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Perceived Influence of Nigerian Union of Teachers on the Management of Educational Crisis in Secondary Schools in Abia State

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Abstract: *The study examined the perceived influence of Nigerian Union of Teachers on the management of educational crisis in secondary schools in Abia State. The study adopted a descriptive survey design. A structured questionnaire was used to collect primary data from 66 respondents comprising 12 educational administrators and 54 teachers drawn from the three education zones of Abia State. The data collected was analyzed using frequency distribution, descriptive statistics, and t-test statistics. The study found that educational management board in collaboration with NUT fight against crisis in the state by NUT helping in the protection of the rights of teachers and help the educational management board detect early warning of impending crisis; that NUT staff development programs of publishing and distribution of education journals and newspapers improve teachers' competences. NUT struggle for regular promotion of teachers and their staff promotion services which encourage teachers' performance and hard work in Abia State. All these are methods employed by the NUT to campaign for better working conditions of her members and educational issues which has been effective in the resolution of educational crisis in Abia State. The t-test results indicated there is no significant difference in the opinion of Educational Administrators and Teachers on how NUT legally protect all members, enhance social and economic wellbeing of teachers and on the methods through which NUT campaign on working condition of its members and educational issues in Abia State. The study recommended among other things that in other to enhance the social and economic wellbeing of teachers, the NUT needs to fight for the payment of teachers' salary as at when due. This will solve most of the work challenges faced by teachers in Abia State.*

Keywords: *Nigerian Union of Teachers, administrators, crisis and secondary school*

INTRODUCTION

Nigeria Union of Teachers (NUT) is one of the recognized professional bodies encompassing all primary teachers and others at Post-Primary levels of education in Nigeria. Nigeria Union of Teachers is the largest body of organized professional teacher in Nigeria; it has the responsibility to champion the cause of the teaching profession in Nigeria. Nigeria Union of Teachers was formed on 8th July, 1931 to create a united front for practitioners of teaching profession in the country. The first president of the group and chairman of the union in a letter dated 25th July, addressed to the secretary, T, K. Cameroon, July 1931 and the late Oludotun Ransome Kuti, the husband of Funmilayo Ransome-Kuti and father of Fela Anikulapo Kuti appealing for the recognition of the shoulders of NUT leadership, when he said: "By entrusting us in a large

number of teachers is difficult but a pleasant work of corporation with Education Authorities in this our beloved Nigeria... On May 27, 1972, the union joined with the Northern State Teachers Union, an association founded by Aminu Kano and a few northern Nigerian teachers in 1948. Extensively, the union has live up to its expectation as it has provided a body for the teachers in the country. Several strike actions were carried out by the union. All these may have influenced the activities of the union particularly as it has to do with pressing home their demands in the protection of their rights and privileges. (NUT study circle material, 2014).

Major objectives of the union cover the improvement and development in economic conditions of teachers and to create an avenue for educational development, general economic security for teachers in the country. No matter what alarms have rang that the world would be a worse place without teachers. Ukeje (2012) proved this statement by saying that: "the key to successful implementation and management of any education programme lies in the hands of teachers". Human and national developments are interrelated and both are functions of people's level of education and literacy. The achievement of education and literacy can only be realized through learning in either formal or non-formal settings which cannot completely dispense with services of teachers. Teachers therefore have always been and will continue to be fundamental asset in all forms of education process. Teaching being directly linked with the education process, teaching and teachers are and must be regarded as the greatest assets that contribute towards national development (NUT study circle material, 2014).

Education is regarded as an instrument per excellence for effective national development. Education is the way the individual acquires the physical, moral and social capacities demanded of him by the group into which he is born and within which he must function (Swift, 2016). This means education is a process through which individuals gain knowledge, develop attitude and acquires skills. The idea is built and incorporated into the nation's philosophy of education which is reflected and emphasized in the objectives at each level of the education system Federal Republic of Nigeria (FRN) (2017). The study focused on the role of Nigerian union of teachers on the management of educational crisis in Abia State, Nigeria. The need to make teacher well developed and well recognized became very necessary in such developing State. Developing skills, enhancing productivity and ensuring the quality of teachers are very crucial on their academic performance. This in turn has the impact on improving quality standard of education and achieving educational objectives (NUT newsletter, 2015).

Considering the position of teacher in achieving educational objectives in the society, the Nigeria Union of Teachers (NUT) Abia State Wing stressed that: "Teacher conditions" of services should be very vital part of educational planning programmes in the State; there is the need for professional school teachers who possess the requisite skills and knowledge to improve the standard of education throughout the state" (Dayi, 2012).In the support of NUT activities on the development of teachers, Fafunwa (2004) asserted that "the National Policy on Education reaffirmed that teacher education will continue to be given major emphasis in all educational planning, because no education system can rise above the quality of its teachers." However, the (FRN, 2017) in her National Policy on Education directly states that all teachers in the Nigeria institutions from pre-primary to university level will be professionally trained and that teacher education programmes will be structured to equip teachers for the effective performance of their duties. Thus, training and re-training of teachers is one of the most important roles that NUT plays on the staff development in Abia State. Ukeje (2005) stated that "the professionally trained, competent, committed and well - motivated teachers are the central factor in effective management and implementation of the educational programmes toward the attainment of its

goals and national deployment". NUT staff welfare services determined the great impact of teachers" trade unions on developing teachers" academic performance in Abia State. This commensurate the perception of Ejiogu (2003) as Maslow's hierarchy of human needs; the basic needs which must be satisfied before others which are higher, become compelling since the psychological needs such as the need for food; shelter and safety take stages in human existence. It is also imperative to emphasize on the effort of NUT on upward of teachers" remunerations for better conditions of service especially in a country where teachers suffer from low esteem and poor public image both of which are believed to be a function of one's social status. Kazeem (2004) observed that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries and allowances are paid in time and they are promoted regularly. However, staff promotion is a very crucial strategy of motivating teachers to encourage and develop their academic performance.

Promotion connotes boosting staff morale and motivating them to work harder, thereby increasing productivity and efficiency. Ojo (2008) opined that promotion is a position of greater authority and responsibility, more prestige, status and increase in pay. It is a vertical movement in rank and responsibility. From the aforementioned discussion, it is apparent that NUT activities encourage the implementation conditions of service for teachers in Abia State in particular and all over the country at large especially in the management of crisis.

Crisis is an event that is going to lead to an unstable and dangerous situation affecting an individual, group, community, or whole society. In secondary schools, crisis could be as a result of poor management of pupils in the school, lack of proper orientation during admission of students. The continuous growth of crisis in the secondary schools could make teachers refused to attend classes; some of the teachers might resign from their jobs. (https://condemnint.net.education). According to Onwe & Nwogbaga, (2014), crisis occur when there is sporadic use of violence that cause damage to symbols, lives and property. Severe crisis involves repeated use of force in an organized way with preparations. The scourge of cultism in Nigeria secondary schools is every day on the increase with the accompanying consequences of destruction and death with these the NUT should help in eliminating various cult groups in public secondary schools in Nigeria and in Abia state in particular. The NUT should help effectively in managing the school by planning ahead and ensure that there are enough teachers to be assigned for classes, has a hold of the school time tabling of activities, procure teaching materials, and retrain the teachers for the task ahead. The NUT should help to ensure that teachers' salaries are been paid as at when due. The NUT is not expected to be partisan but neutrally tactful in carrying out the mandates of the political leaders who use education for political campaign.

Education in Nigeria is full of crisis. These crises are responsible for the poor standard of education in the country. Among many crisis, examination malpractice, cultism, low school enrollment, corruption, presence of quacks, and teacher quality as well as abandoned project. All these above problems necessitated this research work. It has become an idea from the background of this work that the Nigeria Union of teachers play a very useful role in our education system. However crisis has been reported in our education cycle and education crisis has been a nationwide scourge. Owing to this fact, this study tends to investigate the roles of NUT on the management of educational crisis in secondary schools in Abia State which is to the best knowledge of the researchers, no work has been carried out on this topic and in this area of study.

Research Questions
The following research questions were drawn to guide the study:
1. What are the various ways NUT protect all members of the Union in Abia State?

2. How does NUT enhance social and economic well- being conditions of its members?
3. What are the methods NUT campaign on working conditions of its members help to control educational crisis Abia State?

Research Hypothesis

H_{o1}:   There is no significant difference in the opinion of teachers and educational administrators on how NUT protect all members of the union in Abia State

H_{o2}.   There is no significant difference in the opinion of teachers and educational administrators on how NUT enhances social and economic well- being of teachers in Abia State

H_{o3}.   There is no significant difference in the opinion of teachers and educational administrators, on how NUT campaigns on working conditions of its members control educational issues in Abia State

METHODOLOGY
The design of the study was descriptive survey design carried out with 66 respondents made up of 12 educational administrators and 54 teachers in secondary schools of the three Education Zones of Abia State. The respondents were selected through the Stratified random sampling technique for the selection of the sample for the study. The procedure for zoning system in which the Local Government was zoned based on the three education Zones of Abia State (Umuahia, Aba, and Ohafia). However, this technique was used for the selection of the respondents. To secure adequate representation of the respondents, the cluster sampling procedure was derived from the strata. The instrument for data collection was a questionnaire titled "Perceived Influence of Nigerian Union of Teachers on the Management of Educational Crisis (PINUTMEC) structured along four point rating scale of Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1. The instrument was validated by three experts from educational Management and measurement and Evaluation in Michael Okpara University of Agriculture, Umudike for face and content validity. The reliability of the instruments was ascertained through a test re-test carried out using 10 Education administrators and 20 teachers outside the study area. A reliability coefficient of 0.87 was realized proving the instrument reliable since it consistently measured what it is expected to measure. The data collected from respondents were organized and tabulated using mean and standard deviation. Interpretation of data analyzed were systematically be subjected by discussion. The raw scores from the frequency was converted into percentages through the descriptive statistical techniques. Finally, formulated hypotheses of the research were tested using non-parametric statistics of t-test to analyze the data at 0.05 significant level. The results are presented on the tables below.

RESULT AND DISCUSSION

Research Question 1: What are the various ways NUT protect all members of the union in Abia State?

To analyze the respondents' perception on the above question, the mean and standard deviation were used and the result across the two groups – teachers and educational administrators and total is presented in the table below.

Table 1   Various Ways NUT Protect all Members of the Union

	Teachers		Educational Administrators		Total		Decision
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Educational management board in collaboration with NUT fight against crisis in the state	3.23	0.504	3.19	0.401	3.22	0.465	Agreed
The NUT helps in the protection of the rights of teachers in the educational system	3.46	0.762	3.00	0.793	3.28	0.803	Agreed
Nigerian Union of Teachers staff welfare services encouraged the government to provide official cars to the school principals and inspectors in Abia State	1.71	0.456	1.61	0.494	1.67	0.471	Disagreed
NUT helps the educational management board detect early warning of impending crisis in Abia State'	3.23	0.972	3.28	0.974	3.25	0.968	Agreed
NUT has been effective in the resolution of educational crisis in Abia State	3.48	0.603	3.78	0.422	3.60	0.556	Agreed
Pooled Mean						**3.004**	

Source: Field Survey 2019.

From table 1 above, the statements educational management board in collaboration with NUT fight against crisis in the state, The NUT helps in the protection of the rights of teachers in the educational system, NUT helps the educational management board detect early warning of impending crisis in Abia State and NUT has been effective in the resolution of educational crisis in Abia State recorded mean values of 3.22, 3.28, 3.25 and 3.60 respectively. These indicate that the respondents agreed to the statements that educational management board in collaboration with NUT fight against crisis in the state, The NUT helps in the protection of the rights of teachers in the educational system, NUT helps the educational management board detect early

warning of impending crisis in Abia State, and NUT has been effective in the resolution of educational crisis in Abia State since the mean values respectively are greater than the criterion mean value of 2.5. However, the respondents could not establish that Nigerian Union of Teachers staff welfare services encouraged the government to provide official cars to the school principals and inspectors in Abia State. This is because the mean value of these points is less than the criterion mean value of 2.5. The pooled mean of 3.004 indicates that the respondents agreed that the NUT legally protect all Members of the Union. This is owning to the fact that the pooled mean is greater than the criterion of 2.5.

Research Question 2: How does NUT enhance social and economic well-being conditions of its members in Abia?

The study used descriptive statistics for the analysis of the respondents' views regarding on the ways NUT enhance the social and economic well-being conditions of its members and educational issues in Abia State.

Table 2. How NUT Enhance Social and Economic Wellbeing of Teachers in Abia State

	Teachers		Educational Administrators		Total		Decision
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Through NUT financial support to retired teachers establish small and medium Scale business in Abia State	1.61	0.493	1.94	0.893	1.74	0.693	Disagreed
NUT monitors state pension commission to ensure justice on payment of teachers' retirement benefit in Abia State	1.88	0.334	1.83	0.378	1.86	0.350	Disagreed
NUT frequently organize seminar and workshop for teachers in Abia State	1.88	0.334	1.83	0.378	1.86	0.350	Disagreed
NUT staff development programs of publishing and distribution of education journals and newspapers improve teachers' competences in the state.	3.48	0.603	3.78	0.422	3.60	0.556	Agreed
Teachers enjoy free use of NUT staff welfare services in Abia State	2.09	0.288	2.00	0.000	2.05	0.228	Disagreed
Pooled Mean					**2.222**		

Source: Field Survey 2019.

The mean values of NUT staff development programmes of publishing and distribution of education journal and newspaper improve teachers' competences in the state of 3.6, indicates that the respondents agreed to the statement that the NUT staff development programmes of publishing and distribution of education journals and newspapers improve teachers' competences in the state. While the respondents could not agree to the statements that through NUT financial support retired teachers establish small and medium Scale business in Abia State, NUT monitors state pension commission to ensure justice on payment of teachers retirement benefit in Abia State, NUT frequently organizes seminar and workshop for teachers in Abia State and Teachers enjoy free use of NUT staff welfare services in Abia State.

The overall mean indicates that respondents do not agree on how NUT enhance Social and Economic Wellbeing of Teachers in Abia. This is because the pooled mean value which is 2.222 is less than the criterion mean value of 2.5. Hence, the respondents are of the view that the NUT do not enhance the social and economic wellbeing of teachers in Abia State.

Research Question 3: What are the methods through which NUT campaigns on working conditions of its members control educational crisis in Abia State?

Table 3. Methods through NUT Campaign on Working Conditions of its Members control Educational crisis in Abia State.

	Teachers		Educational Administrators		Total		Decision
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Nigerian Union of Teachers struggle for regular promotion of teachers in Abia State	1.88	0.334	1.83	0.378	1.86	0.350	Agree
Progressive activities of NUT necessitate payment of teachers' arrears whenever they are promoted in the state	2.71	0.967	3.06	0.826	2.15	0.925	Disagree
The Nigerian Union of Teachers is able to eliminate forms of bias and injustice of payment of teachers' retirement benefits in Abia State	3.48	0.603	3.78	0.422	3.60	0.556	Disagree
NUT's staff promotion services encourage teachers' performance and hard work in Abia State	3.46	0.762	3.00	0.793	3.28	0.803	Agree
Apart from annual promotion system, NUT enhances staff promotion on qualification and teachers' performance in Abia State	3.55	0.502	3.47	0.506	3.52	0.502	Agree
Pooled Mean					**2.51**		

From table 3, from the mean values of Nigerian Union of Teachers struggle for regular promotion of teachers, NUT's staff promotion services encourage teachers performance and hard work in Abia State and apart from annual promotion system, NUT enhance staff promotion on qualification and teachers performance in Abia State is greater than the criterion mean value respectively (3.28 and 3.52). This implies that the respondents agreed to the statements that Nigerian Union of Teachers struggle for regular promotion of teachers, NUT's staff promotion services encourage teachers' performance and heard work in Abia State and apart from annual promotion system, NUT enhances staff promotion on qualification and teachers' performance in Abia State. Meaning that the respondents agreed that these are the methods through which NUT Campaign on Working Conditions of its Members control Educational issues in Abia State.

Nevertheless, the respondents disagreed that to the statements that the Nigerian Union of Teachers are able to eliminate forms of bias and injustice of payment of teachers' retirement benefits and that the progressive activities of NUT necessitate payment of teachers' arrears whenever they are promoted in the state. The pooled mean value of 2.51 indicates that the respondents agreed to the methods through which NUT Campaigns on Working Conditions of its Members control educational issues in Abia State

Table 4. Hypotheses testing

This part of the study presents and discuss the independent samples t-test results, which were used for hypothesis testing.

H₀1: There is no significant difference in the opinion of Educational Administrators and Teachers on how NUT legally protects all members of the union in Abia State.

Table 4   Independent Samples t-test Result for Hypothesis one

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	0.001	0.970	0.628	90	0.532	0.34325
Equal variances not assumed			0.619	71.093	0.538	0.34325

Source: SPSS 25 Independent t-test result

From table 4.6 above, the Levene's test for equality of variances suggest that equal variances should be assumed since the f-statistics probability (sig) is greater than 0.05. Thus, the assumption of equal variances and carry the t-test examination on the row of equal variance assumed. Considering the row "equal variances assumed", the t-test value is 0.628 with a sig. value of 0.532 and mean difference of 0.34325, indicating that there is no significant difference in the mean responses of Educational Administrators and Teachers on the ways through which Nigerian Union of Teachers protect all members of the union. This implies that the study accepts the null hypothesis that there is no significant difference in the opinion of Educational Administrators and Teachers on how NUT legally protects all members of the union in Abia State. Meaning that the Educational Administrators and Teachers had statistically insignificant

difference in their opinions regarding the ways through which NUT protect all members of the union in Abia State.

H_02: There is no significant difference in the opinion of Educational Administrators and Teachers on how NUT enhances social and economic wellbeing of teachers in Abia State.

Table 5. Independent Samples t-test Result for Hypothesis Two

	Levine's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	0.060	0.806	-1.305	90	0.195	-0.37103
Equal variances not assumed			-1.423	89.922	0.158	-0.37103

Source: SPSS 25 Independent t-test result

From table 5 above, the Levine's test for equality of variances suggest that equal variances should be assumed since the f-statistics probability (sig) is greater than 0.05. Thus, the assumption of equal variances and carry the t-test examination on the row of equal variance assumed. Considering the row "equal variances assumed", the t-test value is -1.305 with a sig. value of 0.195 and mean difference of -0.37103, indicating that there is no significant difference in the opinion of Educational Administrators and Teachers on how NUT enhances social and economic wellbeing of teachers in Abia State. This implies that the respondents are of the same view regarding the how NUT enhances social and economic wellbeing of teachers in Abia State. Thus, the study accepts the null hypothesis that there is no significant difference in the opinion of Educational Administrators and Teachers on how NUT enhances social and economic wellbeing of teachers in Abia State.

H_03: There is no significant difference in the opinion of Educational Administrators and Teacher son the methods through which NUT campaigns on working condition of its members and educational issues in Abia State.

