%)	409 (33.0%)	240 (19.4%)	1,237 100%
8. <i>Institution counsellor uses the bulletin board to display information</i>	150 (12.1%)	326 (26.4%)	447 (36.1%)	314 (25.4%)	1,237 100%
9. <i>Institution counsellor make necessary effort to develop character trait such as empathy and kindness in students</i>	126 (10.2%)	331 (26.8%)	394 (31.9%)	386 (31.2%)	1,237 100%
10. <i>Institution counsellors provide help to students with special needs and assist them to achieve academic performance</i>	141 (11.4%)	342 (27.6%)	378 (30.6%)	376 (30.4%)	1,237 100%
11. <i>Institution counsellors set up small counselling group of students to discuss effective study techniques</i>	178 (14.4%)	379 (30.6%)	419 (33.9%)	261 (21.1%)	1,237 100%
12. <i>Institution counsellors help expose students to wide range of career options</i>	149 (12.0%)	379 (30.6%)	406 (32.8%)	303 (24.5%)	1,237 100%
13. <i>Institution counsellors monitor progress of every students</i>	192 (15.5%)	365 (29.5%)	392 (31.72)	288 (23.3%)	1,237 100%

<i>14. Institution counsellors visit students' home when necessary</i>	271 (21.9%)	329 (26.6%)	379 (30.6%)	258 (20.9%)	1,237 100%
<i>15. Institution counsellors enable students to select subjects that match their career interest</i>	155 (12.5%)	351 (28.4%)	386 (31.2%)	345 (27.9%)	1,237 100%
<i>16. Institution counsellors refer students to appropriate bodies if the problem at hand required other professional assistance</i>	160 (12.9%)	306 (24.7%)	377 (30.5%)	394 (31.9%)	1,237 100%

Table 1 presents the percentage distribution of counsellors performance in tertiary institutions in Borno State.

The results revealed that 12.4% of the respondents rated the way school counsellors keep students' personal, social and academic records to be poor, 34.5% rated it to be average, 28.5% rated it to be good while 24.5% rated it as very good. 7.36% of the respondents rated how school counsellors interpret psychological test of students, 32.82 rated it to be average, 40.42% good while 19.4% rated it to be very good. Majority (36.54%) of the respondents rated the way counsellors help students interact with their peers from different backgrounds to be good. Majority (37.03%) of the respondents rated the way school counsellors make appropriate use of school facilities in helping students to be good and 29.83% rated it as very good. Majority (37.67%) of the respondents rated the way counsellors enlightened students to be aware of the guidance and counselling services in the schools and made the students to use them as good.

36.05% and 23.44% of the respondents rated the way counselling assist students to observe people at work on a field trip as good and very good respectively. 33.39% and 33.06% of the respondents believed that the manner counsellors involved stakeholders in guidance and counselling activities on advocacies are average and good respectively. Also majority of the respondents believed that school counsellors make necessary effort to develop character trait such as empathy and kindness in students with 31.85% and 31.20% respectively. Majority (30.56% and 30.40%) rated the way counsellors help students with special needs and assist students to achieve academic achievement as good and very good respectively and majority (33.87%) of the respondents rated the way

counsellors set up small counselling group of students to discuss effective study technique as very good. 33.82% of the respondents believed the manner school counsellors help expose students to wide range of career options as good while 30.64% rated it as average. Majority (30.64%) of the respondents believed the manner school counsellors visit students' home when necessary to be good. 31.20% of the respondents rated the manner school counsellors enable students to select subject that match their career interest as good while 27.86% rated it as very good and 28.38% rated it as average and finally majority (30.485 and 31.85%) of the respondents rated the way school counsellors refer students to the appropriate bodies if the problem at hand required other professional assistance to be good and very good respectively.

Hypothesis one: There is no significant difference in the extent to which counsellors cover the six guidance services across the four tertiary institutions in Borno State, Nigeria.

