Original article

Assessment of Guidance and Counselling Services in Public Senior Secondary Schools in Gashua Educational Zone in Yobe State, Nigeria

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Abstract

This research was on assessement of guidance and counselling services in public senior secondary schools in Gashua Education Zone. The researchers employ the use of survey research design for the study. The target population of the study was 378 teachers with a sample of 186 respondents in six selected public senior secondary schools (three schools drawn from rural and three from urban area) using stratified and simple random sampling technique. Two hypotheses are tested. A self-designed questionnaire named "Assessment of Guidance and Counselling Services Questionnaire (AGCSQ)" with a reliability chronbach's coefficient of .72 was use for data collection. Data collected for the research was analysed using t-test for independent sample to the test the research hypotheses. The study shows that a significant difference was found between the view of male and female teachers in respect to offering of guidance services (counselling, orientation, information, referral, and follow-up services). With regard to offering of appraisal and placement services it shows that there was no significant difference in the view of male and female teachers in public senior secondary schools in Gashua Education Zone. Furthermore, the findings indicated a significant difference in school location with regard to offering of guidance services (counselling, orientation, information, appraisal, and placement services) and with regard to offering of referral and follow-up services it indicated that no significant difference in school location in public senior secondary schools in Gashua Education Zone was found. From the findings, it is recommended that there is a need for public senior secondary schools to offer counselling service, appraisal service, placement service, referral service and follow-up service to assist students in making a wise decision. This decision include; educational plan, career choice of interest and personal social adjustment. Similarly,orientation service should be improved to assist students on how to participate in sport exercise like football. It is also recommended that information service should be improved to assist students toward educational development and career choices of interest in all public senior secondary schools in Gashua Education Zone be it in rural or urban schools.

Keywords: Guidance and Counselling, Servives, Public, Gender, Rural and Urban.

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INTRODUCTION

The aim of guidance and counseling in Public senior secondary schools is to assist students in making a wise decision, this decision include an educational plan, career choice of interest, and personal-social adjustment to be responsible and productive members in the society. Idowu and Adeoye in Abolanle, Olanrewaju, and Modester (2017) agreed that, guidance and counselling is a process of planned intervention within a school system by which the total development of students is stimulated in areas relating to their personal, social, career, emotional and academic concern.

Guidance and Counselling in public senior secondary schools is a systematic and organized educational helping service, professionally given by a professionally trained counselIor or teacher to a learner of any age, within the school walls at appropriate level. The essence is to assist him understand himself, situation and environment, discover his interests, potentialities and opportunities in life and learn how best to effectively utilizes his assets as well as minimize his weaknesses, to live a maximum productive life (Nwachuku 2007). This is supported by the National Policy on Education (2013) that the goals of education in Nigeria is to develop the individual morally sound, patriotic an effective citizen, development of appropriate skills, mental, physical and social abilities and competence to empower the individual to live in and contribute positively to the society as well as promoting functional education for skills acquisition and job creation for poverty reduction.

Students in public senior secondary schools encountered challenges, like problem of adjustment in the school environment especially when newly admitted, majority were unable to think wisely and make right decision especially in the area of subject's selection in order to plan for their future career on their own; this result in choosing a career accidently or by chance among students in Gashua Education Zone. This is also in consistence with the view of Opera (1984) that, lack of guidance and counselling services practice in Nigeria schools make students accidently choosing careers. Chukwe (1983) found that there is lack of guidance and counselling services, career information and vocational education in the Nigerian education system. Other challenges include truancy, examination malpractice, and drug abuse.

Adamu (2015) identified that, education is a significant tool for human development usually attached with specific aims and objectives as clearly spelt out in the National Policy on Education (NPE,2004) that all schools should have practicing counsellors. The realization of these aims and objectives in education seems to be face with some challenges due to so many factors. One of the key factors is lack of proper administration of Guidance Services in schools. The fact that people share different characteristics in school and outside the school system, meaning there will be every tendency that they will share different characters ranging from emotional, psychological and personal-social behaviors. These situations create a lot of problems among students ranging from poor academic performance, truancy, difficulties in choosing a class after junior secondary school examination or a

career in secondary schools. Matie and Ndambuk (2003) stated that, adolescent students in secondary schools worldwide face numerous social, personal and academic problems at schools and home today than before. While some are coming from distressed families where parents are divorced or separated and conflict within the family. These challenges are also affecting academic performance, career choice and personal-social adjustment of students in public senior secondary schools in Gashua Education Zone as well.