Table 6. Independent Samples t-test Result for Hypothesis one

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	3.418	0.068	-0.139	90	0.890	-0.04960
Equal variances not assumed			-0.147	87.864	0.883	-0.04960

Source: SPSS 25 Independent t-test result

From table 6 above, the Levene's test for equality of variances suggest that equal variances should be assumed since the f-statistics probability (sig) is greater than 0.05. Thus, the assumption of equal variances and carry the t-test examination on the row of equal variance assumed. Considering the row "equal variances assumed", the t-test value is -0.139 with a sig. value of 0.89032 and mean difference of -0.04960, indicating that there is no significant difference in the opinion of Educational Administrators and Teachers on the methods through which NUT campaigns on working condition of its members and educational issues in Abia State. This implies that the study accepts the null hypothesis that there is no significant difference in the opinion of Educational Administrators and Teachers on the methods through which NUT campaigns on working condition of its members and educational issues in Abia State. Meaning that the Educational Administrators and Teachers had no statistically significant difference in their opinions regarding the methods through which NUT campaigns on working condition of its members and educational issues in Abia State.

DISCUSSION OF FINDINGS
Generally, the role of trade unions in organizations is a highly debated issue and has been for over a century. Researchers over the years have tried to examine the role of trade union on members' welfare, productivity, workplace environment and others. Considering the state of affairs in the country, especially Abia state where teachers and government have not really had smooth working relationship, it is necessary to investigate the perceived influence of Nigerian Union of Teachers on the management of educational crisis in secondary schools. With our current educational system being compared to countries around the world, there has been a push to raise the standards in our schools so that we can compete in the global marketplace and the foundation starts with teachers and educational administrators.

From the first research question, the respondents agreed on the ways through which Nigeria Union of Teachers protect all members of the union. This is because the pooled mean value of the research questions regarding the ways through which the NUT legally protects all members of the union based on the educational administrators and teachers' perception is 3.004, which is above the criterion mean value of 2.5. Hence, it was agreed that educational management board in collaboration with NUT fight against crisis in the state, The NUT helps in the protection of the rights of teachers in the educational system, NUT helps the educational management board detect early warning of impending crisis in Abia State, and NUT has been effective in the resolution of educational crisis in Abia State.

On how the Nigerian Union of Teachers enhances the social and economic wellbeing of teachers in Abia State, the respondents disagreed that the Nigerian Union of Teachers has not enhanced the social and economic wellbeing of teachers in Abia State. This is based on the fact that the pooled mean value of research question two is 2.22 which is less than the criterion mean value of 2.5. However, the respondents agreed that NUT staff development programs of publishing and distribution of education journals and newspapers improve teachers' competences in the state and Teachers enjoy free use of NUT staff welfare services. On the methods through which NUT campaigns on working condition of its members control educational crisis, the respondents agreed that Nigerian Union of Teachers struggle for regular promotion of teachers in Abia State and NUT's staff promotion services encourage teachers performance and hard work in Abia State

CONCLUSION
The study examined the perceived influence of Nigerian Union of Teachers on the management of educational crisis in secondary schools in Abia State. The study adopted a descriptive survey design. A well-structured questionnaire was used to collect primary data from sixty-six (66) respondents comprising of twelve (12) educational administrators and fifty-four (54) teachers drawn from the three educational Zones of Abia State. The data collected was analyzed using frequency distribution, descriptive statistics, and t-test statistics. While the descriptive statistics was used to analyze the opinion of respondents on the research questions, the t-test statistics was used to test the hypotheses. The analyses were done using Statistical Package for Social Sciences (SPSS) version 25.The study concluded that Nigerian Union of Teachers has no significant influence on the management of educational crisis in secondary schools in Abia State.

RECOMMENDATIONS
Based on the findings of this study, the following recommendations were made;
1. In other to enhance the social and economic wellbeing of teachers, the NUT needs to fight for the payment of teachers' salary as at when due. This will solve most of the work challenges faced by teachers in Abia State.
2. The NUT should restructure their welfare package to effective and efficiently assist her members even after active service. This will reduce the effect of non-payment of pension on the life of retired members.
3. This study recommends that the NUT should give organize workshops and training that open other streams of income for her members. This will improve the social and economic wellbeing of her members.

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Attitude and Achievement: A Critical Analysis

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Abstract: *Attitude is a psychological construct that refers to an expression of favour or disfavour toward a person, place, thing or event (the attitude object). The role of attitude as an important aspect of the affective domain (feeling) in learning has attracted attention of educators and researchers over the years. The extent to which attitude influence students' achievement however has remained a subject of controversy. This paper explored the theoretical and empirical perspectives on influence of attitude on students' achievement. It critically examined the role of the teacher in building students' attitude; and concluded that attitude can be changed to improve students' learning and achievement.*

Keywords: *Attitude, Achievement l*

INTRODUCTION

Since the Bloom's Taxonomy there has been increased awareness among educators that none of the domains of learning objectives (cognitive, affective and psychomotor) should be relegated. Cognitive, affective and psychomotor address the objectives of thinking, feeling and doing respectively. The three represents balanced learning objectives. Although, cognitive and psychomotor domains seem to occupy much attention and space in contemporary classroom learning, the affective will continue to be an important determinant of the success in the other two domains. Feeling plays decisive role in peoples' thoughts and actions.

Attitude is a psychological construct that refers to an expression of favour or disfavour toward a person, place, thing or event (the attitude object). It is an evaluation of an attitude object, ranging from extremely negative to extremely positive (Brandt & Wetherell, 2012). The role of attitude as an important aspect of the affective domain (feeling) in learning has attracted attention of educators and researchers over the years. It is believed that when a person evaluates an attitude object favourably or positively, action is initiated. So, it is suggestive that attitude can influence learning achievement. Omeh (2010) described achievement as something which has been accomplished successfully, especially by means of exertion, skill practice or perseverance. In education, achievement is viewed as a systematic and purposeful quantification of learning outcomes. Achievement involves the determination of the degree of attainment of individuals in tasks, courses or programmes of which the individuals have been sufficiently exposed. In the context of this paper, academic achievement refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school. Positive attitude to learning is considered a strong driver of academic achievement.

Attitude is not static; it can change. Because of this, teachers and significant others have roles to play in bringing about positive attitude among students through some deliberate actions. This paper therefore explores theoretical and empirical perspectives on attitude as it relates to

academic achievement; critically examines the role of attitude in achievement; and finally determines the role of the teacher in attitude formation based on extant literature.

THEORETICAL PERSPECTIVE ON ATTITUDE

The influence of attitude on academic achievement has been a subject with much attraction. Fishbein constructed the value-expectancy model that argues that a person's attitude determines his/her intended behaviour, which could ultimately affect the outcome. Based on the model, a person will hold certain attitudes towards an object by evaluating it. After going through this process, the person then decides whether to hold a favourable or unfavourable view towards it. Such a positive or negative attitude therefore could further influence the person's intentions to engage in various behaviours with regard to that particular object (Fishbein & Ajzen, 1975). Based on the person's intended behaviour, this could be regarded as a significant predictor of the final outcome (Li, 2012). The argument therefore is once a favourable attitude is formed towards academic work, a student is likely to strive to put in extra effort to succeed.

Attitudes have different functions. Nordlund (2009) observed that at least four different functions have been identified in literature. Attitudes have a knowledge function as required to make sense out of experiences. Attitudes further enable a person to maximize rewards and to minimize punishments, which is inherent in an adjustment or utilitarian function. Attitudes also have an ego-defensive function, in that people are able to protect themselves from unpleasant realities. Attitudes finally enable people to express their personal values and self-concept, i.e. attitudes have a value-expressive function.

In Technology Acceptance Model developed by Davies (1989), attitude is presented as an important element in technology adoption. According to Chen, Li and Li (2011), attitude influences behavioural intention to use a system which in turn influences the actual use of a system. Both perceived ease of use and perceived usefulness (two determining factors in the model), have attitude as an underlying propeller. In other words, people do not just adopt a system; they first form a positive attitude in their belief that a system will be easy to use as well as useful to them before adoption takes place.

Moreover, attitude also has been recognized as a major player in engagement theory. Akey (2006) stated that the level of engagement of individuals is a predictor of achievement. Student engagement can be defined as the level of participation and intrinsic interest that a student shows in school. According to Akey, engagement in schoolwork involves both behaviours (such as persistence, effort, attention) and attitudes (such as motivation, positive learning values, enthusiasm, interest, pride in success). Thus, engaged students seek out activities, inside and outside the classroom, that lead to success or learning. They also display curiosity, a desire to know more and positive emotional responses to learning and school. These are behaviours that bother on positive attitude.

EMPIRICAL STUDIES ON ATTITUDE AND ACHIEVEMENT

Many studies support attitude's influence on achievement. Michelli (2013) found that there is a significant relationship between attitudes toward and achievement in math, and concluded that educators should be aware of students' attitudes and seek to improve them in order to positively influence students' academic achievement. Moreover, Hemmings and Kay (2010) explored the relationship between students' attitude towards mathematics and the amount of effort they would put into studying the subject, and the results indicated that their mathematics attitude was significantly associated with the amount of effort they would expend in the subject. Thus,

achievement is attained. This conclusion agreed with the position of Okafor (2007) that teacher characteristics influence students' mathematics achievement. Teachers have enormous role to play in improving students' attitude to those subjects to which they show aversion. Adodo and Gbore (2012) studied the effect of attitude and interest of students on academic performance in science. It also investigated which of the variables, as essential attribute to study integrated science, would predict students' performance. The outcome showed that science interest which is an attribute of positive attitude possessed the strongest strength for predicting performance among students in their different ability level group.

In another study, Li (2012) studied the relationship between social science students' attitude towards research methods and statistics, self-efficacy, effort and academic achievement. The study found that there was a positive correlation between attitude towards research methods and statistics, self-efficacy, effort and academic achievement. Also, a multiple regression analysis was conducted to estimate the prediction power of attitude and self-efficacy on effort. The result showed that both attitude and self-efficacy could significantly predict effort. Thus, attitude is not only important in achievement in mathematics and sciences, it is equally important in social sciences. Al-Qahtani (2012) concluded that there were significant positive associations between academic achievement and both the environmental and attitudinal factors.

A CRITICAL EXAMINATION OF ATTITUDE AND ACHIEVEMENT

It may be deduced from the foregoing that theoretical and empirical perspectives favour the influence of attitude on achievement. Attitude therefore is a psychological construct that though, has been found difficult to measure, is worth given serious consideration by educators. Though there are various models of attitude available, multi-component model of attitude is the most influential. In this model, attitude is an evaluation of an object and has cognitive, affective, and behavioral components (Brandt & Wetherell, 2012). These components also are known as taxi CAB (where the initials represent cognition, affective and behavioural respectively). Cognitive component of attitude refers to the beliefs, thoughts, and attributes that an object is associated with. Many times a person's attitude might be based on the negative and positive attributes they associate with an object. The affective component of attitude refers to the feelings or emotions linked to an attitude object. Affective responses influence attitudes in a number of ways. For example, many people are afraid/scared of snakes. So this negative affective response is likely to cause one to have a negative attitude towards snakes. The behavioural component of attitude refers to past behaviours or experiences regarding an attitude object. Hence, people might infer their attitudes from their previous actions and experiences.

In addressing the students' attitude that may influence their achievement, the teacher has enormous role to play. It is believed that some behaviours external and internal to the teacher have very significant influences on students' attitude to learn. According to Okafor (2007) the most important resource in the classroom is the teacher. A highly motivated and well trained teacher can rise above the constraining circumstances of poor material resources in school to motive students to develop liking for a subject. In other words, students' apathy to learning can be influenced by the teacher. The internal influence could be the way the teacher teaches the subject, his knowledge of content, his friendliness with the students and so on.

It is rightly stated that no education system can rise above the quality of its teachers (FRN, 2013). It is in that vein that a teacher does not give out what he or she does not have. To be capable of attitudinal change, the teacher should have positive attitude to students' learning. One's attitude towards any subject, job or situation determines the one's performance in that

field. If a teacher develops a positive attitude towards his/her job, it would make the teacher to work harder towards the success of his/her students. When the students noticed that their teachers are hard-working and have concern for them, it motivates them and this will result to good performance. In a study, Yara (2019) observed that teachers attitude towards mathematics is a predictor of students achievement in mathematics. Yara concluded that students' positive attitude towards science could be enhance by the teacher related factors such as teachers enthusiasm resourcefulness and helpful behaviour.

The role of teacher in the success of any educational system cannot be overemphasized and that is why the National policy on education (FRN, 2013) provides that no educational system can rise above the quality of its teacher, this shows the importance of teacher in the school. The success of any academic programme depends greatly on the teacher since he is the prime mover that will put all that is contained in the curriculum into action. The teacher's attitude in the classroom is very important in learning of the subject matter. Ololube (2009) stated that teaching is a diverse and complex activity because the goal of any teaching task is achievement. He said that all the interrelated actions of the teacher in any given moment in the classroom must lead to students' academic achievement. Domino (2009) observed that teachers exert both negative and positive influence on students' attitude to learning. According to the researcher, teachers influenced students' understanding and attitudes toward the subject through the way they teach, by making certain that their students understand, and through their personalities. Students have claimed that they understood and liked mathematics when their teachers had fun and interesting lessons, had the students actively engaged in the classroom, showed the students how the mathematics that they were learning was related to their lives, taught at a relatively slow pace, helped students outside of the classroom, cared about their students, and were enthusiastic about mathematics and teaching mathematics (Domino, 2009). All these are indicators of positive attitude on the side of the teacher.

Apart from teacher involvement in attitudinal change among students, peers also have roles to play in influencing attitudinal change among students. As children shift from initial attachment with parents, they found new fellowship and engagement with peers. During school, pupils interact and work alongside peers. These social perceptions and relationships are related to and predictive of school-related outcomes (Patrick, Knee, Canevello & Lonsbary, 2007). It has been shown that one internalizes higher cognitive ability through social interaction. Individuals master their surroundings when immersed in dialogue and engaged in the social construction of meaning. Similarly, Patrick *et al.* (2007) found students perceptions of dimensions of their classroom social environment, including affiliation, cohesion, fairness, mutual respect, and support from teachers and students are associated consistently with adaptive motivational beliefs and achievement behaviours (Allport, 2014). This engagement can also be enhanced by providing students with opportunities to interact with their peers.

CONCLUSION

Attitude is a psychological construct that allows individual to evaluate an attitude object either favourably or unfavourably. When an attitude object is evaluated favourably, individuals have the tendency to engage in behaviours that are likely to improve their achievement. Theoretically and empirically, attitude has been found as a motivating force in achievement. It is therefore important that students are made to improve on their attitude towards learning in other to attain desirable achievement in their academic endeavour. The teacher has onerous role to play in instilling positive attitude on their students through some positive teacher behaviours.

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Perceived Influence of Broken Home on the Academic Performance of Secondary School Students in Aba North Local Government Area, Abia State

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Abstract: *The study aimed at investigating the perceived influence of broken home on the academic performance of students' in secondary schools in Aba North L.G.A. To achieve this, the study was guided by two objectives, research questions and mill hypotheses formulated to find out the influence of broken home on the academic performance of secondary school students' in Aba North L.G.A. The theoretical frame work was based on Bandura (1963) and persons (1951) theories. A total of 200 secondary school students were randomly selected out of 2,223 secondary school students from 8 public schools in Aba North L.GA. A structured four-point questionnaire titled "perceived influence of broken home on the academic performance of secondary school students (PIBHAPSSS)," was constructed by the researcher and used to collect data for the study. The data collected were analyzed using descriptive statistics, while the null hypotheses were tested using one-way analysis of variance (ANOVA) at 0.05 alpha levels. The study reviewed that apart from family structure which has significant influence on the academic performance of secondary school students, other variables including home environments, parental involvement in the school based activities and parental attitudes. The researcher recommended that all the school stake holders especially teachers, guidance counsellors and the school administrators be encouragedto give more attention and guidance programmes that would supplement what is lacking at the broken home.*

Keywords: *Home, broken home, structural functionalism, social learning, academic performance.*

Introduction

The training and development of a child is naturally placed on the hands of the parents. The family is the child's first place of contact with the world. The child as a result achieves initial education and socialization from parents and other persons in the family. The family according to Agulana (2004), lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family or broken home is either broken or intact.

Broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of the parents and illegitimacy. Psychological home condition according to Frazer (2004) arises mainly from illegitimacy of children, the label of adopted child, broken home, divorce and parental depravation. Such abnormal conditions of the home are likely to have a detrimental effect on school performance of the child. This is congruent with the common assertion of sociologists that education can be an instrument of cultural change whose foundation begins from the home.

Children of unmarried parents or family or separated families according to Thomas, Konstantina,Vassillis and Panagistis (2018) often perform poorly at school and are also at risk emotionally. However, the environment a child finds himself goes a long way in determining his ability and ultimately his performance in school. Students' academic performance has received considerable attention in previous researches. Secondary school students' according to Falipe (2000) takes into cognizance both quality and quantity of the internal and external performance results achieved. According to Gayson (2001) academic performance is what one gets out of an activity for what he/she puts in.

It implied that it is not just the number of graduate of the system that matters but how relevant and competent the graduates are in meeting the societal needs and aspirations. It is on the basis of the above that the researcher is worried and decided to carry out the study on the perceived influence of broken home on the academic performance of secondary school students in Aba North L.G.A.

Statement of the Problem

This study investigates perceived influence of broken home on academic performance of secondary school students' in Aba North L.G.A. The problems faced by children from broken home are many and stems from stress to the child and the parent, inadequate financial resources, unstable home, retardation of the educational progress of the affected child and emotional problems. They experience guider leaderships that translate into adjustment problems. These children also suffer from aggression, irritation, fear, sleep disturbance and are withdrawn in the class. These problems from broken home resultedto psychological maladjustments, social imbalance and therefore poor academic performance among secondary school students in Aba North L.G.A.

Purpose of the Study

The general purpose of this study is to find out the perceived influence of broken home on the academic performance of secondary school students in Aba North L.G.A. Specially the study sought to:

1). find out influence of family environments on the academic performance of secondary school students in Aba North L.G.A.
2). examine the influence of parental involvements in their children's school based activities.

Research Questions

The following research questions guided this study:

1). to what extent does broken home environment influence academic performance of secondary school students in Aba North L.G.A.

2). to what extent does parents involvements in their children's school based activities influence the academic performance of secondary school students in Aba North L.G.A.

Hypotheses

The following null hypotheses formulated were tested at 0.05 levels of significance.

1. There is no significance difference between the mean response scores of students' on the influence of broken home on the academic performance of secondary school students in Aba North L.G.A.

2. There is no significance difference between the mean response scores of students in the academic performance of secondary school students in terms of parent's involvements on their school based activities.

Significance of the Study

This study is significant because of its possible benefits to the students, teachers, guidance counselors, school heads and all the stake holders in the educational sector. It may be beneficial because the school is the child's second place of contact with the world.

