

GUIDANCE AND COUNSELLING AND LIBRARY SERVICES AS CORRELATES OF STUDENTS' ACADEMIC BEHAVIOUR IN EKITI STATE TERTIARY INSTITUTIONS

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Abstract

The study examined the relationship between guidance and counselling and library services as correlate of students' academic behaviour in Ekiti State tertiary institutions. The study adopted a descriptive survey research design. The population of this study consisted of 119,204 students and 2,059 lecturers in public tertiary institutions in Ekiti State. The sample for the study consisted of 300 students from 3 public tertiary institutions in Ekiti State. The sample was selected using multistage sampling procedure. Two self-designed research instruments tagged "Guidance and Counselling and Library Services Questionnaire" (GCLSQ) and "Students' Academic Behaviour Questionnaire (SABQ)" were used to collect relevant data for the study. The instruments used for the study were validated. GCLSQ and SABQ had a coefficient of 0.79 and 0.80. The data was analyzed using inferential statistics. The research hypotheses were tested using inferential statistics of Pearson Product Moment Correlation (PPMC). The hypotheses were tested at 0.05 level of significance. The findings revealed that there was significant relationship between guidance and counseling services and students' academic behaviour. The findings revealed that there was no significant relationship between library services and students' academic behaviour. It was concluded that guidance and counselling services was an important factor that influence students' academic behaviour while library services did not influence students' academic behaviour. It was recommended that guidance and counselling services should be handled by professionals such that students would have confidence and be free to share their problems and fears with the hope that such information would be treated confidentially. It was also recommended that library services will be given adequate attention so as to engage students' in reading and thereby enhance their behaviour

Keywords: Guidance, Counselling, Library Services, Students, Academic Behaviour, Tertiary Institutions

Introduction

Education is an indispensable tool for personal and social developments. Many countries in the world view education as a good investment for national development because it is expected to produce the required quantity and quality of human resources for the economic growth using the right mix of inputs. One of the important level of education is the higher education which is also known as tertiary institution. Higher education comes with the responsibilities of producing graduates.

The researchers' observation from tertiary institutions of higher learning appears that guidance and counselling and library services are inadequate. Poor academic behaviour can make the students to become frustrated. It can also lead to students' drop out especially if the poor academic behaviour persists for a long. Many of the issues concerning success in school revolve around developing good academic behaviour. Academic behaviour refers to the behaviour which expresses the likeness of a student concentrating on his/her academic work and studies (Busayo, 2011). It is a pattern with which an individual organizes his or her academic work in school in order to cope with new knowledge in the ever changing world. De Escobar (2011) observed that students need to be familiar with the relation of good academic behaviour and academic achievement to accomplish great success in any level of education. She contended that by learning good academic behaviour students tend to perform better than struggling students. Also, Gettinger (2002) asserted that effective academic behaviour are

necessary for a tertiary institution student to excel academically. He further stated that student must develop good academic behaviour in order to retain information learned in the present for their future benefit.

The policies on guidance and counselling have been aimed at preparing young people to face challenges they may encounter in and out of the education system. The function of education is to provide opportunities for each student to reach his or her full potential in the areas of educational, vocational, social-personal, and emotional development (Kauchak, 2011). In order for students to realise this function, the tertiary institutions are expected to provide guidance and counselling services as an integral part of their education. Ejionueme (2010) depicts guidance and counselling as an ultimate icon that addresses students' behavioural content, taking into account context, global issues, local priorities, building moral capacities based on rational decision-making, social tolerance, environmental stewardship, adaptable student force and quality of life.

It appears that when guidance and counselling services are provided, they help prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choices is not innate but, like other abilities, must be developed. Some of the behaviour exhibited by some students in some tertiary institutions leaves much to be desired. It is occasionally characterised by poor performance, truancy from classes, riots, demonstrations, drinking, cultism, examination malpractices, drug abuse and all sorts of vices. This behaviour, in recent times, has come to be recognised as one of the most visible perennial problems leading to indefinite closure of schools and other attendant problems

However, the researcher observed that in most tertiary institutions, guidance and counselling service is not given high premium; there seems not be an appearance of a counselling centre, not to talk of trained counsellors or psychologists who can attend to students' social, moral, educational, personal and career problems or challenges. In few cases, where this service appears, it is observed to be rendered by just anybody such as the Director of Students' Affairs or Head of Department who are not usually trained. This seems to have effect on students' academic behaviour in tertiary institutions.