Therefore, proper implementation of guidance and counselling services in secondary schools will assist in the adjustment of newly admitted students in the schools environment. Effective implementation of guidance and counselling services will reduce the level of truancy, examination malpractice, drug abuse, and improve students' academic performance, career choice and personal-social development among students in public senior secondary schools in Gashua Education Zone. Similarly, guidance and counselling service is therefore, a formalized educational service aimed at helping the student as a unique person to make a right decision for himself. This decision may include educational choices, occupational interest and provide a solution to his or her personal problem. In helping a student in public senior secondary school therefore, guidance and counselling includes a wide range of activities include:

Activities within the schools to help students clarify career goals and understand the world of work;

- Personal or group-based assistance with decisions about initial courses of study, courses of vocational training further education and training, initial job choice, job chance, or work force re-entry (Denga cited in Adamu, 2015);

- Assisting students in making appropriate and satisfying personal, vocational and educational choices;

- Assisting students to acquire a positive image of self through self-understanding, the need and problems of each person; and

- Assisting teachers and school personnel in understanding the needs and problems of each student (Akinade, 2016).

Okobia and Okorodudu (2006) says that, guidance and counselling is encompassed by activities of relevant services and also processes of helping persons within and outside the school, to achieve their full potentialities in their emotional, moral, social, academic and vocational development. Akpan (2010) stated that, guidance and counselling is an educational service that seeks to provide the school child opportunity to obtain holistic educational developments that prepare him for functional life. It is against this background that, the study sought to assess guidance and counselling services in public senior secondary schools in Gahsua education zone.

Statement of the Problem

The problem of this study was assessment of guidance and counselling services in public senior secondary school in Gashua education zone in Yobe State, Nigeria. Guidance services in secondary schools are designed primarily to assist students in making a wise decision, this decision include educational plan, career choice of interest and personal-social development to be responsible and productive members in the society. The National policy on education (2013) clearly stated that education in Nigeria is to develop the individual morally sound, patriotic, an effective citizen, development of appropriate skills, mental, physical, and social abilities and competencies to empower the individual to live in and contribute positively to the society as well as promoting functional education for skills acquisition and job creation for poverty reduction.

Students in public secondary schools encountered with psychological, emotional, and personal social challenges. Such challenges include problem of adjustment in the school environment especially when a student was newly admitted, and lack of social skills meaning inability to interact, communicate effectively with others and cope with the life situation in school. Majority of students were unable to think wisely and make right decision especially in the area of subject's selection in order to plan for their future career on their own; this result in choosing a career accidently or by chance. It has been opined by Opera (1984) that, lack of proper implementation of guidance services in secondary schools in Nigeria make students accidently choosing a career. Adamu (2015) stated that, people share different characteristics in school and outside the school system, meaning there will be every tendency that they will share different characters ranging from emotional, psychological and personal-social behaviors. These situations create a lot of problems among students ranging from poor academic performance, truancy, difficulties in choosing a class after junior secondary school examination or a career. In this regard, most of the students became unsuccessful and frustrated in real life situation in the society after secondary school graduation. The fact that persistence increase of this problem among students that, the study sought to assess the extent to which guidance services are offered in public secondary schools in Gashua Education Zone in Yobe State, Nigeria.

Research Hypotheses

The following hypotheses were formulated and tested for the Study:

H01: there is no significant difference in the view of male and female teachers regarding the offering of guidance services in public senior secondary school in Gashua Education Zone

H02: there is no significant difference in school location regarding the offering of guidance services in public senior secondary school in Gashua Education Zone

LITERATURE REVIEW

According to Sambo (2008) guidance services are formal engagements taken by a school to make guidance efficient and accessible to leaners. The philosophy behind guidance and counseling services is that everyone needs help at one point or another. This assistance must be provided without conditions of sympathy and in an atmosphere free from threats. An excellent and operative guidance and counselling services is vital in every school (Zeran & Antony, 1962). A well-structured guidance and counselling services provide the leaners with required information for the growth and development for quality education. Sambo (2008) opined that, "the guidance and counselling services most commonly found in today's secondary schools are organized around the following; orientation service, appraisal service, information service, placement service, counselling service and follow-up service. For this review, guidance and counselling services in public senior secondary schools include: orientation service, appraisal service, and information service, counselling service, placement service, referral service and follow-up service."