Theoretical Framework

This study is anchored on the theory of social learning that is considered relevant to this research. To this effect, the social learning theory of Bandura (1963) and structural functionalism of Person (1951) were considered appropriate to this research. According to Bandura (1963) learning is a cognitive process that takes place in a social context and can also occur purely through observation on direct instructions, even in the absence of motor reproduction or direct reinforcement in addition to rewards and punishment-a process known as vicarious reinforcement. The theory expands on traditional behavioral theories, in which behaviour is governed boldly by reinforcement by placing emphasis on the important roles of various internal processes in the learning individual.

The proponents of structural functionalism argued that the family performs a number of functions within the society, but two are crucial. The first was the socialization of new members into the appropriate values, norms, and standards of the society. This means that the role of the family is to make sure that independence and motivation to achieve is installed in children's behaviours. The second function is to stabilize adult behaviour through marriage, which serves as the remedy to the emotional stress and tensions of everyday life. The theory recognizes the differentiation of gender roles within the family, with partners complementing each other's roles man were noted as performing instrumental role. Men where noted as performing instrumental role while women provided the complement with their more expressive value. In Parson's view, the expressive role is assigned to women because of the primary expressive attachment between mother and child.

The functionalist theory is compliable with the theory of human capital and maintained that education is a resource opened equally to everyone but family or parents influences it together with personal characteristics and level of education they attain. From this perspective individuals attain as much as they inherently are capable of attaining in an educational system. This theory however is helpful in this work.

Methodology

This study adopted the descriptive survey design. The population of the study consisted of 200 secondary school students randomly selected from the study area. This method was adopted since the target population is homogeneous and the selection of this sample served as a representative of the total population that is, 2,223 students from the study area. The main instrument adopted for the collection of data was a 21 item structured questionnaire captioned "perceived influence of broken home on the academic performance of secondary school students". The questionnaire was validated by experts in psychology and measurement and evaluation in the school of education, National institute for Nigerian languages, Aba. The questionnaire was trial tested using 20 secondary school students from Aba South L.G.A., and it yielded a reliability coefficient value of 0.85 using Cronbach Alpha statistics. The coefficient

signified a high material consistency and reliability which is good enough for the study. The data collected were analyzed using mean, and standard derivation to answer the research questions, while ANOVA was used to test the null hypotheses at 0.05 level of significance.

Discussion of Findings

Research question one: To what extent does broken home environment influence the academic performance of secondary school students' in Aba North L.G.A.?

Research question one examined the extent to which broken home environment influence academic performance of secondary school students', The home environments considered in this study are broken homes, intact homes, and single parent home (parent who never married at all). The mean performance scores at the different level of broken home was computed as presented in table 1 below:

Table 1: mean scores and standard derivation on the influence of broken home on the academic performance of students' in the secondary schools.

Broken home levels	N	x	SD
Intact home	11.8	55.39	17.43
Broken home	73	58.74	18.27
Single parent home	9	64.67	11.48

Table one revealed that the mean academic performance scores of students from single home (x=64.67, SD=11.48, those from broken home mean score (x=58.74, SD=18.27), while those from intact home (x=55.39, SD=17.43). Based on this result, the researcher concludes that there is significant difference between the levels of family home environment on the academic performance of secondary school students' in Aba North L.G.A.

Research question two: to what extent dose parents' involvement in their children's school based activities influence the academic performance of secondary school students in Aba North L.G.A.

Research question two assessed the influence of parental involvements in their children's school based activities in schools. Parental involvement was considered in three groups of personality attributes: authoritarian attitude, mild attitude, and non serious attitude.

Table two: mean scores and standard derivation of parental involvement on their children's school based activities.

Personality attributes	n	X	SD
Authoritarian attitude	88	53.74	15.75
Mild attitude	100	64.49	18.31
Non serious attitude	12	52.67	15.59

A close look at table 2 revealed the mean scores of personality attributes of parents towards their children's school based activities. Students' whose parents show authoritative attitudes towards their school based activities mean score (x=53.74, SD=15.75), those children whose parents show mild attitudes towards their school based activities mean scores (x=64.49, SD=18.31), while those whose parents show non serious attitude obtained mean scores (x=52.67, SD=15.59). Based on this result, the researcher concludes that students whose parents show non serious

attitude towards their children school based activities were influenced more on their academic performance in Aba North L.G.A

Test of Hypotheses

Hypotheses one: Home environment have no significance influence on the academic performance of secondary school students.

Table 3:

Source of variation	Sum of square	DF	Mean square	F-value	Size.
Between groups	1055.697	2	527.849	1.715	.183
Within group	60640.123	197	307.818		
Total	61695.820	199			

The result presented in table 3 indicated that F (2,197) =1.715, p=.202. The p value (.202) is greater than the alpha level (.05), therefore the null hypotheses which postulated that broken home environments has no significance on the academic performance of students' in the secondary school in Aba North L.G.A. was retained. This means that the scores of students on the level of home environment dose not significantly influence the academic performance of secondary school student in Aba North L.G.A.

Hypotheses two: parental involvement in their children's school based activities dose not significantly influence their academic performance in school.

Table 4:

Sources of variation	Sum of Square	Mean	DF	F-value	Sig.
Between groups	5930.855	2	2965.427	10.170	.000
Within group	57442.645	197	291.587		
Total	63373.500	199			

Table four showed that F (2.197=10.170,) p- value (.000) is less than the alpha level (.05). Based on this, the hypotheses that parental involvement in school based activities has no significant influence on the secondary schools in Aba North L.G.A. is rejected. Therefore, the t-test of significance of variance in the influence of parental involvement in the school based activities and their academic performance was significant.

Discussion of Findings

The first findings of the study revealed that their significance difference between the level of family home environment on the academic performance of their children in the secondary schools in Aba North L.G.A. The finding is in line with Thomas, Konstantina, Vassillis and Panagiotis (2018) and Bubelwa (2014) who noted that the family pattern influences the emotional development and school progress of children. The second findings of the study revealed that students whose parents show non serious attitude towards their children school based activities were influenced academically in their school performance. The results agreed with Bubelwa (2014), Fantazzo, and Tighes (2000) and Trusty (1999) who opened that parents who assist their children in their school work can help them to perform well in school.

Recommendation

Based on the findings of the study, the following recommendations were made:

4. Parents should ignore as minimal the influence of home environment or what it purist to have on their children's academic performance
5. Teachers, administrators, guidance and counselors, and all the school stakeholders should look into other fundamental issues that could inhibitor influence student's academic performance other than the broken home.
6. The three tier governments should ensure that education provided in the public school at list from primary to junior secondary levels is free and compulsory.
7. The teachers, school heads, guidance counsellors and the school stakeholders should help to supplement what is lacking at the home based.

Conclusion

The levels of broken home, family structures, parental attitudes, parental involvements, and home environments, all have serious influences on the students' academic performance. The study showed that children from broken home had more dispositions to achieve a lot progress, and experience unstable psychological balance at school and therefore perform poorly academically than the students from intact homes. The students whose parents showed serious involvements in their school based activities perform better in their academic performance than those whose parents are less concerned with their children's educational activities.

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The Need for Effective Educational Planning in Nigerian Education System

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Abstract: Over the years, Nigerian educational system has witnessed some criticisms by the various stakeholders. One of the criticism hinges on the ineffective planning system of our education by educational managers and planners. They argue that proper guidelines have not been followed in the planning stages of our educational systems. This has culminated in the purported or touted fall in the standard of our education. This has equally led to the production of half-baked graduates. This work examines the purpose of educational planning, the planning process or steps of planning in education, characteristics effective of education plan, the prospects and challenges of educational planning in a developing nation such as Nigeria. It further proffer solutions to some of these challenges. The writer proffers suggestions on how to improve our educational system through effective planning.

Keywords: Education, Effective education planning, Educational planning.

Introduction

According to Okunnamiri (2010) the modern educational planning has its origin from the educational plans of ancient times. In the ancient Greece, the Spartans around 2,500 years ago planned their education to achieve military, social and economic objectives. In Spartans, Plato in the "Republic" advocated on educational plan to train the right type of leadership for the best state (society), the "polis". In the time of the Han Dynastyes in China and the Incas dynasties in Peru, education was planned to suit the national goals or objectives of the two countries. Subsequent societies used educational planning to change their societies for the better. For examples John Knox Cira 1,500 AD planned a national system of education carried at giving the Scots spiritual salvation and material well-being.

Between the late 18th century, and the early 19th century, a lot of plans were put in place to liberalize education. This brought about a number of reforms, for example, the soviet union (Russia) in the time of Lenin in 1923 in its first five year plan used educational planning to change or transform Russia from a backward and savage country of about 2/3 illiterates into a new society and one of the worlds' most educationally developed countries. Also Japan in the time of Emperor Hirohitto in early forties was revolutionized from its backward and half-wild form into one of the most technologically advanced countries of the world today, with the aid of education.

Educational plans in these countries were able to project the following: students' enrolments, number of classrooms, teachers, desks and forms, the money needed, sources of funds and how the resources would be distributed. Such projections culminated in proposed budgets for the immediate future school years, and these guided decision making and plan

implementations. In brief, the educational planning before the second world war of 1939-1945 was characterized by the following features:

a.   Short-Range Planning: Educational planning was short range extending only to the next budget year

b.   Fragmentary in nature: Here educational planning was planned in fragments and the sub-systems were planned in isolation of others.

c.   Non-Integrated: Here educational systems were planned in isolation, without explicit links to the evolving needs and trends of the society and economy

d.   Non-dynamic: Educational planning was not dynamic because it retained the features of past years (Coombs, 1980).

However, from the end of the Second World War (1945 to 1970), there came a new era characterized by scientific, technical, economic, political and cultural changes in the life of men on earth, sequel to the American Spotnick of 1942. For examples the Education Act of 1944 of the United Kingdom and the French 1946 and 1951 educational plans brought about a lot of changes in these countries. These changes also influenced educational plans in British colonies such as Nigeria and Ghana

Meaning of Education Planning
Before defining educational planning, it is worthwhile we define the term, planning. Watson (1965) described planning as organized, conscious and a continual attempt to select the best available alternatives with a view to attaining specific goals. Dror (1963) defined planning as the process of preparing a set of decision for future action directed at achieving goals by optimal means. Dror (1963) sees educational planning as the process of preparing a set of decisions for future action pertaining to education.

Coombs (1970) defined Educational Planning as the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and society.

The implementation committee on the National policy on Education observed that:

8.   "Educational planning is a continuous process of obtaining and analyzing facts and from empirical base of providing information to decision makers on how well the education system is accomplishing its goals in particular; on how the cost effectiveness of educational programmes and specific projects can be improved (Federal Republic of Nigeria, 1979).

9.   Educational planning is not a goal or an end in its self rather it is an instrument to examine the problems involved in educational change, which compelled the educational planner to look for the social, socio-economic and political factors necessary for the successful actualization of the stated goals (Aghenta, 1993).

From the above definitions, educational planning can be seen as a process of collecting, tabulating and interpreting appropriate data to show how well the educational system has performed its current strengths and weaknesses. On the basis of this understanding educational planning prescribed solutions for its healthier growth.

Framework/Process for Educational Planning
For an effective and functional educational planning, the following guidelines must be observed.

1. Long-Range view: Educational planning should take a long-range view; it should also have a short-range period (1-2yrs), a middle range period (4-5yrs), and a long range period (10-15yrs). Considering the long "lead time" required to increase educational capacity and to alter educational output to enlarge, example, the production of medical doctors or engineers. It is necessary to plan ahead.
2. Comprehensive: Educational planning should embrace the whole educational system in a single vision to ensure harmonious evolution of its various parts.
3. Integrated: Educational Planning should be integrated with the plans of broader economic and social development. If education is to contribute most effectively to individual and national development, it cannot go its own way ignoring the realities of the world around it.
4. Integral part of Educational Management: Educational Planning should be an integral part of educational management. To be effective, planning process must be closely tied to the process of decision making and implementation. If isolated, it becomes an exercise which main effect is to frustrate those involved.
5. Qualitative: Educational Planning must be concerned with the qualitative expansion, bearing in mind that no educational system can rise above the quality of its instructors. Thus it makes education more relevant, efficient and effective (Okunammiri, 2010).

What are the Purposes of Educational Planning?
Educational Planning serves the following purposes.
1. To provide adequate facilities for students at all levels of educational system: It is the responsibility of educational planning to make projection for the facilities in our schools, such facilities as the number of classrooms, desks, instructional materials: electronic devices like projectors and computers and medical equipments such as drugs, beds and medical personnel. Facilities such as sporting facilities such as play grounds, sporting equipment like football, tennis ball and other indoor games. The educational planners get statistics of the number of these facilities to boost learning.
2. Educational planning provides quality and relevant education: Educational Planning is the hue and pivot of education. It points to the direction all educational system should go. Educational planning projects for the number of teachers that are needed say in the next ten years, the number of medical doctors, engineers and other relevant professionals. It points out what the society needs essentially that would address the total needs of the society.
3. Educational Planning prepares students for the world of work in a technologically growing world without abandoning basic and general education in the liberal arts. It plans for technical education, science education and the liberal arts depending on the emphasis the society places on certain needs.
4. Educational Planning provides in-service training opportunities: Educational planning plans for the training and retaining of the work force of the society. Through this, it helps to increase the productivity of the society and ensure that the entire economic and social systems are relevantly planned.
5. Educational planning provides adequate facilities for non-formal education so as to make the entire society learning and knowledgeable one. Educational planning does not only plan for formal education; it also plans for the non-formal subsector.

6.   Educational planning help to widen the scope of education to include all relevant disciplines: emphasis on research in education, economics, technology, sociology, statistics and population as they have a bearing on the success of educational planning.

Educational Planning Process
Ogunnu (2001) classified the process of educational planning into six stages as:
3.   Pre-planning,
4.   Planning ,
5.   Plan formulation,
6.   Plant elaboration,
7.   Plan implementation, and
8.   Evaluation.

Pre-planning Stage
Is the preparation for planning? It begins with the creation of suitable planning organization, the establishment of planning procedures including the setting up of the procedure for the collection, and analysis of data required for the planning.

Planning Stage
This comprises of diagnosis step whereby the educational planner ascertains whether the current educational efforts of the country is relevant and conducive to their achievement. The educational planner would also look at the defects and deficiencies in the educational system and correct them. It also involves costing of the future needs, the establishment of priorities and target testing and finally feasibility testing.

Plan Formulation Stage
Educational planning looks at a set of decisions to be presented to the appropriate authorities for approval and to provide a line-point for action by the various agencies responsible for the implementation of the decision. The authorities and agencies should be informed of what is being proposed in education and how the proposal should be. The expression should be brief, concise and in few words.

Plan Elaboration Stage
The effective educational planner elaborates the plan so that individual action unit becomes more identified. This stage comprises the programming and project formulation. In the programming level, the plan is divided into areas to enable them accomplish their objectives. For instance, what will the primary level of education achieve as specific objective, as well as secondary and tertiary levels respectively. At the project levels, each educational system consists of activities or units. Project level consists of the relevant agencies, costs, time, and schedule for the project.

Plan Implementation Stage
At this stage, resources such as men, money, time and materials, needed for each project are allocated. Such operational details as delegation of responsibilities, line of communication and consultation, assignment of responsibilities, feedback and control mechanism are all developed.

Evaluating Stage

As the education plan is being implemented, the machinery to evaluate the stage of progress and detect deviations is set in motion. While evaluation is a continuous process, the preparation of results may be fixed annually, mid-term or end of the year. Evaluation highlights weakness, inadequate funding, improper phasing etc. It also provides room for re-planning.

Characteristics of effective Education Planning

For Nigerian education system to be effective, whether at the institutional, state or national level, it should have the following characteristics:

1. The plan is based on clearly defined objectives over the years; Nigerian educational system has been characterized by improper definition of objective (Aghanta, 1993). Because objectives are not clearly spelt out, this has led to misapplication of priorities which has negatively affected the educational system

2. The problem selected for planning must have social, political, economic or physical significance to the community. The determination must be based on study. Educational planning should be able to address certain challenges confronting education in particular and the society in general.

3. **Relevance:** Relevance has to be considered first and foremost on the solution of the problem at hand and then the use of appropriate technology and techniques particularly in the consideration of implementation. Nigerian educational system should be relevant to the problem of education

4. **Definiteness:** There is need to identify the maximum number of contingencies to be given prior consideration. Simulation helps to anticipate many contingencies as possible concept of definiteness that helps to minimize the occurrence of unexpected events. This means that before any plan could take off, it has to be tested and experimented.

5. **Adaptability:** Educational plans and indeed any other plan should be dynamic and flexible; undergoing changes as information is fed educational plan but the changes can be narrowed down towards the completion of the plan so as to attain the original objective of the plan

6. **Time:** Time is important in planning factors associated with natural cycles of the subject matter under planning and the immediate need to change undesirable situation. There is limitation of time to predict future.

7. **Monitoring:** This involves the establishment of criteria to ensure that the various components are working effectively. Evaluation is carried out periodically throughout the duration of the plan so that the tolerance limits associated with variance in the plan are given due consideration

Importance of planning

Banghart (1973) highlighted the importance of educational planning as follows:

1. The increase of affluence in the society: The society needs to be re-organized. It is the duty of the educational planner to plan effectively so as to reduce the increase of wealth and the gap between the rich and the poor

2. The rise in social expectations: the society expects certain needs and facilities from the education through proper planning. For instance, the society expects a graduate from the university to give back what he has learnt to the society.

3.   Economic problems: Educational planning is a way to address the economic challenges of the society. Educational planning helps to revive poor economies when properly implemented

4.   Ecological problems: Educational Planning could be used to solve Nigerian ecological problems by putting appropriate educational mechanism into place.

5.   Industrial progress: The needs of industries and business organizations are taken care of through effective educational planning. Such needs as personnel and infrastructure could be produced by education

6.   Rural-urban migration: Educational planning could be used to solve the problem of rural-urban migration if the educational system is effectively planned, it could stop the drift to cities by locating industries in rural areas and developing them.

7.   Changing attitude to work and leisure: Educational planning is also important because it discourages poor attitude to work. This could be done by planning for an education system that could make graduates develop right attitude to work.

Educational Planning and Challenges
In Nigeria, the following are the challenges of educational planning:

1.   Political Instability: In Nigeria, educational planning has never seen the light of the day because of frequent interruptions of the political terrain especially by the military juntas. Our governments have not consistently followed plans in education for the time stipulated for it. Uwazuruike (1991) opined that political stability is a prerequisite for any meaningful investment and development of any country.

2.   **Inadequate Information:** There is paucity of valid data on which useful educational plans can be based. First, our census figures are not accurate. Secondly, agencies and institutions, hoard vital information for planning purposes

3.   **Inadequate Planning Facilities**: This is a serious constraint to educational planning. These facilities include qualified personnel, essential planning equipments such as computer, office spaces, tools etc.

4.   **Financial Constraints**: Educational planning no matter how good cannot yield any positive result without proper financing. Finance is a major ingredient for any meaningful project to be executed. It is one thing to plan and another for the government of the day to finance it.