The library is the symbolic heart or nerve center of academic life in any university. It is a collection of sources, resources and services organized for use and maintained by a public body, an institution or a private individual. The library is a storehouse, which stocks all kinds of knowledge and information that are meant to be consulted and used by readers with little or no expense on their part (Ejionueme, 2010). Library service can only be achieved through the availability of library collection. The services provided in the academic libraries are to help the institutions achieve its aims and objectives.

School library appears to be very important in shaping students' academic behaviour as regard reading for leisure, to pass examinations and to obtain information on different aspects of life. It is an inexhaustible store house of unrestricted information resources in diverse formats systematically organized for users. Thus, a school library cannot be separated from the institution and expect all round development of the students. Library users make use of library for different purposes. While some users use it for reading their notes and personal books, others use library to do assignments. Yet, others visit library to prepare for examination, recreation and relaxation.

However, the researcher observed that most of the institutions appear not to have enough space for a library and where it exists, library materials –audio, visual, audio-visuals, reference materials, text-books- seem to be inadequate. Inadequacy and non-availability of these materials in the library appears to affect their students' reading and academic behaviour in our tertiary institutions as most of these students cannot afford to buy most of these materials and thus relied on school library to have all these materials.

Literature Review

Guidance and Counselling Services and Students' Academic Behaviour

Guidance and counselling has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Denga, 2001). The UNESCO module on guidance and counselling (2000) also posited that guidance is a programme of services to individuals based on their needs and the influence of environmental factors.

According to Denga (2001), guidance means to direct, pilot, manage, steer, aid, assist, lead and interact; while counselling can be seen as the process by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved. From the two definitions, guidance is combination of services, while counselling is just one service under guidance. Modo (2008) defined counselling as a helping relationship between the counsellor and the counselee. It is aimed at helping the counselee adjust properly to family, school, peer association, and society in general.

Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counselling. These are educational guidance, vocational guidance and personal social guidance. Under these three major areas, there are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up (Denga, 2001).

Tuan (2012) research in tertiary institutions found that guidance and counselling service was significantly and positively related to students' academic behaviour. This finding demonstrates that the knowledge of the functioning of a tertiary institution, skills and service attitude of administrative staff play a very important role in increasing students' academic behaviour. Contrary to this finding, Ahmed and Masud (2014) found that guidance and counselling services were not significantly related to students' academic behaviour.

Library Services and Students' Academic Behaviour

According to Ukeje (2002), school library is meant to provide books for leisure reading as well as reference and information books, so that, students can consult them as the need arises, to develop in the students a lasting love for books and encourage personal collection of books, and to encourage responsibility and cooperation in taking care of borrowed books and returning them promptly as and when due.

Gelfand (2005) calls the library, the only centralized location where new and emerging information technologies can be combined with knowledge resources in a user- focused, services-rich environment that supports today's social and educational pattern of learning, teaching and research. Library information resources are a necessary ingredient for rapid academic growth and attainment of set goals. It was in recognition of this fact that the National Policy on Education (2014) emphasized the importance of libraries in institution and the role of libraries in the educational process in Nigeria. It urged the state government to provide funds to establish libraries in all educational institutions. This is because libraries hold the key to national development.

The provision of library services is one of the fundamental human rights of every library user. Library services constitute one of the instruments needed for the improvement of educational standard. Library service is a privilege extended to those who recognize that the collections are resources to be shared with current and future users and who observe the regulations and procedures established to make materials accessible to all. These services can only be used through the availability of library collection. The services provided in the academic libraries are to help the institutions achieve its aims and objectives.

School library, according to Busayo (2011), is an integral part of educational system that cannot be ignored without jeopardizing the quality of education in schools. The school library is an important part of elementary, middle and high school programmes without which students would not thrive academically and invariably find it most difficult to conduct academic research. School library is very important in shaping students’ academic behaviour as regard reading for leisure, to pass examinations and to obtain information on different aspects of life (George, 2011). Kalu (2000) studied the implementation of library services and its relationship with academic behaviour. He found a positive relationship between library services and students’ academic behaviour.