Counselling Service in Schools

Lannap (2012) indicated that counselling service is a personalized dialogue, an interview or interaction between a clients or counselled who is experiencing problems and a counsellor who is trying to help. He described it as a "personalized dialogue" about the fact that the problems brought by client are private. According to him individual needs accurate and reliable information when he confronts a particular educational, vocational choice point. Hence, a student knows his present level with respect to his abilities, interest, values, physical and social characteristic relative to available learning and occupational alternatives. Therefore, guidance and counselling in school settings takes the form of either individual or group counselling, and it depends on the nature of problem presented.

Individual counselling

This is defined as face to face relationship with intention of assisting the leaners or students to attain an appropriate decision which can qualify the client solve his/her problem. The individual counselling is based on the following reasons:

1. When the student or client cannot expose himself in a group due to shy or any other reason;

2. When the student or client's problem required confidentiality; and

3. When the student's case cannot be share with any other person except the counsellor along.

Group counselling

It is the growth of social relationships which is described by approval of trust, respect, warmness, interaction and appreciative, through which a psychotherapist and clients come in contact with one another to assists the client to confront unsatisfactory or problematic areas in their life and appreciate

and implement methods to solve obstacles whether unsatisfactory (Trotzer cited in Adamu, 2015). Group counselling is recommended, to be conducted; when students presented similar case or problem, the same sex, and similar age.

A study was conducted by Modo (2008) in UYO, Akwa-Ibom state, to investigate the effectiveness of counselling services for excellent academic achievement among secondary schools adolescents. The population of the study consists of 29 counselors sampled from 10 school counselors in a tertiary institution in Uyo, purposive sampling technique was used, survey design was adopted, percentage, mean and standard deviation was employed to analyze the research questions and t-test for independent sample to test the hypotheses. The results show that most schools in the study area did not give individual record high priority, similarly guidance services, employment services, information services and career counseling were the most common services provided in the institutions.

Tina and Ugochukwu (2014) conducted research on effective guidance and counseling programme in secondary schools: issues and roles in student occupational decision making. Therefore, the study was designed to examine guidance and counseling programs in high schools: it also identified the problems and the role of the program on leaners vocational decisions. The study used an ex-post facto descriptive survey design for the study in Ebonyi State, Nigeria. The sampling technique used was simple random sampling techniques were. The samples involved 300 respondents; 30 principals and 27 leaners from each of the ten selected schools with a total of 270 students. Two different questionnaires were developed to collect data for the study: the Senior High School Student Questionnaire and the High School Counselor Teacher Questionnaire. Validity of the instrument was established by guidance and counseling experts. A reliability coefficient of 0.65 was established for the student instrument (SSSSQ) and a reliability coefficient of 0.67 for the teacher instrument (SSTCQ). The findings, among other things, showed that 77.22% of the population indicated that there was some form of counseling services to help students make career decisions at their respective schools.

Another research carry out by Fulya Yuksel-Sahin (2009) to evaluate psychological counselling and guidance services based on the opinions of primary and secondary teachers. 204 teachers took part. The "Scale of School Orientation Services" and "Teacher's Personal Information Form" were employed to collect the required information. Percentage calculations and multiple regression analysis are used for data analysis. The results showed that counseling services from most used to least used as follows: advising, counseling, information, orientation, placement, research and evaluation, community and family relations, and follow-up services. The results of the study showed that, overall, about 46 percent of all counselling and instructional services are rendered to the students.

Orientation Service in Schools

According to Oladele (2007) orientation service is a collection techniques via which students are given help in planning and adjustment to the new environment they found themselves. The motive of orientation is to assist students to modify to the brand new environment, especially throughout changeover length from domestic to new location, from one magnificence to another. Makinde quoted in Ndiragu (2007) agreed that whilst new students are admitted to the schools; they sense socially and psychologically misplaced of their new surroundings. This is due to the fact they now not have the mental help of their parents, classmate, friends and previous teachers. Also, the experience brand new surroundings that has rules, guidelines and the executive setup as such appears absolutely different. Therefore, orientation service is designed to assist such college students modify some obstacles in such crucial transition periods. Therefore, a good orientation service is designed to familiarize with the overall state of affairs with inside the school to the newly admitted students.

Objectives of Orientation Services

Assisting newly admitted leaners to develop required talents for making desirable adjustment within the new environment;

- Helping them to feel passionatelly secure in a new location and to provide them with the information needed to be efficacious in that setting; and

- Providing them with information on conduct and initial basis of beneficial and sociable conduct and appreciation between new leaners and the staff members among themselves (Adamu, 2015).