5.   **Population Explosion:** There are high birth rates and decreases in infant death rate: This is as a result of improved medication by parents. This has given rise to demand in education industry in excess of the capacity planned for the sector.

6.   **Wasteful Inbalances in Education:** In Nigeria, there is no co-ordination between primary, secondary and tertiary levels of education. This has made it difficult to get the flow of teachers movement, building, equipment, spaces, textbooks etc.

Solutions/Suggestions to Nigerian Educational System
According to Aghenta(1993) for a successful educational plan to emerge, there should be effective planning and implementation. The following positive factors must be at work to a reasonable degree.

1.   Government educational policy with respect to the educational plan, must be clear and consistent and stable throughout the plan period. The plan shall not be used and dumped within a very short period

2. The educational goals to be attained by the plan must be clear and precise. It will not be stated in an ambiguous language

3. The plan must be technically and professionally sound in its contents and from that, experts have to draw up the plan to whom adequate and reliable educational demographic, economic, and other relevant data are to be made available.

4. Adequate resources must be made readily available for implementation. It is one thing to plan and another to finance the plan

5. The implementers must understand the language of the plan and one sure way of doing this is to have some of the planners seconded to the implementation group or committee.

6. A concurrent evaluation of the implementation of the plan as a monitoring device must be undertaken so that if the implementation is going off the track, it can be detected and brought back to track. If these steps are taken, the plan will be successful.

Conclusion

Effective educational planning looks at the entire educational system vertically from preprimary to the university level. It emphasis the structural relationship between the levels and horizontally with emphasis on the functional relations between the parts from such crucial issues as students flow, drop outs, educational expenditures, success rate etc on educational matters such as curriculum and instruction, student learning, teacher recruitment, training and deployment, job performance, quality control, school management etc. All these attract the attention of the educational planner. The education planner must possess a thorough understanding of the concept of planning with a good dose of planning statistics, skills in research and an unfailing imagination as he possess knowledge of the past to be able to determine the position of the present which will enable him to forecast for the future.

There should be established the institute of educational planning to be sited by the Federal Government. Such as institute should have a broad programme which could accommodate candidates for certificates and diploma programmes to enable those in Ministries of Education and Boards to undergo short and long term training. The Federal Government through this will demonstrate seriousness in moving education forward.

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Influence of Guidance and Counselling Services on Students Discipline in Public Secondary Schools in Rivers State

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Abstract: *The paper examined the influence of guidance and counseling services on students discipline in public senior secondary schools in Rivers State. Four research questions guided the study and four hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design; with a population of 1779, out of which a sample of 317, that is 18% of the target population, 184 are male and 133 are female teachers. Meanwhile, the simple random sampling technique was employed in selecting the respondents. A self-developed questionnaire titled "influence of guidance and counseling services on students discipline in public senior secondary schools" was drafted and coded using a four-point scale of Very High Extent (VHE), High Extent (HE), Low extent (LE) and very Low Extent (VHE). The twenty items questionnaire was dully validated by experts. Test-re-test method was used for the reliability and it yielded reliability co-efficient of 0.73. Out of the 317 copies of questionnaires distributed, only 300 copies were properly filled and returned, 17 copies were either turn or damaged. Mean and standard deviation was used to answer the questions. The hypotheses were tested using z-test statistics at 0.05 level of significance. The findings revealed that guidance and counseling services when properly streamlined would help curb some of the problems students face in schools.*

Keywords: *Guidance and Counseling, Discipline, Placement Service, Information Service, Follow-up Service, Referral Service*

INTRODUCTION

Education is aimed at inducing a change in individuals in some desirable way and add to the knowledge they already possess (Onwuka, 2008). Education is a continuous process that encompasses teaching and learning which commences from birth till death. These processes is what Fafunwa (1987) described as the aggregate by which a child or adult develops the abilities, attitudes and other forms of behaviours which are of positive value to the society in which he lives.

The terms "guidance and counseling" have been conceived internationally in different ways. Jack and Enose (2010), quoting Makinde (2007), defined them as an interaction process co-joining the counselee, who is vulnerable and who needs assistance from the counselor who is trained and educated to give this assistance, the goal which is to help the counselee learn how to deal more effectively with himself and the reality of his environment. According to Herman (2009), guidance and counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions;

clarify their ideas, perceptions, attitudes and goals. Therefore, any problem that is an obstacle to a student is an important one and where possible should be dealt with through guidance and counseling. Students' unrests and other forms of indiscipline result from such obstacles when nobody attempts to address them.

Discipline in institutions of learning plays a very important role towards the academic achievement of the students. The style of discipline management strategy focuses not only on stopping an inward behaviour but also modifying it without using punishments by following roles or rewards of any sort. Skenner (2009) defined guidance and counselling as the art of helping boys and girls to plan their own actions wisely in full light of all the facts that can be mustered about themselves and the world in which they live and work. The aim is to help the individual learn to discover his unique personal resources, to develop them properly and use them wisely in pursuit of goals that are satisfying to them and are constructive to the society. One of the goals of education system is the promotion of social justice, morality, social obligation and responsibility (Kilonzo, 2009).

School guidance and counseling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Nziramasanga (2009) stated that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children, Counselling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Burks and Steffler (2009) saw counselling as a professional relationship between a trained counsellor and a client, Olayinka (2012) defined it to be a process whereby a person is helped in a face-to-face relationship, while Makinde (2013) explained counselling as an enlightened process whereby people help others by encouraging their growth. Counselling is a process designed to help clients understand and clarify personal views of their life, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It is believed that every human individual has the potential for self-growth, self-development and self-actualization.

Discipline is part of a very long tradition that may have been there from the beginning of human existence. It is through guidance and counselling that school administrators can manage discipline to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behaviour. In a school system all students must be aware of the rules before disciplinary action can be administered (Franken, 2008). The concept of matching discipline and guidance and counselling helps to determine the value of Guidance and Counselling to students in schools. Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioural codes for their lives, hence they ensure that good discipline is maintained among students. Great effort has been made by the Ministry of Education to offer guidance and counselling services to schools but still cases of indiscipline in public secondary schools are reported and Rivers State is not an exception. The researcher intended to explore the influence of guidance and counselling services on students' discipline in Public senior secondary schools in Rivers State. Therefore, it is vital report that principals should assign a member of staff to be responsible for guidance and counselling services, and that all teachers should be trained in guidance and counselling skills and be made to do it as one of their normal duties. This paper therefore investigated the Influence of Guidance and Counselling Services on Students Discipline in Public Secondary School in Rivers State.

Statement of the Problem

The school system in Nigeria has been faced with several issues that call for concern. Issues like drug abuse, addictions, irresponsible sexual behaviors and other forms of violence are on the increase. Indiscipline levels in schools have generally gone up. The teacher on his or her attempt to curb the situation seems to be infringing on human rights. Ministry of education has come up with a policy on guidance and counseling methods of containing pupils' behaviours in schools. The parents and public at large are crying for their languishing youth. The teacher/councilors seem to be the best person to rescue them. The government has banned the use of canes and other forms of corporal punishments in schools. Recently, Ministry of Education has put all disciplinary responsibilities on the shoulders of the teacher counselors.

Indiscipline cases in pubic secondary schools in Rivers State have become a matter of concern in recent years to all stakeholders. Sources from Education Office (2011) indicated that for the last three years over ten schools have had major indiscipline cases that have caused harm to the students, teachers, and resources of unknown value destroyed and academic performance had been adversely affected. Students Discipline Taskforce (2009) recognized the use of guidance and counselling services to manage indiscipline. The question that is left in search of an answer is whether guidance and counseling services will work it all alone and whether it is applicable in an environment where indiscipline cases are on the rise. It is against this background that the researcher examine Influence of guidance and counselling services on students' discipline in public senior secondary schools in Rivers State.

The study examined the influence of guidance and counseling services on students discipline in public senior secondary schools in Rivers State. Specifically, the study sought to determine.

1. The extent to which placement service influences students' discipline in public senior secondary schools in Rivers State.
2. The extent to which information services enhances students discipline in public senior secondary schools in Rivers State.
3. The extent to which follow-up services enhances students' discipline in public senior secondary schools in Rivers State.
4. The extent to which referral services influences students' discipline in public senior secondary schools in Rivers State.

The following research questions guided the study.

1. To what extent do placement services influences student discipline towards academic excellence in public senior secondary schools in Rivers State?
2. To what extent do information service enhance students discipline in public senior secondary schools in Rivers State?
3 To what extent do follow-up service influence students discipline in public senior secondary in Rivers State?
4 To what extent do referral service influence students' discipline in public senior secondary schools in Rivers State?

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

1. There is no significant difference between the mean scores of male and female teachers on the extent to which placement services influences students' discipline towards academic excellence in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean scores of male and female teachers on the extent to which information services enhances students discipline in public senior secondary schools in Rivers State.
3. There is no significant different between the mean scores of male and female teachers on the extent to which follow-up services influences students discipline in public senior secondary schools in Rivers State.
4. There is no significant difference between the mean scores of male and female teachers on the extent to which referral services influences students' discipline in public senior secondary schools in Rivers State.

Concept of Guidance
Guidance usually involves providing actionable solutions to more general, immediate issues. It is the help all students receive from teachers, parents, community members, and others to assist them in educational and career development (West Virginia Department of Education, 2011). Ezeji (2001) defined guidance as the help given by a person to another in making choices, adjustment and in solving problems. Denga (2001) saw guidance as a cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest of self-development and self-realization of their potential. In this study, guidance is the process of helping people make important choices that affect their lives, such as choosing a preferred lifestyle.

Concept of Counselling
Counselling focuses on in-depth discussion of problems and sharing information that aids understanding and future decision making. It refers to the help some individual students receive from credentialed professional to overcome personal and social barriers to learning. (West Virginia Department of Education, 2011). Ifelunni (2003) defined counselling as the assistance that an individual who is trained gives to another to enable such an individual to understand his potentials such as interest, his aptitude, strength and weaknesses. On the other hand, Okeke (2003) defined counselling as a helping relationship involving the counsellor and the client, in which the counsellor uses his professional knowledge and skills to assist the client attain proper development and maturity, improved functioning and ability to cope with life's problems. Counselling is also defined according to Eze (2012), as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counsellee) or individuals (counsellees) whereby the former utilises his professional skills to help the latter to be able to solve his educational, vocational and personal social problems.

Concept of Guidance and Counselling Services
Guidance is the help given by one person to another in making choices and adjustments and in solving problems. It is a face to face relationship between the counsellor and the counsellee for the purpose of enabling the counselee to resolve his conflicts or problems. Bark (2003) defined guidance and counselling as the assistance made available by qualified and trained persons to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burden.

Generally, students are faced with problems of inappropriate vocational choices, emotional inadequacy and social personal problems. Guidance and counselling therefore provide appropriate assistance to students for better understanding and acceptance of their personalities and endowment, proper knowledge of their strengths and weaknesses, attitudes and worth as unique individuals, Arowolo (2013). Guidance and counselling is also a process of helping people to discover their needs, interests and capabilities in order to formulate their own goals and make plans to realize them.

Several scholars such as Ormrod (2003), Reward, (2003), Wadsworth, Milson and Cocco (2004) opined that guidance counsellors are professionals trained in psychological perspective who typically render numerous tangible services to parents, students and teachers. Guidance and counselling can be seen as an assistance given to students by a specially trained guidance counsellor to resolve their educational, vocational and emotional problems. The counsellor has been trained academically to render these services in school and out of school settings, to help his beneficiaries achieve maximally in spite of all limitations. Modo and Inaja (2010) have defined the counsellor as one that is professionally trained in the field of counselling to help clients or students who may be in need of such help. Again Denga (2001) sees the counsellor as manager of a project called client. He says that the counsellor manages the client's educational, vocational and personal-social potentials in a way that the individual becomes useful to himself and the society at large.

Theoretical Framework
Social Learning Theory
Theory of Social Learning by Herbert Bandura (1995) operates on the premises that except for elementary reflexes; people are not born with repertoire of behaviour which they must learn (Bandura, 1995). He further underscored this by contending that new response patterns can either be acquired by direct experience or by observation. The environment is the major source of observable behaviour. The theory postulates that children learn new behaviours largely through modeling. Bandura (1995) argued that a full range of social behaviors from competitiveness to nurturance are learned by watching other people perform those actions. For example, a child who sees his parents arguing or fighting when they are angry is most likely to learn violent ways of solving problems. Based on this theory, there is a conviction that the influences of significant others like biological parents, teachers, and peers can easily be emulated by the youth. In this regard with reference to this study, if peers, teachers, parents and other adults in the school and society use alcohol that provide poor examples and guidance to the youth, then the young people will emulate their behaviour. This theory is relevant to this study because perception is a product of social choices and therefore students can learn different forms of socialization by interacting with their colleagues or mass media or the general public. In turn their perception of life experiences and problems are addressed informally, without utilizing the institutional counseling unit. While in the other hand, those students who has been extensively exposed to guidance and counseling services develop positive perception towards the counselors roles and functions, therefore, there behaviour may be consistent with their transition into universities and colleges.

Carl Rogers' client-centered theory (1951)
Client-centred theory in counseling was propounded by Carl Rogers in 1951. Originally described as non-directive, this theory moved away from the idea that the therapist was the expert, and towards a theory that trusted the innate tendency (known as the actualizing tendency)

of human beings to find fulfillment of their personal potentials. An important part of this theory is that in a particular psychological environment, the fulfillment of personal potential includes sociability, the need to be with other human beings and a desire to know and be known by other people. It also includes being open to experience, being trusting and trustworthy, being curious about the world, being creative and compassionate. The psychological environment described by Rogers was one where a person felt free from threat, both physically and psychologically. This environment could be achieved when being in a relationship with a person who was deeply understanding (emphatic), accepting (having unconditional positive regard) and genuine (congruent).

This theory is related to the present study in the sense that, it stresses the need for an empathic, accepting and genuine environment for a person to 'grow' and be self-actualized. These are supposed to be some of the qualities that the counsellor should possess. When the student is allowed to operate in an environment that is free from 'threat', he becomes more open and self- disclosure and hence a better egalitarian counselling relationship. This could in-turn lead to a change in a more positive behavior that may greatly influence the student's scholastic achievement, and transition to the next level of education, which in the focus of this work.

Impact of guidance and Counselling in School Discipline

Discipline is part of a very long tradition that may have been there from the beginning of human existence. It is through guidance and counselling that school administrators can manage discipline to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behaviour. In a school system all students must be aware of the rules before disciplinary action can be administered (Franken, 2009). The concept of matching discipline and guidance and counselling helps to determine the value of guidance and counseling to students in schools. Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioural codes for their lives, hence they ensure good discipline is maintained among students Guidance and Counselling creates a free conducive and relaxed atmosphere for interaction and decision making and, generally it has a great bearing to the learner's performance in the examinations. Properly discharged, counselling would minimize drop-outs especially of mature group learner.

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 (UNESCO module 2ODOa). Under these three major areas, there are several guidance arid counselling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up (Denga, 2001). Each of these major components of guidance and counselling alone with their services address students' needs challenges and problems. The goal of guidance and counselling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities.

Methodology

This chapter dealt with the method that was used in executing the research. It was divided into the following subheadings. Design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, administration of the instrument and method of data analysis.

Design of the Study
The Study adopted descriptive survey research design. According to Pay and Pay (2000) descriptive survey design is that which aims at portraying the status quo of an existing situation and give an understanding of the existing phenomenon under study.

Area of the Study
The study was carried out in Rivers State. Rivers State is one of the 36 states in Nigeria. It is divided into three geo-political zones (Rivers East, Rivers West and Rivers South East). It has 23 Local Government Areas and its capital is Port Harcourt.

Population of the Study
The target population of the study comprised 1779 teachers from the 90 public senior secondary schools in Rivers west senatorial district. Out of which 1035 are male and 744 are female teachers.

Sample and Sampling Technique
The sample size was 317, that is 18% of the population drawn with the aid of fluid surveys online sample size calculator. Out of which 184 are male and 133 are female. While, the simple random sampling technique was adopted.

Instrument for Data Collection
The instrument was a self-structured questionnaire titled "Influence of guidance and counseling services on students' discipline" (IGCSSD). The twenty (20) items questionnaire was drafted using a 4 point scale of very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VLE).

VHE   -   4 points
HE   -   3 points
LE   -   2 Points
VLE   -   1 point

Validation of the Instrument
To ensure face and content validity of the instrument, the first copy of the questionnaire was given to the research supervisor and two other experts in the field of measurement and evaluation. Corrections and inputs made were put into consideration by the researcher before the final print out was done.

Reliability of the Instrument
In testing reliability of the instrument, the test-retest method was employed, by that, twenty (20) persons (teachers) were sampled outside Rivers West Senatorial district being the study area. After a period of two weeks, the same persons were retested with the same instrument, thereafter the results were collated and Pearson Product Moment Correlation was used in testing the relationship between the two results and it yielded a reliability index of 0.73.

Method of Data Analysis
The research questions were answered using mean and standard deviation, 2.50 was set as a bench mark for acceptance and rejection. 2.50 and above was considered very high extent while 0 to 2.49 was considered very low extent. While, the hypotheses were tested using the Z-test at 0.05 level of significance.

Data Presentation and Analysis
Research Question 1: To what extent does placement services influence students discipline towards academic excellence in public senior secondary schools in Rivers State?

Table 4.1: **Mean Responses on Placement Services Influences Students Discipline Towards Academic Excellence**

S/N	Items	Male Teachers			Female Teachers		
		$\overline{\times}_1$	sd_1	Remarks	$\overline{\times}_2$	sd_2	Remarks
1	Counsellor provides information on experiences that increases knowledge of occupation	3.43	0.92	VHE	2.52	0.70	HE
2	Counselor assists students to enroll in the most appropriate academic course work	3.67	1.02	VHE	3.64	1.01	VHE
3	Counsellor educates students on how to form successful cooperatives after school	2.50	0.70	HE	3.56	1.07	VHE
4	Provision of information in the selection of institution of higher learning	2.19	0.73	LE	2.50	0.71	HE
5	New students are not assisted in any way in the choice of subjects.	1.55	0.93	VLE	1.26	1.05	VLE
	Grand Mean	**2.67**	**0.86**	**HE**	**2.70**	**0.91**	**HE**

Source: Field Survey, 2019

The table 4.1 above shows that placement services has a greater influence on students discipline in public senior secondary schools, with grand mean of 2.67 and 2.70 respectively which are both greater than the criterion mean score of 2.50.

Research Question 2: To what extent does information services enhance students discipline in public senior secondary schools in Rivers State?