Table 3: One Way Analysis of Variance on the extent to which Counsellors cover the Six Guidance Services Across the Four Tertiary Institutions

<i>Sources of Variation</i>	<i>Degree of Freedom</i>	<i>Sum of Squares</i>	<i>Mean Squares</i>	<i>F-ratio</i>	<i>F-critical</i>	<i>p-value</i>	<i>Remarks</i>
<i>Between groups</i>	3	217.177	204.085	3.415	2.76	0.017	Rejected
<i>Within group</i>	1233	73685.4	59.761				
<i>Total</i>	1,236	74297.7	20				

Table 3 revealed that there was no significant difference in the extent to which counsellors cover the six guidance services across the four tertiary institutions because the p-value (0.017) is less than the level of significance ($\alpha = 0.05$). Therefore, hypothesis one is rejected. The result further revealed that, University of Maiduguri has the highest mean (37.5) in terms of performance, while College of Education, Waka Biu has the lowest mean (35.56).

Table 4: Client-to-counsellor Ratio in the Four Tertiary Institutions in Borno State

S/No	Name of Institution	Population of Students	Client-to-counsellor Ratio Standard	Actual Ratio
1.	University of Maiduguri	29,721	300 - 1	99:29,721
2.	Kashim Ibrahim College of Education Maiduguri	2,459	300 - 1	8:2,459
3.	College of Education Waka-Biu	3,178	300 - 1	10:3,178
4.	Umar Ibn Ibrahim El-Kanemi College of Education Science and Technology Bama	1,177	300 - 1	4:1,177

Source: Records from University of Maiduguri and Colleges of Education Borno State

Table 4 on the population and sampling size, the study shows that none of tertiary institutions have a reasonable number of students to one counsellor, when compared with the ideal ratio of (2001). With the ratio displayed on Table 4. It is clear that no effective counselling can exist in the client-to-counsellor ratio.

Discussion

Findings of this study in respect to research question one, which sought to determine the percentage distribution of counsellors performance in covering the six counselling services. With a grand mean of 36.56 for the four tertiary institutions that is, University of Maiduguri, Umar Ibn Ibrahim Elkanemi College of Education Science and Technology Bama, College of Education Waka Biu and Kashim College of Education Maiduguri majority of the respondents revealed that counsellors are good in counselling as a school guidance programme. Kehinde (2011) lends credence on the above, when the researcher revealed that school counsellors considered knowledge of variety of appraisal instruments, techniques to enhance students decision-making and planning; the most important best practices of the counsellors. This is followed by ability to interpret tests, student data and other appraisal results.

Findings of this study also revealed that counsellors are proficient in counselling, which could be traceable to cultures and traditions of counselling by elderly people in Nigeria to the younger ones. Also findings of this study revealed that counsellors performed well in planning placement and follow up and numerous others. Findings of this study revealed that counsellors performed well in referring students to the appropriate agencies if the problem at hand is beyond their capabilities. This finding is in agreement with that of Mallum (2000) who reported in his study that, there are cases that can be referred to the appropriate agencies at the right time and place for further expert knowledge, specialized attention and consultation psychotherapy.

The results further revealed that majority of the respondents agreed that school counsellors help students interact and adjust to school with their peers from different backgrounds. The finding of the study with respect to information services, majority of the respondents agreed that guidance services enable counsellors/students to use school facilities to communicate to each other at all levels within the school community. Findings of this study is in agreement with Shiran (2001) who reported that through efficient and effective use of information communication and technology, school counsellors are in a better position to provide administrators, teachers, parents, and students with the appropriate timely information needed to help all students to set ambitious goals and to realize their goals. The results also showed that majority of the respondents agreed that schools that provide guidance and counselling services to their students are less likely to engage in ill vices. Findings on the students with respect to counselling services, majority of the respondents agreed that guidance services help students to develop character traits, such as, empathy and kindness.

The findings of this study with respect to research question two, which sought to determine the ratio of client-to-counsellor in the tertiary institutions in Borno State.

Conclusion and Recommendation

Based on the findings of the study, it can be concluded that performance of the guidance counsellors in covering the six guidance services are significantly high. However, it is clear that counsellors are not sufficient because the ratio of counsellor-to-client in all the tertiary institutions is not up to the standard laid down by the Government. Management of the various institutions should

employed more counsellors in order to tackle the problem of insufficiency. National Universities Commission (NUC) and National Commission for Colleges of Education should introduce evaluation mechanisms for effective evaluation of counsellors performance in the tertiary institutions in Borno State Nigeria.

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