Ogar (2010) conducted a study to evaluate teaching and learning in counseling in teacher training colleges. Four research questions and two hypotheses are used in the study. An evaluation research design was used to conduct the study. The population for the study was twenty nine (29) teachers and counselors in schools of education and (348) students in schools of education in Cross River State participated in the study. The Structured Counseling and Counseling Evaluation (G&CEO) Questionnaire and the Researcher-Developed Counseling Evaluation and Observation Schedule (G&CEOS) were used for data collection. The reliability coefficient of the instrument was 0.74 using correlation analysis and four experts performed our validation. Four research questions and two research hypotheses are tested at the 0.05 significance level. Frequencies, percentages, means, and standard deviation were used to answer the research questions, and the chi-square statistic was used to test the hypothesis. Among other things, the result shows that counseling service and orientation service are the most frequent services provided to students.   Another study was conducted by Mukhtar (2015) to evaluate guidance and counseling services in Kano public educational institution. The study population consists of 29 counselors selected from 10 school counselors in tertiary institutions in Kano State,

purposive sampling technique was used, survey design was adopted, and percentage, mean and standard deviation were used to analyze the research question and t-test to test the hypothesis. The findings show that counseling services are provided but guidance and counseling services were the most common services provided in tertiary institutions in Kano State.

Another study was conducted by Ehigba, Beatrice, Akinlasotu and Nathaniel (2018) to examine the effectiveness of guidance service as perceived by principals in Edo State, Nigeria. The aim was to take a closer look at how principals` perceptions of the effectiveness of counseling service is offered and to pick out gender variations in secondary schools principals' perceptions of the effectiveness of counseling service. A descriptive survey designed was employed for the study. A population of 36 schools (1 rural and 1 urban) was drawn from public senior secondary schools within the study area. The outcomes of the evaluation confirmed that the principals perceived the counselling service because it is the simplest powerful guidance service in secondary schools. The end result additionally confirmed that there's a big distinction among rural and urban principals of their belief of the effectiveness of guidance programme.

Information Service in Schools

Information service according to Oladele (2007) is aim at providing students with better awareness of educational, professional and personal-social prospects so that they can make informed and accurate selections and decisions about education and professional plans. The information that will be collected in this way may be educational, professional and personal social in nature;

- Educational information: this provide all types of current and possibly future data for educational or training opportunities and necessities to the clients; this may be due to the demands on applicants, poor study habits and abuse of office duties.

- Professional information: this is legal and usable records about the positions, jobs and activities of the customer, such as vacancies available in the labor market, rights, requirements for duties, requirements for entering a particular profession, working conditions, offered remuneration.

- Personal Social: This is real and actionable data about people's capabilities and influence to help customers understand them and improve relationships with others; such as friendships, parental expectations, home environment (Adamu, 2015).

Common objective of information services are:

To provide a broad and truthful view of life prospects and challenges at all different levels of learning;

- Create cognizance of the need for an active desire for accurate and authentic classes, education, personal social information;

- Help in mastering the methods of obtaining and interpreting information for progressive self-management; and

- Promoting habits and attitudes that will help make choices and adjustments for personal satisfaction (Morris et al 1966, in Adamu 2015)

Mukhtar (2015) conducted a study on guidance and counseling practices in Kano State tertiary institution. The study investigated guidance and counseling practices in tertiary institutions in Kano State. Four research questions were used for the study and two hypotheses were tested. Descriptive statistics of percentage, mean, and standard deviation were used to answer the research questions. The inferential statistics of t-test was used to test the null hypotheses stated. The results show that counseling services, orientation services and follow-up services were the most frequent services provided by tertiary institutions in Kano State, while referral and placement services were the least services. The results presented that there is no significant difference in gender based leadership practices in Kano state tertiary institutions. The findings also show no significant difference in leadership practices by school location in tertiary institutions in Kano State.

Another study was conducted by Abolanle, Olarewaju and Modester (2017) to "investigate awareness, perception and need of and utilization of counseling services at Abeokuta University of Agriculture. Simple random sampling method was employed to sample two hundred and eighty three respondents in ten institutions. Records were collected using a questionnaire and analysis was done using descriptive statistics such as frequency, percentage and mean. The results showed that 91.1% of respondents were aware of counseling and guidance services, and 74.6% of respondents using these services reported that they were very helpful. An assessment of respondents' counseling needs showed that academic problems ranked first with an average score of 3.62, while managing exam pressure ranked second with 3.51%. In addition, ratings of students' perceptions of the quality of guidance and counseling services indicated that organized orientation services for new students ranked first with an average score of 2.55"