Table 4.2: Mean Responses on Information Services Enhances Students Discipline

S/N	Items	Male Teachers			Female Teachers		
		$\overline{\times}_1$	sd_1	Remarks	$\overline{\times}_2$	sd_2	Remarks
6	Students are provided with information on physical changes in their body	3.32	0.88	VHE	3.17	0.82	VHE
7	Students receive information on the best way to develop friendship with peers	2.95	0.87	HE	3.37	0.89	VHE
8	Students are helped to become aware of the many occupations to consider after leaving	3.47	0.93	VHE	3.51	0.95	VHE

S/N	Items	$\overline{X}_1$	sd_1	Remarks	$\overline{X}_2$	sd_2	Remarks
	school						
9	Provision of information on existing job vacancies	2.85	0.83	HE	2.29	0.72	LE
10	Provision of information regarding financial aid and scholarship.	3.55	1.07	VHE	3.11	0.80	VHE
	Grand Mean	**3.23**	**0.92**	**VHE**	**3.09**	**0.84**	**VHE**

Source: Field Survey, 2019

From the table 4.2 above, the mean responses of 3.23 and 3.09 are greater than the criterion mean score of 2.50; indicating that information services enhances students discipline to a greater extent.

Research Question 3: How does follow-up service influence students discipline in public senior Secondary Schools in Rivers State?

Table 4.3:   Mean Responses on How Follow-Up Services Influences Students Discipline

S/N	Items	Male Teachers			Female Teachers		
		$\overline{X}_1$	sd_1	Remarks	$\overline{X}_2$	sd_2	Remarks
11	Counsellor visits Counsellor visits students after counselling sessions.	3.58	0.98	VHE	3.75	1.06	VHE
12	Counsellor visits students after resolution of their problems.	3.83	1.09	VHE	3.79	1.08	VHE
13	Counsellor develops plans to trace former students after leaving school.	2.88	0.75	HE	2.50	0.71	HE
14	There is counsellor-student relationship after school.	4.00	1.18	VHE	3.28	0.86	VHE
15	There is no contact with former students at any point in time.	3.33	0.72	VHE	2.78	1.08	HE
	Grand Mean	**3.52**	**0.94**	**VHE**	**3.22**	**0.96**	**VHE**

Source: Field Survey, 2019

The table 4.3 indicates that 3.52 and 3.22 are greater than the criterion mean score 2.50, meaning that, follow-up/evaluation services influences discipline among students.

Research Question 4: To what extent does referral services influence students' discipline in public senior secondary schools in Rivers State?

Table 4.4: **Mean Response on the Extent to Which Referral Services Influences Students Discipline**

S/N	Items	Male Teachers			Female Teachers		
		$\overline{x}_1$	sd_1	Remarks	$\overline{x}_2$	sd_2	Remarks
16	Counsellor does not encourage students to visit other teachers as regard other problems.	1.54	0.93	VLE	2.45	0.71	LE
17	Resource persons are always invited by our counsellor.	3.00	0.77	VHE	3.65	1.02	VHE
18	Students are helped to receive outside support concerning personal issues.	3.63	1.01	VHE	3.21	0.84	VHE
19	Counsellor always identifies students with special needs which require the services of referral sources	3.39	0.90	VHE	2.97	0.77	HE
20	Students are encouraged to visit other professionals for help.	3.27	0.60	VHE	3.37	0.90	VHE
	Grand Mean	**2.97**	**0.84**	**HE**	**3.13**	**0.85**	**VHE**

Source: Field Survey, 2019

The table 4.4 above demonstrates that referral services influences students discipline a lot with grand mean responses of 2.97 and 3.13 respectively, which are greater than the criterion mean 2.50.

4.2   Test of Hypotheses

Hypothesis 1. There is no significant difference between the mean scores of male and female teachers on the extent to which placement services influence students' discipline towards academic excellence in public senior secondary schools in Rivers State.

Table 4.5:   **z- Test Analysis of the Responses on Placement Services Influence Students Discipline**

Respondents	N	$\overline{x}$	Sd	Df	z-cal.	z-crit	Sig.	Remark
Male teacher	178	2.67	0.86					
				298	-0.29	1.96	0.05	Accepted
Female Teacher	122	2.70	0.91					

Source: Field Survey, 2019

The Table 4.5 above revealed that z-calculated -0.29 is less than z-critical value 1.96 for degree of freedom 298 at 0.05 level of significance. This implies that the differences between male and female teachers was not significant at 0.05. Therefore, the null hypothesis was accepted.

Hypothesis 2. There is no significant difference between the mean scores of male and female teachers on the extent to which information services enhance students discipline in public senior secondary schools in Rivers State.

Table 4.6: z-Test Analysis on the Extent to which Information Services Enhances Students Discipline

Respondents	N	$\overline{x}$	Sd	Df	z-cal.	z-crit	Sig.	Remark
Male Teacher	178	3.23	0.92					
				298	1.40	1.96	0.05	Accepted
Female Teacher	122	3.09	0.84					

Source: Field Survey, 2019

From the Table 4.6 above, z-calculated 1.40 is less than z-critical value 1.96 for degree of freedom 298 and 0.05 level of significance. This means that, the differences between male and female teachers was not significant at 0.05. Hence, the null hypothesis was accepted.

Hypothesis 3. There is no significant different between the mean scores of male and female teachers on the extent to which follow-up/evaluation services influence students discipline in public senior secondary schools in Rivers State.

Table 4.7: z-Test Analysis on how Follow-Up/Evaluation Services Influence Students Discipline

Respondents	N	$\overline{x}$	Sd	Df	z-cal.	z-crit	Sig.	Remark
Male Teacher	178	3.52	0.94					
				298	1.73	1.96	0.05	Accepted
Female Teacher	122	3.22	0.96					

Source: Field Survey, 2019

The Table 4.7 above demonstrated that z-calculated 1.73 is less than z-critical 1.96 for degree of freedom 298 at 0.05 level of significance. This indicates that there is no significant difference in the mean response of male teachers on how follow-up/evaluation services influences female teacher discipline. Meanwhile, the null hypothesis was accepted.

Hypothesis 4. There is no significant difference between the mean scores of male and female teachers on the extent to which referral services influence students' discipline in public senior secondary schools in Rivers State.

Table 4.8: z-Test Analysis on the Extent to Which Referral Services Influences Students Discipline

Respondents	N	$\overline{x}$	sd	Df	z-cal.	z-crit	Sig	Remark
Male Teacher	178	2.97	0.84					
				298	-1.60	1.96	0.05	Accepted
Female Teacher	122	3.13	0.85					

Source: Field Survey, 2019

From Table 4.8 above, z-calculated -1.60 is less than z-critical 1.96 for degree of freedom 298 and 0.05 level of significance. This means that the differences between them on how referral

services influences male teacher discipline was not significant at 0.05. Thus, the null hypothesis was accepted.

4.3 Discussion of Findings

Findings from Table 4.1 showed that Counsellor provides information on experiences that increases knowledge of occupation. Also, the result in table 4.5 indicates that there is no significant difference between the mean rating between male and female teachers on the extent placement services enhances students discipline in public senior secondary schools for academic excellence. This finding is in line with the view of Okeke, (2003), opined that placement services are very essential at the end of secondary school education, where a student needs to decide on the next step after secondary school through placement services counselor assist students in selecting subjects combinations required for particular courses and choosing of the right career.

Findings from Table 4.2 proved that Students are provided with information on physical changes in their body. Also, the result in table 4.6 indicates that there is no significant difference between the mean ratings of male and female teachers on the extent information services enhances personal, social and moral challenges in enhancing students discipline in public secondary schools. This finding is in agreement with Egbule (2006), depict that Information services have the aim of providing students with better knowledge of educational, vocational and social opportunities that can be used to make better and well informed decisions.

Findings from Table 4.3 revealed that Counsellor visits students after counselling sessions. Also, the findings in table 4.7 indicate that there is no significant difference between the mean ratings between male and female teachers on the extent follow-up services enhances student's discipline in public secondary schools in Rivers State.

Findings from Table 4.4 indicated that Counsellor always identifies students with special needs which require the services of referral sources. Also, the findings in table 4.8 indicate that there is no significant difference between the mean ratings between male and female teachers on the extent referral services enhances students discipline in public senior secondary schools in Rivers State. This finding is in line with the view of (UNESCO, (1990) opined that Referral does not imply the helper might have failed, but signifies strength on the part of the helper, who recognizes his limitations, and explores opportunities to maximize the help he/she can offer.

Summary of the Study
The study investigated Influence of Guidance and counseling Services on Students Discipline in Public Senior Secondary Schools in Rivers State. The study area was Rivers State. Four Objectives, four Research Questions and four Hypotheses were formulated, postulated and tested at 0.05 level of significance. Most of the variables in the study were defined for clarity purposes. The Social Learning Theory propounded by Bandura (1995), client-centred theory by Carl Rogers 1951was adopted by the study. This study was anchored on Social Learning Theory. Social Learning theory by Bandura (1995) operates on the premises that except for elementary reflexes; people are not born with repertoire of behaviour which they must learn. This theory is relevant to this study because perception is a product of social choices and therefore students can learn different forms of socialization by interacting with their colleagues or mass media or the general public. Client-centred counseling theory propounded by Carl Rogers in 1951. An important part of this theory is that in a particular psychological environment, the fulfillment of personal potential includes sociability, the need to be with other human beings and a desire to know and be known by other people. It also includes being open to experience, being trust and

trustworthy, being curious about the world, being creative and compassionate.

The study adopted a descriptive survey design and it was carried out in Rivers State of Nigeria. The population was 1779 teaching staff, a total of 317 were sampled using simple random sampling technique. The instrument for the study was questionnaire designed a 4 point scale of Very high Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was face and content validated by the project supervisor and tested for reliability using Pearson Product Moment Correlation Co-efficient method. The instrument was administered by the researcher and two research assistance. The instrument were analyzed with mean and Standard deviation in order to answer the research questions, while z-test statistics was used to test the hypotheses at0.05 level of significance. The study revealed that guidance and counselling Services when properly streamlined would help curb some of the problem students face in schools. The challenges students face includes: shyness, arrogance, peer pressure, drug addiction, alcoholism, sexual harassment and lack of information. On the part of guidance and counselling officers and non-existence of counselling units in some schools. To enhance and improve guidance and counselling services in the school, more work need to be done to ensure that guidance and counselling is properly accepted and patronized by students.

Conclusion

Based on the data analysis in the study, findings and discussion made. The researcher concluded that Counsellor provides information on experiences that increases knowledge of occupation. Counselor assists students to enroll in the most appropriate academic course work. The Researcher also concluded Students are provided with information on physical changes in their body. Students are helped to become aware of the many occupations to consider after leaving school. The researcher further concludes that Counsellor visits students after counselling sessions. Counsellor visits students after resolution of their problems. The researcher also concluded that Students are helped to receive outside support concerning personal issues.

Lastly it was concluded that guidance and counseling services is important in public senior secondary schools and must be offered in the schools. Guidance and counselling services offered were for academic purposes, academic performance often seen in terms of achievement in national examinations seemed to be a primary and guiding factor in school priorities, though psychological and social guidance are also vital. The students who face some personal problems, guidance and counselling has enabled the students to be well disciplined with improved academic performance.

Recommendations

The following recommendations were made based on the findings and conclusions of this study.

1. In-service courses should be held for teachers in guidance and counselling on gender issues.

2. Individual counselling and not group counseling especially in mixed schools should be encouraged to assist individual students.

3. The Ministry of Education should strengthen Guidance and Counselling both at the ministry and school level by providing teacher counsellors to every public school, facilitate their training and provide the necessary resources to enable them perform their duties effectively.

4. Schools should also put in place peer counselling groups, and adopt a system of student mentor's whereby a teacher will be in charge of a specified number of students and will work with them as a parent. All teacher at every level of training should be provided with knowledge and skills in Guidance and Counselling.

5. There should be an assistant teacher counsellor of the opposite gender from the Teacher Counsellor appointed by the principal.

6. All teacher counsellors in school should be trained in counselling. Priority should be given to members of the guidance and counselling team.

7 Time should be set aside for counselling purposes. This should be made clear to all the students and the teachers.

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Teachers' Perceptions of Guidance and Counselling Services in Selected Secondary Schools in Port Harcourt Metropolis, Rivers State

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Abstract: *The purpose of this study was to investigate teachers' perception of guidance and counselling services in selected secondary schools in Port Harcourt Metropolis of Rivers State. The research design adopted in this study was a descriptive survey. The data used were obtained from both primary and secondary sources. Secondary sources used include journals, project materials, books, internet materials, etc. The population of the study comprised of 1432 teachers in public secondary schools at the junior and senior levels. The sample size was determined using the proportionate sampling technique where 30% of the population was used for the study. The sample size obtained was 430. A total of 430 copies of the questionnaire were administered to the respondents. The reliability of the instrument gave a correlation coefficient index of 0.80 which was considered very reliable using the Cronbach's alpha. Simple tables, means and grand means were used to analyse the research questions. Face and content validity of the instrument was also established by the research supervisor and three (3) experts in the field of guidance and counselling and measurement and evaluation from the Rivers state university and the University of Port Harcourt. The instrument for the data collection was a self-designed instrument titled: 'Teachers Perception of Guidance and Counselling was returned and used for the study. The research questions were based on a five-point Likert scale. The hypotheses were tested at a significance level of 0.05 using the Z-test analytical tool. The findings of the study revealed that there is a high positive perception about orientation services, counselling services, information services and appraisal services among the teachers in the secondary schools. Based on the findings of the study, it was recommended that teachers should be given proper orientation on the importance of guidance and counselling in the lives of the students, while, the adoption of orientation services, counselling services, information services and appraisal services be encouraged in all the schools.*

Keywords: *Teachers' Perceptions, Guidance and Counselling, Secondary Schools, Port Harcourt Metropolis, Rivers State*

Introduction

Guidance and Counselling is a newcomer in the Nigerian educational system hence the counsellor and his services are strange to many but the teacher has been a major factor, a constant figure since the inception of western education and he perceives the counsellors and his services as a distraction to the smooth academic operation of students. The perception of teachers has a direct impact on the guidance and counselling services in our schools. Guidance and counselling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment and

their world at large (Lunenburg, 2010). Ali (2011) sees guidance and counselling as "services available to each student to facilitate his academic success in school, to help him better understand his strengths and limitations, to identify his interests, to aid him in his planning for attaining realistic goals. Ali went further to say that it is a process of helping the individuals to be aware of their identity, perceive themselves concerning environmental and interpersonal relationships such as attitude. There are several services under the big umbrella of guidance and counselling which includes: counselling service, orientation service, information service and appraisal service. Counselling service is generally known as the heart of guidance services; it is the core guidance programme around which other services revolve. Through counselling, the client is assisted in learning to understand his/her problem relating it to the situation of the bigger community to find ways of solving it (Olusakin, 2011). Counselling helps clients to understand and clarify their views and learn to reach their self-determined goals through meaningful, well-informed choices and the resolution of problems of an emotional or interpersonal nature. Another important aspect of guidance and counselling is orientation service which aims at integrating students into their new environment while easing the stress associated with the transitions. Information service which is also an important aspect of guidance and counselling is concerned with the disseminating of information about various academic activities, available services, possible career options, job opportunities for specific courses, work-study options, work values and dignity of labour.

Planning service requires a process of thinking about the activities required to create the desired goal of the guidance programme. It involves calling meetings of the stakeholders to discuss the important issues to be addressed, the objectives to be met and the strategy to be followed. Referral services involve collaboration with other agencies. Here, it is believed that the counsellor is not all-knowing but works in collaboration with other experts. This service aims at facilitating the process of referring clients to other relevant personal/office who can further assist them with their concerns. Guidance and counselling also involve the use of appraisal service. Appraisal service involves the use of test and non-test instruments in helping the client to understand his or her potentials. The clients' potentials and limitations are X-rayed. In appraisal services, test instruments such as intelligence test, aptitude test etc and non-test instruments like observation, case studies etc were used. Placement service is also another very useful aspect of guidance and counselling. Here, the counsellor helps the client to be allocated to the appropriate group to achieve their educational, vocational and personal goals. Finally, is Evaluation service is usually the final aspect to consider**,** aims at finding the extent to which the objectives of the guidance programmes are being attained.

Other services include; follow up service, Research service, testing service etc (Uzoeshi, 2013). Effective guidance and counselling services in schools cultivate in the students' good attitude and behaviour leading to a fruitful life. A student who loses confidence in his or her ability and who devalues himself or herself lacks concentration etc can lead to continuous academic failure (Rutondoki, 2000). The provision of guidance and counselling services in schools may help curb these problems. UNESCO (2002) states that "where there is no guidance and counselling, schools lose those children who are not able to cope with specific academic standards. Guidance and counselling services enhance students' performance, improve students' attitudinal determinants, reduce student dropout rates and prepare students for the world of work and life (Chireshe, 2006). In agreement with this view Border and Drury in Tambawal (2012) states that students who receive guidance and counselling services have shown a significant increase in academic performance and achievement, school attendance, classroom behaviour,

better self-concepts and improved attitudes towards schoolwork and peers. Analysing the above one can say that, guidance and counselling services affects the formation of attitudes of students. Some of the theories used in executing these guidance and counselling services will be discussed under the theoretical framework.

As laudable as the guidance and counselling services are in the school system several school personnel like teachers misconstrue the good intentions of the guidance and counselling services. In consonance with this assertion Myrick (2003) says some teachers hold a misconception about the role and function of counsellors concerning service they render, counsellors are sometimes viewed as administrative assistance that has little time to counsel students fuelling the misconception is the fact that some teachers distrust counsellors, due to their apparent alignment with the administration. These teachers are wary of counsellors observing students in their classrooms. They worry that their teaching methods are being evaluated as if counsellors work as the eyes and ears of the administration. Teachers who misconstrue the counsellor exhibit uncooperative and unsupportive attitude by criticizing the guidance services. These teachers believe that counsellors have little or no impact on students' behaviours or performance. They hate seeing their students working with counsellors. They find it difficult to refer students with learning difficulties to the counsellor. The refusal stems from the belief that counsellors do not help students, and sending students to the guidance and counselling office during classes is a waste of time. Myrick (2003) suggests that another misconception exists, for instance, some teachers believe that counsellors always align themselves with the students at the expense of the teacher. They claim that students go to the counsellor to complain about unfair treatment. Some teachers feel that counsellors only hear half of the story, and it causes counsellors to sit in judgement of them. Myrick (2003) quoting a recent survey of over one hundred elementary school teachers conducted by Muro and Kottman revealed that few teachers understand the nature of guidance and counselling services. Some of the more established teachers in the study had a better grasp of the goals of guidance and counselling services, yet others felt that the first objective of the counsellors was to provide specialised help that focused on children who were considered to have classroom behaviour problems.