Purpose of the Study

The study examined the relationship between guidance and counselling and library services and academic behaviour of students in tertiary institutions in Ekiti State. The specific objectives include to Examine:

1. The relationship between guidance and counselling services and students’ academic behaviour.
2. The relationship between library services and students’ academic behaviour.

Research Hypotheses

The following research hypotheses were formulated to pilot the study

1. There is no significant relationship between guidance and counselling services and students’ academic behaviour.
2. There is no significant relationship between library services and students’ academic behaviour.

Methodology

The descriptive survey research was adopted for study. The population of the study consisted of all students and lecturers in Ekiti State tertiary institutions. The sample for the study consisted of 300 students from 3 public tertiary institutions in Ekiti State. The sample was selected using simple random sampling technique. Two self-designed research instruments tagged “Guidance and Counselling and Library Services Questionnaire” (GCLSQ) and “Students’ Academic Behaviour Questionnaire (SABQ)” were used to collect relevant data for the study. Face and content validity was used for the study. The reliability of the instruments GCLSQ and SABQ was determined through the test-retest method in one tertiary institution outside the sampled area and a coefficient of 0.75 and 0.71 were obtained for both instruments. The hypotheses were tested using inferential statistics of Pearson Product Moment Correlation (PPMC). The hypotheses were tested at 0.05 level of significance.

Results

Hypothesis 1: There is no significant relationship between guidance and counselling services and students’ academic behaviour

In testing this hypothesis, data on guidance and counselling services were collected from the responses of the respondents to items under Section B of SPSQ (item 1-5) in the questionnaire. Data on students’ academic behaviour were collected from the responses of the respondents to items under Section B of SABQ (item 1-15) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 1.

Table 1: Guidance and counselling services and students’ academic behaviour

Variables	N	Mean	SD	r-cal	Pvalue
Guidance and Counselling Services	300	12.73	0.96	0.318*	0.288
Students’ Academic Behaviour	300	41.11	1.58		

*P<0.05

Table 1 shows r-cal (0.318) is greater than pvalue (0.288) at 0.05 level of significance. The null hypothesis was rejected. This implied that there was significant relationship between guidance and counselling services and students’ academic behaviour. Hence, guidance and counselling services were positively related to students’ academic behaviour in tertiary institutions in Ekiti State.

Hypothesis 2: There is no significant relationship between library services and students’ academic behaviour

In testing this hypothesis, data on library services were collected from the responses of the respondents to items under Section B of SPSQ (item 6-10) in the questionnaire. Data on students’ academic behaviour were collected from the responses of the respondents to items under Section B of SABQ (item 1-15) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 2.

Table 2: Library services and students’ academic behaviour

Variables	N	Mean	SD	r-cal	Pvalue
Library Services	300	14.07	0.75	0.204	0.288
Students’ Academic Behaviour	300	41.11	1.58		

P>0.05

Table 2 shows r-cal (0.204) is less than pvalue (0.288) at 0.05 level of significance. The null hypothesis was accepted. This implies that there was no significant relationship between library services and students’ academic behaviour.

Discussion

The study revealed a significant relationship between guidance and counselling and students’ academic behaviour. The probable reason for this finding could be because guidance and counselling services as a cluster of services are aimed at helping a person to understand self and to take appropriate steps in educational, vocational, and life planning generally. Tuan (2012) found that guidance and counselling service was significantly and positively related to students’ academic behaviour. Contrary to this finding, Ahmed and Manzoor (2014) found that guidance and counselling services were not significantly related to students’ academic behaviour. It could be inferred that when students have access to guidance and counselling services, there will be improvement in their academic behaviour.

However, this study revealed a non-significant relationship between library services and students’ academic behaviour. This implied that library services had no influence on students’ academic behaviour. This may not be unconnected with the ability of students to make use of computing technologies such as online platform on their private study time. That is, the students did not rely only on the school or government provision of adequate library facilities for learning. This findings contradicted that of Kalu (2000) as he found a positive relationship between library services and students’ academic behaviour.

Conclusion

Based on the findings of the study, it was concluded that guidance and counselling services was an important factor that influence students’ academic behaviour. However, library services did not influence students’ academic behaviour.

Recommendations

Based on the findings of the study, it was recommended that

1. Guidance and counselling services should be handled by professionals such that students would have confidence and be free to share their problems and fears with the hope that such information would be treated confidentially.
2. Library services will be given adequate attention so as to engage students’ in reading and thereby enhance their behaviour.

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