Appraisal Service in Schools

According to Lannap (2012) appraisal service involves the use of various kinds of intelligence, aptitudes, achievement and non-test materials such as rating scales, observation, interviews, to gather information about person's strength and weaknesses, intellectual capabilities, interests and special talents. The information on the individual enables them to understand themselves as well as make wise decision concerning their school and world of work. Nwoye (1970) in Adamu (2015) stated that the basic components of appraisal service include:

- Home background information of the students;

- School history and records of sequential class work of clients;

- Mental ability of academic aptitude of clients;

- Information of health history of the clients;

- Data on out of the school experiences of counselee;

- Personality traits of clients; and

- Vocational and educational areas of interest of the students.

A study conducted by Obodo and Eric (2016) to examine the efficiency of guidance services programme in Ekiti State, Nigeria. The study employed descriptive survey design. Purposive sampling was used in selecting the sample of 36 public senior secondary schools. The researchers developed an instrument title "Orientation Services Evaluation Questionnaire (AGSEQ)" to collect data for the study. Descriptive statistics, specifically mean and standard deviation, were used to analyze the research questions. The study indicates that counseling services provided in senior high school include assessment, placement and guidance services, and guidance and referral services.

Another study was conducted by Mathew and Godwin (2018) to evaluate a guidance service in senior high schools in Gomoa West District in the Central Region of Ghana. The aim of the study was to assess the provision of guidance services in senior secondary schools in Gomoa West District in the Central Region of Ghana based on student perceptions. A questionnaire was used to obtain data from students. Frequencies, percentages, means, standard deviations, and independent samples t-test were used for data analysis. The results indicated that gender was not a significant determinant of students' evaluation of information, guidance and counseling services.

Placement Service in Schools

According to Lannap (2012) placement service aids the students to be admitted into school or subject of his/her choice, taking into consideration of his/her abilities, aptitude and interest, or his/her ability to get to a job where he or she is most suitable. Placement Service focuses on the following; Educational placement, vocational placement and persona-social placement.

Educational placement: the purpose of educational placement is to assists the students in making transition from one level to another institution or vocational training programme. It also consists of assisting students to select appropriate subjects within the curriculum of their interest and ability. It is also focuses on the helping the students to select among secondary schools available like commercial class, science class, art class and technical class.

Vocational Placement: this involves assisting the students to secure full-time or part-time employment after completion of secondary school. It provide information on the job available in the labour market, method of writing application for employment, mode of physical appearance and mode of employment interview.

Personal Social Placement: this involves the assisting students to secure treatment for some sickness in specialized hospitals if the need arise. It is also place students on recreational facilities so as to feel emotionally secured.

A study was conducted by Modo (2008) to investigate counselling services for excellent academic achievement among youngsters in secondary schools in UYO, Akwa-Ibom. Population of the study consist of 29 counsellors with a sample of 10 schools counsellors in institution of higher learning in Uyo, purposive sampling technique was used, survey design was adopted, percentage, mean and standard deviation was used for the analysis of research question and t-test for testing the hypotheses. The findings reveal that, most of the schools in the study area were not given individual record high priority, similarly, orientation service, placement service, information service and vocational counselling were the most common services provided in the institutions.

Another study was conducted by Fulya (2009) to "evaluate psychological counselling and guidance services based on elementary and secondary education teachers' views. Participants were 204 teachers. "School Guidance Services Scale" and "Teacher Personal Information Form" were used for gathering the necessary information. Percentage calculations and multiple regression analysis were used for data analysis. The results showed that teachers listed the guidance services from the most utilized to the least as follows: consultation, counselling, information gathering and outreach, appraisal, orientation, placement, research and evaluation public and family relations and follow-up services. Results of this study showed that overall an approximately 46% of all counseling and guidance services were offered".

Referral Service in Schools

According to Salavu and Abdulkadir (2011), a referral service is a procedure in which a client with youth problems, a competent teacher, parent, counselor or any other social worker is referred to a more competent staff to elucidate the setback based on the concern of the counselor. . A referral service is seen as the referral of cases to the appropriate institutions at the right time and place for additional expert knowledge and specialized psychotherapy attention and advice. It is a process whereby student problems that are beyond the remit of the counselor and significant others in the school are referred to professionals within and outside the local area, but with parental approval (Bulus, cited in Fatima, 2015).