It is very unfortunate and surprising that teachers are not more aware of the true objectives of guidance and counselling services in the school system. Despite these negative perceptions of teachers towards guidance and counselling services Oramah (2014) says that guidance and counselling services remain a growing and a special area that focuses on the developmental and educational needs of the students and school personnel in some cases. School counselling requires a professional relationship that defines the interaction between the school counsellor and the client (Remley & Herlihy, 2005). It is a general assumption that the introduction of guidance and counselling in secondary schools would enable everybody to appreciate the significance of guidance and counselling. This assumption has remained a far cry as many keep asking the relevance of the guidance counsellor. In some quarter they ask if the counsellor is a teacher, an administrator or a principal. Some see the counsellor as an intruder in the school system. The counsellor is a very different person to place within the professional hierarchy of the school personnel so his services are seen as a disruption of the normal school programme. The services rendered by the school counsellor facilitates the decision-making process of both students and parents easy. The guidance and counselling services rendered by the counsellor facilitate growth, change and personal expansion in a world that does not always make sense. Denga in Uzoeshi (2013) posit that the school administrators including teachers are sometimes ignorant of the need for guidance services in their school because they sometimes see

the school counsellor as a threat to their status as the head of the school. The school guidance counsellor in the discharge of his guidance and counselling programme and services works in harmony with other personnel of the school for the betterment of the students they are meant to serve. Denga in Uzoeshi (2013) says that indeed, guidance and counselling services would help teachers and pupils towards making good use of their potentials or resources for the short and long term benefits of their immediate environment. Of course, it could also help them towards realisation and understanding of potent influences outside the school that affect skills, attitudes and overall achievement and development of the individual. It would also help to provide an appropriate basis for studying students to discover directions, trends, rates and changes in the educational progress of students. Confidentiality is an important component of counselling ethics which enables the students to communicate openly and honestly in the process of understanding themselves. Interpersonal relationship in such atmosphere enables the students to identify their biases and free themselves from blocking or distorting communication to and from the counsellors.

The importance of guidance and counselling services in our school system was further emphasised by the national policy on education (2013) which recognised guidance and counselling as an educational support service. In section 8 number 127 (vi). Educational support services facilitate the implementation of educational policy, the attainment of policy goals and promotion of effectiveness of the educational system. This implies that despite the attitude of any school personnel towards guidance and counselling services, it has been given the appendage it deserves by the government. The teacher is an important factor in the guidance programmes and services despite his feelings about the programme because he occupies an important position in the life of the student and gives impetus to academic work. Apart from that, he is a motivator, consultant inspirer, energiser, organiser, creator, initiator, executor, and producer of all learning strategies in such a way as to enhance attention, concentration and effective study habit (Anagbogu, 2002). It has been obvious and has been since the beginning of schooling that the teacher is the key and most important professional in the school setting, his support and participation to the guidance and counselling services are therefore very crucial to any programme that involves students. Thus Oladele (2002) identified the role of the teacher in the guidance and counselling programme and services as follows;

a) To identify students with counselling need and refer them to the counsellor for counselling.
b) To orientate and encourage the students to seek counsellor's assistance as the need may arise.
c) To receive the counselled students back into the classroom environment, support and reinforce the counselling outcomes.
d) To discover the human potentials which are significant in fulfilling not only a mission of the school guidance programme but also in meeting the educational responsibility of the individual in the society?
e) To incorporate and integrate career education into subject matter teaching.
f) To develop positive attitudes and respect for all honest work done in class.
g) To promote the development of positive student attitude towards education and its relationship to career preparation and decision making.
h) To provide the favourable or conducive environment to learning as well as encouraging and supporting the creation of a motivating environment

i) To plan and direct group interactions that promote positive human relations experienced for each individual.

The role of the teacher in the implementation of guidance and counselling services is enormous his perception towards guidance and counselling services notwithstanding. There is a need for a collaborative relationship between the counsellor and the teacher. One cannot say ordinarily if such relationship exists between counsellors and teachers for the effective implementation of guidance and counselling services in secondary schools in Port Harcourt Metropolis, Rivers State. It becomes necessary to carry out an empirical study to verify the perception of teachers towards guidance and counselling services in Port Harcourt Metropolis, Rivers state. It is against this background that this study is conceived.

Statement of the Problem

The federal government policy of making guidance and counselling services available in all secondary schools is far from being accomplished in most of our secondary schools. The entrance of the counsellor into the school system makes him look like an intruder and his services are not well appreciated by most school personnel. In most cases where guidance and counselling programmes and services are available, they are either at the pioneering stage or the malfunctioning state or haphazardly done by Para-counsellors, the question is, are school administrators ignorant of governments' directive to establish counselling units in her schools? This might be the reason why teachers and other school personnel perceive the guidance counsellor as a stranger in the school system. They perceive the counsellor as an idle staff who sits in the office to distract students from paying attention to their studies. One may be tempted to ask are they ignorant of the roles of the counsellor in the teaching and learning process? The school authority and all her personnel are expected to know the importance of the guidance and counselling services not only to advance the reputation of the school but to improve the total wellbeing of the students and ensure a smooth teaching and learning process. Rather they perceive the counsellor in a negative light, for most teachers, there is nothing special the counsellor is doing that they cannot do, what is so special about the counsellor and the services he renders that he/she will be given a special office to occupy while they (teachers) are crowded in an office? Teachers jealous the counsellor and perceive him as a rival refusing to give their cooperation by playing their roles in the guidance programme. One may be tempted to say that teachers in most cases are ignorant of the need for guidance services in their schools hence the lack of cooperation and negative perception. For many, the counsellors should be assigned a teaching subject to teach a regular subject or assigned an administrative role. One cannot tell ordinarily the actual perception of teachers in Port Harcourt Metropolis towards guidance and counselling services. The researcher, therefore, became interested to empirically investigate the actual perception of teachers towards guidance and counselling services in Port Harcourt Metropolis (comprising of Port Harcourt Local Government Area (PHALGA) and Obio/Apkor Local Government Area). This is therefore what constitutes the major problem of this study.

The Concept of Perception

Perception, in general, is a cognitive process linked with social interaction and communication. The concept primarily explains how an individual sees his world and his environment (physical and social). That is to say, his perception (perceptual field) is derived from a person's experiences, knowledge, feelings, moods, needs and judgement about events and situations around him, all of which are created and influenced by his social interaction (Nwachukwu,

2007). In this vein, teachers imaging of guidance and counselling services. In the understanding of a therapist, the key question often asked is what is the perceptual field of this person? Are there some connections and disconnections from reality affecting the manifested behaviour? What adjustment needs to be done by way of intervention?

Oyedeji in Nwachukwu (2007) defines perception as the process of identifying, discriminating, recognising and judging objects, qualities or relations in our environment through sensory information (sense organs). In other words, an individual understands his physical and social world through his sense organs but what he perceives also depends on the experience he brings in from the past, his present needs and wishes which he must fulfil as he faces his present world. These experiences inform the brain of the meanings and concepts which then proceed to produce behaviour in the present context to reflect the motives, needs, goals and expectations of the perceiver. What an individual perceives in his world is known as a percept. Thus a person's percept is the meaning he or she imposes upon contexts and issues according to his or her perceptual field (world viewpoint). In summary, in other to perceive, a person must experience something, see, analyse, synthesise and integrate a sense of information in the brain to ignite behaviour. In this context how a teacher perceives guidance and counselling determines how he/she values it or the level of cooperation given to it for maximum benefits of the guidance and counselling services.

The Concept of the Teacher
The teacher is the primary actor in a school. The teacher has been a key player since the inception of Western education. A school exist because there are teachers. A teacher is a facilitator, an instructor, resource person, learning enabler, initiator or whatever contemporary nomenclature one chooses to go by to teach the learner irrespective of the type of school, type of learner and type of learning (Nwachukwu, 2007).

The teacher's role is no more than that of mere subject specialisation for teaching. His expanded role now includes that of holistic human development and management are popularly known as human engineering. A teacher is a person who helps others to acquire knowledge, competences or values (Wikipedia). A good teacher affects eternity, he can never tell where his influence stops. Every teacher inspires to be a good teacher but what is the myth about being a good teacher? Teaching jobs are often lucrative and satisfying for people who love to teach. With the following characteristics identified by Meer (2018), a teacher can become a good teacher:

6. Friendliness and congeniality – This is a very important quality a good teacher should possess. It is a plus if his/her students can confide in him without being hesitant. If your students count you as an enemy then they can never come close to you.
7. A good personality – Students are always attracted to teachers with good personality which leads to better communication, understanding and ultimately good results. A teacher should endeavour to have a good, decent, likeable and presentable personality. Dress sensibly well, smell good and be a little gentle and kind that's all.
8. Deep knowledge and a great education – A teacher should not lack knowledge of what he/she is teaching. A teacher can never make a name for himself if he lacks knowledge of subjects he teachers. No education system can rise above its teachers. So only teach the subject you can have good knowledge of.
9. A good communicator - Without good communication skills, a teacher can not convey his lectures with better skills and results.

10. A good listener – A good teacher must have a listening ear, he must be a good listener because a good teacher will always have many friends and fans listening is a patient quality when you develop it, you become a great teacher.

11. A good sense of humour – Learners most often love fun in class. A good teacher must have a good sense of humour to ease of stress and tension in the class but with his good communication skills, personality and sense of humour he still maintains the discipline in the class.

12. Kindness – A teacher be should gentle and kind and benevolent. When a teacher is kindheartedly he earns his students respect, which will prompt them to do their homework and this will eventually bring greater outputs and results.

The teacher as a key player in the school system should have the qualities spelt above to become a good teacher. When good teachers are found in the school system the counsellor will be more empowered to discharge his guidance and counselling services and programmes through the cooperation of good teachers(Rosales, 2012).

Concept of Guidance and Counselling Services in the School
The major aim of Guidance Counseling Services is to encourage students' academic, social, emotional and personal development (Bilkert Laboratory & International School, 2018). This refers to aid or help offered to individuals or groups. Guidance service may be perceived as a professional help given to students/clients which may either occur to one individual or groups of people. Usually, counsellors try their best to resolve conflicts arising from personal, educational, and vocational problems. Thus, the aids/help given is usually classified based on the particular problem. Guidance services are greatly concerned with helping the individual gain insight and understanding of himself concerning present and future environment such that decisions, choices made would lead to more satisfying rewarding experiences (Bilkert Laboratory & International School, 2018).

The Need for Guidance Services
Unfortunately, extreme modernisation resulted in conflict between the traditional attitude and western culture thus making the young ones to be confused about the best ideal to follow. Consequently, the young ones are no longer interested in order and organisation. The rate of changes within our environment is so fast that the young ones are confused as to what to do. This is so when it is realised that the changes bring a lot of obstacles to their academic, social, vocational and educational adjustment. As a result, the need for guidance and counselling services becomes crucial in our educational system (Woods, 2016).

Types of Guidance Services
Different services are offered and these are many and varied.

Appraisal Services: Appraisal service is referred to as a process of collecting, gathering, organising, analysing, evaluating and interpreting information or data about the characteristics of an individual, appraisal presents a general picture of the individual in a more clinical approach and thus aims at helping the individual to have a clearer view about his strengths and weaknesses in a way that realistic choices and decisions could be made especially when presented with different alternatives (Sdacatugas, 2015). Thus, information about the pupil is usually collected through interviews, written reports by parents, teachers, and also psychological tests. In schools, the necessary information needed for the appraisal of pupils is usually kept or obtained in the pupils 'Cumulative Record Folder card or pupils' Cumulative Record Folder card or pupils' file. The dossier put into the students' files gives the background information on students especially

when the need for counselling arises. The information when properly stored can easily give the counsellor the appropriate background to the clients' problems (Sdacatugas, 2015).

Information Service

This is usually designed to provide students with a greater knowledge of educational, vocational and personal-social opportunities so that they may make better informed and realistic choices and decisions about educational and vocational plans (The Organization for Economic Cooperation and Development, 2001). A good information service helps young people to meet the challenges of today and tomorrow. Growing up in a complex and competitive world, technological advancement imposes great demands upon youths. Information service helps to stimulate the student/client to appraise ideas critically to be able to derive personal meanings and implications for the present and future activities (Australian Library and Information Association, 2013). For effective survival in Nigeria, the youths require adequate information that would help them to recognise and utilise necessary information for their personal growth. It is not surprising that people make decisions and make wrong choices just because of lack of access to appropriate information (Anasi, 2010).

Planning, Placement and Follow up Services

Planning

This refers to structuring, patterning and organisation of things ideas for effective take-off. These are designed in such a way as to facilitate development and growth of students by helping them to make a useful selection and at the same time utilising opportunities within the school and in the labour market (Bohm, 2017).

Placement Service

Placement refers to putting people into various jobs. Placement service aids the student to be admitted into a school or subject stream of his choice, taking into consideration his ability, aptitude and interest, or to get into a job where he is most suitable (Walsh& Byrne, 2015).

Placement service is most effective where it is possible to assist youths who are entering the labour market. Today vocational placement is almost impossible in our cultural setting since we have more job seekers than available jobs (Fosnosh, Arany & Lee, 1982). However, placement of students could be achieved in relation to providing information about the available jobs within the localities and society. Apart from vocational/career placement, placement service can aid the student to be admitted into a school or subject stream of his choice, with the 6-3-3-4 educational system, placement is essential in our school system today; students can easily be placed in the subjects where they are capable such that choice of subjects would match the abilities and capabilities of the students who are already going through 6-3-3-4 system.

Follow-up

'Follow-up' here means monitoring of individuals to obtain regular progress reports on their performances and how satisfied they are with either their jobs or academic performance. Based on feedback obtained by the counsellor or the teacher from those he is advising, the school programmes may be re-assessed. This, therefore, may lead to adopting new approaches in teaching and counselling using different techniques and tools to improve upon the deficiencies found or observed (KIndornay & Twigg, 2015).

The importance of Follow-Up in Guidance and Counselling

Since follow-up is a process of monitoring the activities of a client after counselling has taken place, it, therefore, assures continuity, consistency of helping and assisting clients for their future development and improvement (Kindornay & Twigg, 2015). Besides, it provides skills necessary for the client to adapt effectively to conditions that were not favourable before counselling. Most

often counsellors would wish to monitor the activities of a counsellee to see whether he has adapted to a more favourable and desirable behaviour. In such a situation it enables the counsellor to discover the client's deficiencies and so enhances and facilitates adequate arrangement for more appropriate and competent ways of dealing with problems. Also, follow-up determines the type of approach which the counsellor may like to utilise to eliminate some undesirable behaviour in a client. As a process of checking how far or the extent of counselling effectiveness of a client, it helps the counsellor to assess the progress of such a client and in the process make an appropriate modification for effective adjustment of an individual (Kindornay & Twigg, 2015). Moreover, it makes it possible for the counsellor to see through the progress or performance of a client on a continuous base based on the amount of counselling fostered. It is usually believed that clients who have attained their counselling objectives will maintain consistent performance after the termination of counselling. However, it has been observed that in most cases clients who have received counselling do not maintain their improved performance and competence and so may likely revert to their mal-adjusted or inappropriate behaviour or poor performance. This condition occurs most especially when the client is not able to sustain the high motivation provided during counselling.

Advantages of Follow-Up

Facilitative Value

Follow-up is a means of communication of the client and the counsellor. In most cases, after the termination of the counselling, there is no other way the counsellor would communicate with the client, the counsellor would like to ensure that his client improves in his performance especially when counselling has to be provided for more effective performance and effectiveness. Follow-up, therefore, facilitates the efforts which the counsellor makes in providing an immediate programme for improvement. Such a programme would help to support and encourage the client to understanding his potentialities (Farwest Capital, 2014). Besides, follow-up makes it possible for the counsellor to discover immediately areas of deficiencies on the part of the client and so places the counsellor in a better position to provide the adequate and appropriate solution to such a problem without delays. It helps the counsellor to provide the needs, interests and the motivation needed by the client, especially where guidance and counselling would be required. It is known that after counselling, the counsellor is no longer available for clarification of ideas on the part of the client. Follow-up, therefore, facilitates whatever information or assistance which a counsellor might provide especially when it concerns admission into higher institutions (Khera, 2016). It has been observed that most students who graduate from colleges of Education, colleges of technology, Polytechnics, and Trade schools, still find it very difficult to make their minds on the type of subject to choose for University after counselling with counsellors. Consequent upon this, such clients take certain decisions that might jeopardise their chances of gaining admission into the University (Khera, 2016). Since counselling is a learning process, the counsellor hopes that the problem-solving skill acquired would help him in taking decisions. Follow-up enables the counsellor to call the attention of the client into taking an appropriate decision which would help him gain admission easily. Follow-up would facilitate the continued exploration of the client's problems that would embarrass, challenge or threaten him. The counsellor, therefore, works hard to eliminate such conditions where they are identified (Strategize Your Success, 2018).

Directional Value

Follow-up directs the counsellor on the appropriate programme to be designed for a client. Most often it is discovered that clients refuse to come out of counselling condition. Therefore, for the

counselling to be effective there is the need to provide the same condition outside the counselling so that the client would be able to develop self-confidence and have the motivation and the interest to continue with life activities. Therefore, follow-up directs the counsellor on the programme to be provided so that a similar picture of counselling condition would be made available to the client (Strategize Your Success, 2018). For example, prisoners are kept in the prison yard for a specific period. The reason for this is to ensure that they change from undesirable behaviour to more desirable behaviour (3Contact Services, 2017). Thus, while in the prison yard, the prisoners are exposed to various activities like vocational training where they would be provided with the opportunities to learn sewing, shoe-making, block moulding, etc. these prisoners who must have learnt a skill in the prison would be happy to continue with the same vocation when they are out of the prison especially where they had no vocation before going to prison. But if after the training, the individual goes home without any material or equipment for continuity, obviously such a client would go back to participate in such activities that are unacceptable in the society (3Contact Services, 2017; Ford, 2008). Also, criminal behaviour would likely re-occur if the changed behaviour is not maintained. The satisfying behaviour which is vocational orientation would reduce the frequency of undesirable behaviour. However, a change of behaviour is dependent on the programme provided for the client. Therefore follow-up helps the counsellor to be abreast of his client and so help him to provide an adequate programme that would direct the client and so channel his activities into more acceptable behaviour, thereby preventing the individual from further maladjustment. Directional role of follow-up helps the counsellor prevent immediate disaster for the client (Ford, 2008).

Informative Value

Follow-up is also informative. Information is the only link between the client and the counsellor immediately after the break-in counselling; there is no other way the counsellor would know what is happening to his client. Information about his client might be obtained from parents, friends, relatives, organisation, etc. Such information is highly valuable because when clients are no longer with their counsellors, they are more likely going to be themselves in a different environment (Betensky, 2015). Behaviours exhibited in a natural environment would be utilised effectively for effective guidance. Follow-up would provide adequate information that would help the client make an effective adjustment to a job, work condition, school and eventually prepare him for growth, development as well as advancement.