A study was conducted by Obodo and Eric (2016) to examine the "effectiveness of school guidance services in Ekiti State, Nigeria. A descriptive survey design was employed in the course of

conducting the study. Sample of 36 schools was selected from public senior secondary schools in the study region using purposive sampling. The instrument used for data collection was a self-developed questionnaire titled: "Orientation Services Evaluation Questionnaire (AGSEQ)". Descriptive statistics, specifically mean and standard deviation, were used to analyze the research questions. The study indicates that counseling services provided in senior high school include assessment, placement and guidance services, and guidance and referral services".

Follow-up Service in Schools

Lannap (2012) states that follow-up services is observing individuals to acquire reports on their performance and how contended they are with their work or routine. The purpose of the follow-up service are to:

- Get information on how well students are doing after graduation;

- Provide student evaluation of the program and student services;

- Get ideas for improving school guidance services; and

- Let counselors, faculty, and students determine the effectiveness of any placement.

Ogunsanmi (2011) examine teachers' awareness of the effectiveness of counselling services in South Western Nigeria with focus in primary schools. The researcher employed the use of descriptive survey design. One research question and one hypothesis guided the study. A total of 200 teachers were sample and involved in the study. The researcher designed a questionnaire for data collection. Frequency counts, means and percentages were used to analyze the data, while t-test analysis was used to test the hypothesis at the 95% level of confidence. The results showed that there was no significant difference in the awareness of male and female teachers regarding the effectiveness of counseling services in primary schools. Similarly, the result shows that additional services were not effectively offered to students.

Another study was conducted by Obodo and Eric (2016) to examine the usefulness of school guidance services in Ekiti State, Nigeria. A descriptive survey design was used for the study. A sample of 36 schools was drawn from public senior secondary schools in the study region using purposive sampling technique. The instrument used for data collection was a self-developed questionnaire titled: "Orientation Services Evaluation Questionnaire (AGSEQ)". Descriptive statistics, specifically mean and standard deviation (S.D), were used to analyze the research questions. The study indicates that counseling services provided in senior high school include assessment, placement and guidance services, and guidance and referral services.

Research Design

A descriptive survey design was used for the study. In the word of Ari, Jacobs, and Razabich, cited in Mathew and Godwin (2018) descriptive survey study is designed to gain records approximately of the present states of affairs which is aimed at figuring out the character of the state of affairs that exists at that the present time. Therefore, the reason for the using of this research design was to offer an in depth assessment of guidance services in public senior secondary colleges in Gashua Educational Zone of Yobe State, Nigeria.

Study population

The target group of this study includes all the teachers of six public senior secondary schools in Gashua Educational Zone.

Table 1. Distribution of Population for the Selected Schools

S/NO	SCHOOLS	POPULATION OF TEACHERS
1	Govt Secondary School Machina	33
2	Govt Higher Islamic College Yusufari	42
3	Govt Secondary School Jajimaji	52
4	Govt Girl Secondary School Nguru	53
5	Govt College Nguru	82
6	Govt Day Secondary school Gashua	116
TOTAL		378

Source: Public Senior Secondary Schools Statistical Office (2021)

Table 1 presented a summary of population distribution from each senior secondary school selected Gashua Education Zone. The table shows that Government Secondary School Machina has a total population of 33, Government Higher Islamic College Yusufari 42, Government Secondary School Jajimaji 52, Government Girl Secondary School Nguru 53, Government College Nguru 82, and Government Day Secondary school Gashua has a total population of 116 respectively.

Sample Size and Sampling Technique

The method of selecting the sample size for the study was simple random sampling which selected 186 respondents from a total population of 378 teachers from six public senior secondary schools that were sampled. A stratified sampling method was used to select three public senior secondary schools from rural areas and three from urban areas in Gashua Education Zone for the study. Sample size was determined using Krejcie and Morgan's (1970) population and sample size table.

Table 2. Distribution of Sample Size based on Schools location

S/NO	SCHOOLS	LOCATION	SAMPLE SIZE OF TEACHERS
1	Govt. Secondary School Machina	Rural	16
2	Govt. Higher Islamic College Yusufari	Rural	21
3	Govt. Secondary School Jajimaji	Rural	26
4	Govt. Girl Secondary School Nguru	Urban	26
5	Govt. College Nguru	Urban	40
6	Govt. Day Secondary. school Gashua	Urban	57
TOTAL			186

Source: Public Senior Secondary Schools Statistical Office (2021)

Table 2 presented a summary of sample size from each school selected based on school location in public senior secondary schools in Gashua Education Zone for the study. The table shows that Government Secondary School Machina has a sample size of 16 respondents, Government Higher Islamic College Yusufari 21, Government Secondary School Jajimaji 26, Government Girl Secondary School Nguru 26, Government College Nguru 40, and Government Day Secondary school Gashua has a sample size of 57 respectively.