Problems of Follow-Up

Assessment of Problem: Follow-up may be seen as a process of obtaining continuous information on a client's progress. It is often very difficult to measure improvement. There are several degrees of improvement. What may be an improvement for a counsellor may not be an improvement for an observer, this is so when it is realised that changes in behaviour are not always noticeable except in extreme cases. Follow-up starts immediately after counselling has been terminated. However, it is difficult to measure a change of behaviour although assessment of behaviour acts as a feedback. Feedback is one of the techniques used in counselling to modify the behaviour of a client (Betensky, 2015). Apart from that, it is a process of giving information to a counsellor. The observation made by the counsellor can be utilised in providing an adequate programme for the client's improvement in his social, academic or vocational development. The only problem which feedback has is that it is dependent on interpretations. When different interpretations are given to a particular fact, it usually loses its value. Apart from that, the assessment uses various modes and approaches in collecting data or information about an individual. Such approaches could be an interview, observation, questionnaire, reports from

parents, teachers and students, self-report. These various modes of assessment give different information about the individual and so do not give a consistent picture of the individual's behaviour especially when non-professional psychologists are involved (Betensky, 2015)**.**

Financial problem

It has always been a problem in any type of organisation for the counsellor to purchase materials for practice, for travelling, collecting data, documentation, recording and other day-to-day counselling expenses. It is obvious that with the economic difficulties in Nigeria today, it would be difficult for any organisation to embark on follow-up, which is expensive (Periera & Rekha, 2017).

Time Problem

Follow-up is time-consuming. For a counsellor to obtain any useful information, it requires the allocation of time. Most counsellors are so busy with other activities that it is impossible to allot time to any type of follow-up. Furthermore, the congested programme makes it impossible for the individual to have any time at all for follow-up (Blackburn, 1990).

Referral Service

Referral means transferring to another, personal one is not able to cope or deal with. Most often, teacher-counsellors, when they come across certain problems where the specialist skills are lacking, they usually send them to other personnel who can offer invaluable service to them(Kamau, Osuga &Njuguna, 2017; Vineela, 2016). Good examples may be sending students to the medical doctors, dentists, opticians, psychologists, physiotherapists and therapists. In the school setting, teachers can easily send the stubborn children to the principal for remedial assistance especially where the problem is emotional. Referral in this sense strives to help the child to make better adjustment through the efforts of specialist intervention. Also in industrial organisation referral services could be provided through Industrial Training. When organisations discover that their staff have skill deficiency, workers could be sponsored for training in a more elaborate organisation with equipment and specialists. The specialists stand in a better position to foster skills (Kamau, Osuga &Njuguna, 2017; Vineela, 2016).

Orientation Service

Orientation service is a type of guidance and counselling approach through which students, teachers, youth-corpers, new employees are assisted in making plans and adjustments to any new particular environment in which the individual finds himself (Luxembourg, National Report, 2002; Oluremi, Esere, Omotosho & Eweniyi, 2010). Apart from that, orientation service assists individuals to get used to their new social surrounding. It also helps both the new and old students to have a better understanding of their roles in the school setting. Orientation programme provides effective skills for adaptation and accommodation of the school rules and regulations guiding people at schools, organisations, industries and various institutions. In any type of orientation, the dos' and don'ts are usually provided to the new people as a way of familiarising them with that particular environment, their norms, values and climate (Luxembourg, National Report, 2002). Besides, it helps the students to feel emotionally secure and better adjusted in a new environment especially during the transition periods from one class to another or one school to another. In any type of orientation, the dos' and don'ts are usually spelt out to the new students as a way of getting them familiar with the environmental conditions. This is because a student who enters the school is bound to have problems of adjustment. It has been observed that most young children may fail their examinations within the schools, not as a result of incompetence on their part but due to maladjustment to the

environment. Students, therefore, require accurate information that will assist them in their adjustment (Oluremi, Esere, Omotosho & Eweniyi, 2010).

Appraisal Services

This involves the use of tests and non-test instrument to collect, analyze and interpret data for students to understand themselves better. It also affords counsellors and significant others the opportunity of having insight into the strength and weakness of students, (Okeke, 2003). Information from appraisal services can be used for different educational purposes. To counsel, the counsellor needs information on students to understand the student. She/he can get knowledge about the students through appraisal services.

Research Questions: The following research questions were formulated to guide the study;

1. What is the extent of perception of male and female teachers towards orientation service in secondary schools in Port Harcourt Metropolis?
2. What is the extent to which male and female teachers perceive counselling service in secondary schools in Port Harcourt Metropolis?
3. What is the extent of perception of male and female teachers towards information service in secondary schools in Port Harcourt Metropolis?
4. What is the extent of perception of male and female teachers towards appraisal service in Port Harcourt Metropolis?

Hypotheses

The following research hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

HO_1: There is no significant difference between male and female teachers perception of orientation service in secondary schools in Port Harcourt Metropolis.

HO_2: There is no significant difference between male and female teachers perception of counselling service in secondary schools in Port Harcourt Metropolis.

HO_3: There is no significant difference between male and female teachers perception of information service in secondary schools in Port Harcourt Metropolis.

HO_4: There is no significant difference between male and female teachers perception of appraisal service in secondary schools in Port Harcourt Metropolis

Methodology

This study adopted a descriptive survey research design. The population of the study is 1432 which consist of all the teachers in public secondary schools at the junior and senior levels in Port Harcourt Metropolis (Source: Rivers State Universal Board of Education, 2018). The proportionate sampling technique was adopted for this study where a sample size of 430 respondents which constitutes 30% of the overall population was used for the study. A structured questionnaire titled "Teachers Perception of Guidance and Counselling Services Inventory' (TPGCSI)'' was used for the study with a four-point rating scale was designed. Face and content validity of the instrument was established by the research supervisor and three (3) experts in the field of guidance and counselling and measurement and evaluation from Rivers State University and the University of Port Harcourt, while a reliability coefficient index of 0.68 was obtained using the Cronbach Alpha statistics. Mean and Standard Deviation was used to answer the stated

research questions, while Z-test analysis was used in testing the formulated hypotheses at 0.05 significance level.

Results

Research Question 1: What is the perception of male and female teachers towards orientation service in secondary schools in Port Harcourt Metropolis?

Orientation Mean Responses of Perception of Male and Female Teachers Towards Service. (Male Teachers, N_1= 235; Female Teachers, N_2= 185).

S/N	Items	Participants Male			Female		
		$\overline{X}$	SD	Remark	$\overline{X}$	SD	Remark
1	The orientation of students makes students adjust fast to the school	4.15	0.06	High extent	3.68	0.00	High extent
2	The orientation of students is a profitable use of resourceful hours	3.92	0.01	High extent	4.00	0.04	High extent
3	Orientation makes teachers plan well for their teaching periods	4.11	0.07	High extent	3.98	0.02	High extent
4	Orientation services help to give students proper direction in their academics	4.05	0.07	High extent	4.11	0.03	High extent
5	Orientation services provide students with effective skills for adaptation and accommodation	4.09	0.03	High extent	4.16	0.06	High extent
6	Orientation helps students feel emotionally secured	4.06	0.06	High extent	4.15	0.13	High extent
7	Orientation helps students feel emotionally secured	3.90	0.13	High extent	4.11	0.09	High extent
	Grand Mean/Std dev.	**4.03**	**0.17**		**4.04**	**0.03**	

From the result on table 4.1 above, in response to research question 1 in items 1,2,3,4, and 5, the majority of the respondents generally agreed to a high extent that: Orientation of students makes students adjust fast to the school environment; Orientation of students is a profitable use of resourceful hours; Orientation makes teachers plan well for their teaching periods; Orientation services helps to give students proper direction in their academics; Orientation services provides students with effective skills for adaptation and accommodation; Orientation helps students feel emotionally secured; Orientation helps students adjust properly in their academic pursuits. Thus, it is logical to conclude that male and female teachers have a positive perception of orientation service in secondary schools in Port Harcourt Metropolis.

Research Question 2: To what extent do male and female teachers perceive counselling service in secondary schools in Port Harcourt Metropolis.?

Mean responses of male and female teachers' perception of counselling service in secondary schools in Port Harcourt Metropolis. (Male Teachers, N_1= 235; Female Teachers, N_2= 185)

S/N	Items	Participants Male			Female		
		$\overline{X}$	SD	Remark	$\overline{X}$	SD	Remark

8	Counselling services help to give direction to students in their career pursuits	4.11	0.02	High extent	3.78	0.07	High extent
9	Counselling services helps to give students emotional balance while facing their studies.	3.89	0.04	High extent	4.05	0.00	High extent
10	Counselling services help students adjust properly with minimal behavioural problems	3.81	0.06	High extent	3.97	0.02	High extent
11	Counselling helps students improve in their academic studies.	4.23	0.05	High extent	4.19	0.04	High extent
12	Counselling helps students adjust themselves socially and acceptably.	4.16	0.03	High extent	3. 97	0.02	High extent
13	Counselling helps teachers deal appropriately with the problems of their students	4.06	0.01	High extent	4.16	0.03	High extent
14	Counselling helps students comports themselves appropriately in the face of challenges and adverse conditions.	4.17	0.03	High extent	4.02	0.01	High extent
	Grand Mean/Std dev.	**4.06**	**0.34**		**4.04**	**0.27**	

From the result on table 4.2 above, in response to a research question, 2 in items 1,2,3,4, 5,6and 7, the majority of the respondents generally agreed to a high extent that: Counselling services helps to give direction to students in their career pursuits; Counselling services helps to give students emotional balance while facing their studies; Counselling services help students adjust properly with minimal behavioural problems; Counselling helps students improve in their academic studies; Counselling helps students adjust themselves socially and acceptably; Counselling helps teachers deal appropriately with the problems of their students; Counselling helps students compose themselves appropriate in the face of challenges and adverse conditions. Thus, it is logical to conclude that male and female teachers have a positive perception of counselling service in secondary schools in Port Harcourt Metropolis.

Research Question 3: What is the perception of male and female teachers towards information service in secondary schools in Port Harcourt Metropolis.?

Mean responses of male and female teachers' perception towards information service in secondary schools in Port Harcourt Metropolis. (Male Teachers, N_1= 235; Female Teachers, N2= 185)

S/N	Items	Participants Male			Female		
		$\overline{X}$	SD	Remark	$\overline{X}$	SD	Remark
15	Helps to create good personal-social opportunities for students.	3. 94	0.02	High extent	4.05	0.01	High extent
16	Helps students cope with the challenges of today and tomorrow.	3.79	0.05	High extent	4.06	0.02	High extent
17	Helps students through their	3.85	0.04	High	3.24	0.20	High

S/N	Items	$\overline{X}$	SD	Remark	$\overline{X}$	SD	Remark
	psychosocial development			extent			extent
18	Helps students through their vocational plans in life	4.23	0.06	High extent	4.14	0.04	High extent
19	Helps students adjust properly to changing situations in life	4.24	0.06	High extent	4.01	0.00	High extent
20	Helps students appraise ideas critically.	4.12	0.03	High extent	4.07	0.02	High extent
21	Helps students make realistic choices and decisions about their educational plans	4.16	0.04	High extent	4.11	0.03	High extent
	Grand Mean/Std dev.	**4.05**	**0.04**		**4.04**	**0.05**	

From the result on table 4.3 above, in response to research question 3 in items 1,2,3,4, 5,6 and 7, the majority of the respondents generally agreed to a high extent that information services: Helps to create good personal-social opportunities for students; Helps students cope with the challenges of today and tomorrow; Helps students through their psychosocial development; Helps students through their vocational plans in life; Helps students through their vocational plans in life; Helps students appraise ideas critically; Helps students make realistic choices and decisions about their educational plans. Thus, it is logical to conclude that male and female teachers have a positive perception of information service in secondary schools in Port Harcourt Metropolis.

Research Question 4: What is the perception of male and female teachers towards appraisal service in secondary schools in Port Harcourt Metropolis.?

Table 4.4:   Mean responses of male and female teachers' perception towards appraisal service in secondary schools in Port Harcourt Metropolis. (Male Teachers, $N_1= 235$; Female Teachers, $N_2= 185$).

S/N	Items	Participants Male			Female		
		$\overline{X}$	SD	Remark	$\overline{X}$	SD	Remark
22	Helps teachers to understand the weaknesses of their students	4.12	0.02	High extent	3.84	0.01	High extent
23	Helps teachers to understand the strengths of their students.	3.73	0.05	High extent	3.96	0.02	High extent
24	Helps teachers assist their students effectively in their studies	4.00	0.04	High extent	3.94	0.20	High extent
25	Helps students realize areas where they need improvement	3.71	0.06	High extent	4.29	0.04	High extent
26	Helps students appreciate the efforts of their teachers	4.26	0.06	High extent	4.34	0.00	High extent
27	Helps to build a better teacher-student relationship	4.05	0.03	High extent	4.25	0.02	High extent
28	Helps teachers adopt better teaching techniques	4.22	0.04	High extent	3. 99	0.03	High extent
	Grand Mean/Std dev.	**4.01**	**0.03**		**4.09**	**0.46**	

From the result on table 4.4 above, in response to research question 1 in items 1,2,3,4, 5,6and 7, the majority of the respondents generally agreed to a high extent that appraisal services: Helps teachers to understand the weaknesses of their students; Helps teachers to understand the strengths of their students; Helps teachers assist their students effectively in their studies; Helps students realize areas where they need improvement; Helps students appreciate the efforts of their teachers; Helps to build a better teacher-student relationship; Helps teachers adopt better teaching techniques. Thus, it is logical to conclude that male and female teachers have a positive perception of appraisal service in secondary schools in Port Harcourt Metropolis.

Test of Hypotheses

Hypothesis 1: There is no significant difference between male and female teachers' perception of orientation service in secondary schools in Port Harcourt Metropolis.

Z-test output for hypothesis 1 at 0.05 level of significance

S/N	Variable	$\overline{X}$	SD	Observation N	df	z-critical	Z-cal	Remark
1.	Male Teachers	4.03	0.017	235	418	1.96	0.81	Not significant
2.	Female Teachers	4.04	0.030	185				

The result of the statistical analysis above (as indicated by z-cal = 0.81 is less than the value of the z-critical at 1.96), shows that there is no significant difference between male and female teachers' perception of orientation service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that orientation service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

Hypothesis 2: There is no significant difference between male and female teachers' perception of counselling service in secondary schools in Port Harcourt Metropolis.

Z-test output for hypothesis 2 at 0.05 level of significance

S/N	Variable	$\overline{X}$	SD	Obsv. N	Df	Z-critical	Z-cal	Remark
1.	Male Teachers	4.06	0.034	235	418	1.96	0.079	Not significant
2.	Female Teachers	4.02	0.027	185				

The result of the statistical analysis above (as indicated by z-cal = 0.079 is less than the value of the z-critical at 1.96), shows that there is no significant difference between male and female teachers' perception of counselling service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that counselling service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

Hypothesis 3: There is no significant difference between male and female teachers' perception of information service in secondary schools in Port Harcourt Metropolis.

Z-test output for hypothesis 2 at 0.05 level of significance

S/N	Variable	$\overline{X}$	SD	Obsv. N	Df	z-critical	z-cal	Remark
1.	Male Teachers	3.95	0.040	235	418	1.96	0.138	Not significant

| 2. | Female Teachers | 3.98 | 0.050 | 185 |

The result of the statistical analysis above (as indicated by z-cal value = 0.138 which is less than the z-critical value at 1.96) shows that there is no significant difference between male and female teachers' perception of information service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that information service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

Hypothesis 4: There is no significant difference between male and female teachers' perception of information service in secondary schools in Port Harcourt Metropolis.

Z-test output for hypothesis 4 at 0.05 level of significance

S/N	Variable	X̄	SD	Obsv. N	df	z-critical	z-cal	Remark
1.	Male Teachers	4.01	0.030	235	41	1.96	1.10	Not significant
2.	Female Teachers	4.08	0.460	185	8			

The result of the statistical analysis above (as indicated by z-cal value = 1.10 which is less than the z-critical value at 1.96) shows that there is no significant difference between male and female teachers' perception of appraisal service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that appraisal service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

Discussion of Findings

In response to research question 1, the result shows that: Orientation service makes students adjust fast to the school environment; Orientation of students is a profitable use of resourceful hours; Orientation makes teachers plan well for their teaching periods; Orientation services helps to give students proper direction in their academics; Orientation services provides students with effective skills for adaptation and accommodation; Orientation helps students feel emotionally secured; Orientation helps students adjust properly in their academic pursuits. The final grand mean (4.04) also shows that both the male and female teachers have a high positive perception about orientation services in secondary schools in Obio-Akpor LGA. From the statistical evidence in the test for hypothesis 1, the result shows that there is no significant difference between male and female teachers' perception of orientation service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it was concluded that orientation service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis.

This result was corroborated by the findings and opinions of Oluremi, Esere, Omotosho & Eweniyi (2010) who explained that orientation service assists individuals to get used to their new social surrounding. It also helps both the new and old students to have a better understanding of their roles in the school setting. Orientation programme provides effective skills for adaptation and accommodation of the school rules and regulations guiding people at schools, organisations, industries and various institutions. In any type of orientation, the dos' and

don'ts are usually provided to the new people as a way of familiarising them with that particular environment, their norms, values and climate.

Obidoa and Onwurah (2006) also added that orientation services are planned to assist both new students and staff get acquainted with their new school, adapt to their new environment and the people in it. They went further to explain that it helps the students to feel emotionally secure and better adjusted in a new environment especially during the transition periods from one class to another or one school to another. In any type of orientation, the dos' and don'ts are usually spelt out to the new students as a way of getting them familiar with the environmental conditions.

In response to research question 2, the result shows that: Counselling services helps to give direction to students in their career pursuits; Counselling services helps to give students emotional balance while facing their studies; Counselling services help students adjust properly with minimal behavioural problems; Counselling helps students improve in their academic studies; Counselling helps students adjust themselves socially and acceptably; Counselling helps teachers deal appropriately with the problems of their students; Counselling helps students compose themselves appropriate in the face of challenges and adverse conditions. The final grand mean (4.04) also shows that both the male and female teachers have a high positive perception about counselling services in secondary schools in Port Harcourt Metropolis.

From the statistical evidence in the test for hypothesis 2, the result showed that there is no significant difference between male and female teachers' perception of counselling service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that counselling service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis (as indicated by z-cal value = 0.079 is less than the value of the z-critical at 1.96 at 0.05 level of significance). In further support of the findings of this study, both Okeke (2003) and Denga agreed that counselling services are a form of personalized interaction between the client experiencing a problem and the counsellor which helps to solve career, study, personal and the social problems students encounter in life.

In response to research question 3, the result shows that: that information services: Helps to create good personal-social opportunities for students; Helps students cope with the challenges of today and tomorrow; Helps students through their psychosocial development; Helps students through their vocational plans in life; Helps students through their vocational plans in life; Helps students appraise ideas critically; Helps students make realistic choices and decisions about their educational plans. The final grand mean (3.96) also shows that both the male and female teachers have a high positive perception about information services in secondary schools in Port Harcourt Metropolis. Also, from the statistical evidence in the test for hypothesis 3, the result showed that there is no significant difference between male and female teachers' perception of information service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it is logical to argue that information service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis. In collaboration with the findings of this study, according to Okeke (2003) information services are tailored towards equipping students with the necessary information in the areas of educational, vocational and personal-social to be able to make a wise life decision. Information service is a vital aspect of guidance and counselling now that society is becoming more complex.