Research Instrument

The instrument used to collect data was a self-developed closed-ended questionnaire called Assessment of Counseling and Counseling Services (AGCSQ). A closed questionnaire is suitable for this study because it does not take much time and allows for easy tabulation and explanation by the researcher. The questionnaire is based on a Likert scale format indicating the degree of agreement or disagreement with a statement ranging from 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (SD). The questionnaire consists of eight sections; section (A) on personal information, while section (B) counselling service, section (C) guidance service, section (D) information service, section (E) appraisal service, section (F) placement service, section (G) referral service and section (H) follow-up Service.

Validity of the Instrument

The instrument used for this study was validated by experts. In this regard, the instrument was handed over to the experts in the department of education, faculty of arts and education, Yobe state university, Damaturu. The experts made important suggestions, corrections to ensure content and criterion validity of the instrument.

Reliability of the Instrument

To determine the reliability of the research instrument, a pilot test was conducted to assess the instrument's suitability for data collection through test-retests. Therefore, the instrument was administered to 10 respondents from the population outside the sample area twice at two-week intervals

to produce reliable instruments. The researchers distributed the questionnaire and all questionnaires were completed and returned. The data were analyzed and Chronbach's alpha for the questionnaire was 0.72. This shows that the instrument is reliable and can be used for research purposes.

Procedure for data collection

The researchers visited the six sample schools selected for the study and met the principals with a letter of introduction from the Department of Education, Yobe State University, Damaturu. The visit took place in six days. The principal allowed the researchers to administer the questionnaire to the respondents, they further clarified the aims of the study to the respondents to remove fears to express their opinion about the provision of guidance services in their schools. One teacher was assigned from each school to help the researchers administer the questionnaire to the respondents. All questionnaires were filled out by one hundred percent of the respondents.

Data Analysis

The analysis of data for the research carried out was the used of inferential statistic of independent t-test to test the research hypotheses at 0.05 level of significance.

Findings and Discussion

Table 3. Independent sample t-test of the views on the offering of guidance services with regard to Gender

Guidance Services	Gender	N	Mean	SD	t-cal	p-value	Remarks
	Female	51	2.4706	.54233			
Counselling	Male	135	2.6815	83444	-10.55	.000	Significant
	Female	51	4.3529	1.24617			
Orientation	Male	135	2.0074	.08607	-21.07	.000	Significant
	Female	51	1.2157	.41539			
Information	Male	135	1.2667	.49172	3.866	.000	Significant
	Female	51	1.0000	.00000	.		
Appraisal	Male	135	1.0593	.31771	1.330	.185	NS
	Female	51	1.0000	.00000			
Placement	Male	135	1.0889	.28564	1.143	.254	NS
	Female	51	1.0392	.19604			
Referral	Male	135	2.5111	.50174	3.371	.001	Significant
	Female	51	2.1373	1.00039			
Follow-up	Male	135	2.7481	.82605	2.223	.027	Significant

The results in Table 3 show the results of the findings on significant difference in the opinions of male and female teachers on the provision of guidance services in a public senior secondary school in Gashua Educational Zone. The table showed that the calculated t value is -10.55, p=0.000 for counselling service, -21.67, p=0.000 for orientation service, 3.866, p=0.000 for information, 3.371, p=0.00 for referral service, and -2.223, p = 0.027 for follow-up service, all statistically significant at the 0.05 significance level. Therefore, the null hypothesis is rejected. In contrast, it can be seen that the calculated t-value of 1.330, p=0.185 for the service and 1.143, p=0.254 for the placement service, there was no significant difference in the opinions of teachers and teachers. Therefore, the said hypothesis is accepted for the assessment and placement services. This indicates that there is a significant difference in the opinions of male and female teachers regarding the provision of counseling services, guidance services, information services, referral services and follow-up services. Therefore, it can be concluded that there was no significant difference in the opinions of male and female teachers regarding the provision of assessment and placement services in public senior secondary schools in Gashua Education Zone of Yobe State

The current findings are inconsistent with those of Mathew and Godwin (2018), who found that no significant difference in opinions of male and female perceptions on the implementation of guidance services (information, guidance and counseling services) in senior secondary schools in the West Gomoa District in the Central Region of Ghana. The findings, on the other hand, showed that there was no significant difference in the opinions of teachers and non-teachers regarding the offer of assessment services. Again, this finding contradicts the findings of Mathew and Godwin (2018), who found a significant difference in male and female perceptions of assessment service delivery. The present findings also contradict those of Ogunsanmi (2011) who showed that there was no significant difference in the awareness of male and female teachers regarding the effectiveness of guidance services in primary schools in South West Nigeria. The disagreement is related to the fact that the study was conducted in elementary schools, while the current one was conducted in secondary schools. Again, the present finding is inconsistent with the findings of Mukhtar (2015) who found that there is no significant difference in leadership practices based on gender in tertiary institutions in Kano State.

Table 4. Independent Sample t-test on School Location with regard to offering of Guidance Services

Guidance Services	Location	N	Mean	SD	t-cal	p-value	Remarks
	Urban	123	2.6667	.88398			
Counselling	Rural	63	3.4603	.59094	2.609	.010	Significant
	Urban	123	2.9756	1.41110			
Orientation	Rural	63	2.0159	.12599	5.646	.000	Significant
	Urban	123	1.6748	.47037			
Information	Rural	63	1.0794	.41354	-2.601	.010	Significant
	Urban	123	1.2520	.43596			
Appraisal	Rural	63	1.1270	.45763	3.085	.002	Significant
	Urban	123	1.0000	.00000			
Placement	Rural	63	1.0000	.00000	-2.829	.005	Significant
	Urban	123	1.1138	.31889			
Referral	Rural	63	2.4603	.50243	.727	.468	NS
	Urban	123	2.3821	.77375			
Follow-up	Rural	63	2.6825	.46923	.133	.894	NS

Result in table 4 shows the result of findings on significant difference on school location regarding the offering of guidance service in public senior secondary school in Gashua education zone. Table showed that the calculated t-value of 2.609, p=.010 for counselling service, 5.646, p=.000 for orientation service, -2.601, p=.010 for information service, 3.085, p=.002 for appraisal service, and -2.289, p=.005 for placement service are all statistically significance at 0.05 level of significance. Therefore, the null hypothesis is not accepted. In contrast, it can be seen that the calculated t-value of .727, p=.468 for referral service, and .133, p=.894 for follow-up service there was no significance difference between the teachers of rural and urban areas. Therefore, for referral service and follow-service service the null hypothesis is accepted. This indicated that there was a significance difference in the opinions between the teachers of rural and urban areas with regard to offering of counselling service, orientation service, information service, and appraisal service. It can, therefore concluded that there was no significance difference in the opinions between the teachers of rural and urban areas with regard to offering of referral

service and follow-up service in public senior secondary schools in Gashua Education Zone in Yobe State.

The present finings contradicted the findings of Ehigbor, Beatrice, Akinlosotu, and Nathaniel (2018) who revealed that there is no significance difference between rural and urban principals in their perception on the effectiveness of school guidance service (appraisal service, information service, and counselling service) in secondary schools in Edo State. Again the findings do not confirmed the findings of Mukhtar (2015) who found that there is no significance difference in guidance practices based on school location in institutions of higher learning in Kano State. The present study disagreed with the findings of Mukhtar due to the fact that she conducted the in higher institutions of learning in Kano State.

Conclusion

From the outcomes of the study, it could be resolved that, a significant difference was found in the opinions of male and female teachers with respect to offering of guidance services (counselling service, orientation service, information service, referral service and follow-up service). No significance different in the views of male and female teachers with respect to offering of appraisal service and placement service in public senior secondary schools in Gashua Education Zone.

There was also a significant different in the opinions between the teachers of rural and urban areas with regard to offering of guidance services (counselling service, orientation service, information service, and appraisal service). Similarly, no significant difference in the views of teachers of rural and urban areas with respect to offering of referral and follow-up services in public senior secondary schools in Gashua Education Zone in Yobe State.

Recommendations

All public secondary schools in Gashua educational zone, public senior schools must offer guidance and counseling services to aid students in making a reasonable education, vocation choice and persona-social adjustment; improve the orientation service to help students participate in sports such as football in all public schools in the Gashua Education Zone. Students need to be given information services to help them, especially in making informed decisions about education and career choices. It is also recommended that the public senior secondary schools in the Gashua educational zone organize a career day and invite experts to talk about the available career and educational opportunities for students even once a semester or a year. Public secondary schools in Gashua Education Zone need to organize a paper presentation on an important topic to highlight the effects of drug abuse, examination malpractice and poor study habits for learners in all public secondary schools in Gashua inspectorate education zone.

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