Finally, in response to research question 4, the result shows that appraisal services: Helps

teachers to understand the weaknesses of their students; Helps teachers to understand the strengths of their students; Helps teachers assist their students effectively in their studies; Helps students realize areas where they need improvement; Helps students appreciate the efforts of their teachers; Helps to build a better teacher-student relationship; Helps teachers adopt better teaching techniques. The final grand mean (4.05) also shows that both the male and female teachers have a high positive perception about appraisal services in secondary schools in Port Harcourt Metropolis.

From the statistical evidence in the test for hypothesis 4, the result showed that there is no significant difference between male and female teachers' perception of appraisal service in secondary schools in Port Harcourt Metropolis. Based on this statistical evidence, it became logical to contend that appraisal service (as indicated by the unanimous responses of both male and female teachers) have a positive influence on both the teachers and the students in secondary schools in Port Harcourt Metropolis (as indicated by Z-cal value = 1.10 is less than the value of the Z-critical at 1.96 at 0.05 level of significance). In support of the findings of this study, Okeke, (2003) revealed that appraisal services can help students understand themselves better. He went further add that appraisal service also affords counsellors significant opportunities of having insight into the strength and weakness of students. He explained that appraisal services can be used for different educational purposes and that the counsellor needs information on students through appraisal service to understand the student.

Conclusion
The study has shown with adequate statistical evidence that guidance and counselling services are a very important aspect of improving or enhancing teachers' performance and relationship with their students. It has also become obvious from the findings of this study that the importance of adopting guidance and counselling services as a way of helping students achieve educational and vocational goals cannot be overemphasized. As a matter of fact, according to Anagbogu (2012,), guidance and counselling services are greatly concerned with helping the individual gain insight and understanding of himself in relation to present and future environment such that decisions, choices made would lead to more satisfying rewarding experiences.

Recommendations
The following are hereby recommended for effective use of guidance and counselling services in the secondary schools.
10. Teachers should be given proper orientation on the importance of guidance and counselling in the lives of the students.
11. The schools should recruit and employ the services of more school counsellors to help achieve set educational goals in the lives of the students.
12. The Ministry of Education should consider making it compulsory for all schools to have at least 2 or 3 school counsellors with their own special offices located within the school.
13. Students should be allowed to discuss their challenges and problems with their teachers or school counsellors whenever necessary.
14. Teachers should be approachable and not bossy on their students.
15. Counsellors should adopt the appraisal services to help students realize areas where they need improvement in their studies.
16. Counsellors should adopt orientation services to help students discover their career goals in life.

17. Counsellors should adopt the information services to help students become aware of what they stand to face in their vocational pursuits.

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Perceived Effects of Domestic Violence on the Academic Performance of Secondary School Students in Etche and Omuma Local Government Areas in River State

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Abstract: *The study examined the perceived effect of domestic violence on secondary school student in Etche and Omuma Local Government Area. The researchers formulated (3) objectives, 3 research questions and 3 hypotheses. The study made use of descriptive survey design. The population of the study consists of all Public Secondary School (SS1) students in Etche and Omuma Local Government Area. The population size was 2,100 (SS1) students. The study made use of stratified random sampling technique with the sample size of 766 students. The researchers used structured questionnaire with 12 items titled the Effect of Domestic Violence on Academic Performance. The data were analyzed using mean score and standard deviation for the research questions while the null hypotheses were tested using Z-test statistical tool at 0.05 level of significance. Based on the analysis, the study revealed that Domestic Violence had great effect on the students' participation in the classroom and as a result of Domestic Violence most students that were affected dropped out of school. Based on the findings of the study, the researchers recommended that guidance counselors should be posted to all public school, as they are in the best position to help students with such problems also teachers should refer students with such problems to the school counselors for help.*

Keywords: *Domestic Violence, Abuse, Academic performance, Students, Secondary School and Counselling.*

INTRODUCTION

Domestic violence is a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain control over another intimate partner. Galey (2017) stated that Domestic violence includes physical abuse, sexual abuse, psychological abuse and abuse to property and domestic pets. According to him, exposure to these forms of violence has considerable potential to be perceived as life threatening by those victimized and they can be left with a sense of vulnerability, helplessness and in extreme cases horror. Dutton (2016) defines physical abuse as any behavior that involves the intentional use of force against the body of another person that poses physical injury, harm or pain. These includes, pushing, hitting, slapping, choking, the use of object on someone, twisting of body part, forcing the ingestion of an unwanted substance and use of a weapon on others.

Dutton (2014) defines sexual abuse as any unwanted sexual intimacy forced on an individual by another. It may include oral, anal or vagina stimulation or penetration, forced

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exposure to sexual explicit material or activity. Compliance may be obtained through actual or threatened physical force or through some other form of coercion. Psychological abuse may include derogatory statements or threat of being killed by another individual it may involve isolation, economic threats and emotional abuse.

Straus and Gelles (2015) stated that domestic violence is widespread and occurs among all social economic groups. In a national survey of over 6000 American families it was estimated that between 53% - 70% of male batterers also frequently abuse their children. Domestic violence is one of the most under reported crimes in the United States, and the department of justice, in 1998 estimated that there are between 960,000 - 4,000,000 domestic incidences each year. In 1994 the bureau of justice statistics estimated that about 92% of domestic violence cases involved female victims. Wopadovi (women against domestic violence) 2014, domestic violence is unfortunately increasing in our society. Many people especially the females have been injured, disabled and killed as a result of domestic violence. Wopadovi, further noted that domestic violence does not recognize social classes or educational standards.

Academic Performance is an important parameter in measuring success in students. The main goal of education is to ensure that every student has chance to excel both in school and in life. Students' performance in school depends on the students' mental and physical abilities which are influenced by other factors. The home has great influence on the child's psychological, social and economic state, this is because the home is the first training ground and the foundation for the child, whatever happens at home therefore, goes a long way in affecting the behavioral and psychological wellbeing of the child (Meltzer, 2009). The home environment is considered a powerful influence on the child. It is viewed as consequential for the child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment. The academic achievement of any child cannot be separated from the home environment in which the child grew up (fantuzzo, Tigbe and Child's 2000).

There are evidences from all parts of the world that some homes are witnessing severe domestic violence which are found to be imparting seriously on the children from such homes. Domestic violence is a pattern of abusive behaviors used by one partner to gain or maintain power and control over another intimate partner in a relationship such as marriage, dating, family or cohabitation. Domestic violence includes any behavior that intimidates, manipulates, humiliates, isolates, frightens, terrorizes, blames, hurts, injures or wounds someone. Domestic violence can happen to anyone regardless of race, age, sexual orientation, religion or gender. (Siemienuk, Krentz, Gish and Gill (2010) Literature has asserted that children who are victims or witnesses of domestic violence may develop physical, psychological and behavioral problems as a result of physical, verbal, emotional and other forms of violence. A good number of them may lag behind in class as well as in life due to exposure to domestic violence. The short term and long term emotional and physical aftermath of domestic violence may affect students in school attendance, academic performance, and behavioral patterns both in school and class participation. This is because domestic violence not only affects the child's performance but affects their reaction to life situations, (Rossman, 2001; Wathen, 2003; Osofsky, 2003; Lundy and Grossman, 2005; Bogat Dejonhe, Levendosky, Davidson and Von, 2006).

Statement of the Problem

Although domestic violence has been recognized today as one of the most entrenched and widespread forms of violence in Nigeria and in the world at large; its influence on students' performance has not received the same level of recognition. (Tong, 2020) stated that child victims or witnesses of domestic violence may develop physical, psychological and behavioral

problems as a result of physical, verbal, psychological and other forms of violence. This can affect their participation in school activities because they can go to school when they are engulfed with fear and so won't be able to learn.

Many of them may be lagging behind in class work or even in life because of their exposure to domestic violence (Wathen, 2003). The short and long term emotional and physical effect of domestic violence can affect school attendance, students' achievement, and behavioral patterns of students in school and participation in the class room. The extent of the effect of domestic violence on students' academic performance in school is unknown. Therefore, this study will aim at identifying the effects of domestic violence on the student academic performance in Etche and Omuma Local Government Area in Rivers State.

Purpose of the Study

The purpose of the study is to investigate the effect of domestic violence on the academic performance of students in Rivers State. Specifically, the objectives of the study include;

1. To determine the effect of domestic violence on the students participation in the classroom in Etche and Omuma Local Government Areas in Rivers State.
2. To determine the effect of domestic violence on students school attendance in Etche and Omuma Local Government Areas in Rivers State.
3. To determine how domestic violence leads to school dropout among Secondary School students in Etche and Omuma Local Government Areas in Rivers State.

Research Questions

The following research questions were formulated for the study;

1. How does domestic violence affect student's participation in the classroom in Etche and Omuma Local Government Areas in Rivers State?
2. How does domestic violence affect students' school attendance in Etche and Omuma LGAs in Rivers State?
3. How does domestic violence lead to school dropout among Secondary School students in Etche and Omuma LGAs in Rivers State?

Hypotheses

The following null hypotheses were developed to guide the study;

1. There is no significant difference between domestic violence and students' participation in Etche and Omuma LGAs in Rivers State.
2. There is no significant difference between domestic violence on students' school attendance in Etche and Omuma LGAs in Rivers State.
3. There is no significant difference between domestic violence on students dropout from schools in Etche and Omuma LGAs in Rivers State.

REVIEW OF RELATED LITERATURE

Theoretical Framework

This study will anchor on two theories (Psychoanalytic and Behavioral theories). Psychoanalytic theory was propounded by Sigmund Freud. Sigmund Freud was born in Australia into a Jewish family in 1856.

Freud's Basic Assumptions concerning human nature

Freud assumed that all human events, such as actions, thoughts, feelings and aspirations are governed by instinctual forces or sex and aggression. He sees human beings as essentially

mechanistic, Freud regards individuals as basically irrational. He believes that individuals are motivated by irrationally uncontrollable instinctual drives, which are largely out of their sphere of conscious awareness. To Freud, man is not a master of his own destiny, man's behavior is directed by the need to gratify his basic biological needs and instincts. Freud is in support of the holistic nature of man and so portrays man's nature in terms of the ld, ego and superego. He believes that a person's unique characteristic are formed in early childhood. Therefore, there is very little optimism about the possibility of personality change in adulthood. This assumption is evidenced in his description of the phenomenon of penis and envy.

Freud theorized that boys and girls make important discovery, boys have penis, and girls don't. Thus they react differently. Boys assume that girls are inferior to them an assumption that persist throughout later stages of development. Girls on the other hand are envious; they devalue themselves and all other women (Lamanna, 2018). This theory can explain why male partners in marriage as a sign of male dominance, perpetuate domestic violence over the women. This dominance of one spouse can directly or indirectly influence their children in various aspects of their lives. Overall boys tend to be more reactive and more aggressive than girls in disturbed families. This explains why more boys run away from home during such circumstances. They are more likely to be witnesses or participants in parental confrontations. Younger children suffer more in violent homes, this is because they wholly depend on their parents. Thus, such children develop academic as well as social problems.

Behaviorists under Watson use learning principles to change behaviors. The behavior proposition is that behavior is the product of learning. The therapy focuses on behavior change in the present and sees the individual as both the product and the producer of his environment the general goal of behavior therapy is to improve personal choice thereby creating new conditions for learning. The main aim is to eliminate maladaptive behaviors and learn more effective behavior patterns.

Operant conditioning has been used to change abnormal behaviors and used to encourage desired behaviors through rewards or punishment. Operant conditioning enhances understanding of psychological disorders particularly depression. Depressed people feel that they have less control over obtaining positive reinforcement and avoid punishment. As a consequence, they are less likely to try to change their situations which further contribute to their feelings of depression. In human beings, this depression is caused by the victims having reached the state of learned helplessness. This is witnessed by feeling of futility caused by belief that one has little or no control over events in one's life, which may make one stop trying and develop feelings of depression (Lester, 2011). Thus, behavior therapy offers various action-oriented methods to help people take steps to change what they are doing and thinking. This theory is useful to this study as it expanciate on how an abused spouse may reach a state of helplessness and no longer sees the need to change the other spouse to stop the abuse. At this stage of helplessness it can spill over to their children. The abused spouse may neglect the children and this may further translate to neglect in school work, attendance to school and even affect all other aspect of the children's life. This may lead to children dropping out of school to feed themselves and may run away from their homes as a result of inconducive atmosphere.

Conceptual Framework
Concept of Domestic Violence
Domestic violence is not physical violence alone. Domestic violence is any behavior that the purpose of which is to gain power and control over a spouse, partner, girl/boyfriend or intimate

family member. Abuse is a learned behavior; it is not caused by mental problem, drugs, alcohol or any other excuse.

Concept of Physical Violence

This means maltreatment is any act committed by commission or omission, which willfully puts at risks or impairs the partner's physical integrity. This may involve hitting, slapping and choking, burning, biting, kicking, using weapon. It is the use of physical force against another person in a way that ends up injuring the person or put the person at risk of being injured. Physical abuse ranges from physical restraint to murder.

Sexual Abuse: This means any act which violates the sexual freedom of any member of the family unit through the use of force, intimidation, coercion, blackmail, deception or any other procedure to have sex or engage in specific act such as grabbing, molesting a partner, criticizing a partner, sexual performance or withholding sex, this may include any unwanted sexual intimacy forced on individual by another. It may include oral, anal or vaginal stimulation or penetration, forced nudity, forced exposure to sexually explicit material or activity or any other unwanted sexual activity (Dutton, 1994).

Violence and School Participation

The effects of witnessing violence at home vary from one child to another. According to Florida P.A (2010), children may experience a wide range of emotions, some of which may be new and therefore distressing, thus, causing students to feel insecure and afraid of the future. Unimaginable trauma is a common trait that is perceived by victims witnessing a parent being beaten, this affects the children psychologically and otherwise. Waller, Stern and Kelly (2005), noted that children aged 4-5 years react with irritability, crying, bedtime anxiety and regressive fearful behavior.

METHODOLOGY

The researcher adopted the descriptive survey research design for the study. According to Mugenda and Mugenda, (2008) descriptive survey design is a method of collecting information by administering questionnaire to a sample of individual or interviewing them. The population of the study consists of all public senior secondary school students (SS1) in Etche and Omuma Local Government Areas in Rivers State. The population size is 1,280 students. The sampling technique used for the study was simple random sampling technique which 766 students were randomly selected schools from the Etche Local Government Area and Omuma Local Government Area in Rivers State. The instrument used for the study is a structured questionnaire with 12 items patterned towards modified 4points rating scale of strongly Agree (SA) - 4points, Agree (A) - 3points, Disagree (D) - 2points and strongly Disagree (SD) - 1points. The data gathered from the research questions were analyzed using mean and standard deviation, while the null hypotheses were tested using z-test statistical tool at 0.05 level of significant.

RESULTS
Data Presentation
Research Question 1: How does Domestic Violence affect student's school participation in Etche and Omuma Local Government Areas in Rivers State?

Table 1:   Mean Response on how Domestic Violence Affect Student School Participation in Etche and Omuma LGAs in River State.

S/N	ITEMS	RESPONSES				N	x	$\overline{X}$	SD	REMARKS
1	Safe and secured name increase students in class participation	450 (1.800)	250 (750)	60 (120)	6 (6)	766	2676	3.49	0.93	Accepted
2	Violence free homes help students in class participation	460 (1,840)	255 (765)	45 (90)	6 (6)	766	2701	3.53	0.94	Accepted
3	Students from violence free homes are more stable and participate more in classroom activities	500 (2,000)	210 (630)	50 (100)	6 (6)	766	2736	3.57	0.94	Accepted
4	Students that are exposed to domestic violence participate more in the classroom activities.	6 (24)	50 (150)	210 (420)	500 (500)	766	1094	1.43	0.60	Accepted
	Grand Mean							**12.02**		

The analysis on table1 revealed that the respondents accepted that a safe and secured home increase students class participation with 3.49 mean. The table still indicates that the respondents accepted that domestic violence free homes help in class participation with 3.53 mean. It was also observed from the table that the respondents accepted that students from violence free homes are more stable and participate more in classroom activities with 3.57 mean. Also noticed in the table is that the respondent rejected the fact that students that are exposed to domestic violence participate more in classroom activities with 1.43 mean.

Research Question 2: How does domestic violence affect student's school attendance in some selected schools in Port Harcourt Metropolis?

Table 2:   Mean Responses of Domestic Violence Effect on Students School Attendance in some Selected Schools in Etche and Omuma LGAs

S/N	ITEMS	RESPONSES				N	x	$\overline{X}$	SD	REMARKS
1	Domestic Violence helps to produce Students Schools Attendance	460 (1.840)	255 (765)	45 (90)	6 (6)	766	2701	3.53	0.94	Accepted
2	Domestic Violence help to Divert Students Attention from School Attendance	500 (2,000)	210 (670)	50 (100)	6 (6)	766	2736	3.57	0.94	Accepted
3	Students affected by domestic violence attend class occasionally.	450 (1,800)	250 (750)	60 (120)	6 (6)	766	2676	3.49	0.93	Accepted
4	Starvation as a result of domestic violence can keep students out	470 (1,880)	240 (720)	59 (118)	7 (7)	766	2725	3.56	0.94	Accepted

of school.

Grand Mean		**14.15**

The analysis on table 2 indicates that the respondents accepted domestic violence helps to reduce students school attendance with 3.53 mean. The table still showed that the respondents accepted domestic violence helps to divert students' attention from school attendance with 3 mean. It was also observed from the table that the respondents accepted that students affected by domestic violence attend classes occasionally, with 3.49 mean. Also revealed from the table is that the respondents accepted the point that starvation as a result of domestic violence can keep students out of school with 3.56 mean.

Research Question 3: How does domestic violence contributes in students drop out from school?

Table 3: Mean Responses of Domestic Violence on Students drop out from School.

S/N	ITEMS	RESPONSES				N	x	$\overline{X}$	SD	REMARKS
1	Students drop out of school at a result of unstable home	470 (1.880)	240 (720)	60 (120)	6 (6)	766	2726	3.56	0.94	Accepted
2	In-secured home can lead to school drop out	450 (1,800)	250 (750)	60 (120)	6 (6)	766	2676	3.49	0.93	Accepted
3	Students will want to provide for themselves as a result of domestic violence can drop out of school	460 (1,840)	255 (765)	44 (88)	7 (7)	766	2700	3.52	0.93	Accepted
4	Domestic violence can exposed students to early pregnancy and eventual drop from school.	490 (1960)	220 (660)	50 (100)	6 (6)	766	2726	3.56	0.94	Accepted
	Grand Mean							**11.46**		

The analysis on table 3 showed that the respondents accepted that students drop out of school as a result of unstable home with 3.56 mean. The also revealed that the respondents accepted the point that insured homes can lead to school drop out with the mean of 3.49. Still observed from the table is that the respondents accepted the view that students will want to provide for themselves as a result of domestic violence can drop out of school with 3.52 mean. The table also indicates that the respondents accepted that domestic violence can expose students to early pregnancy and eventual drop out from school with 3.56 mean.

Test of Hypotheses
Hypothesis 1: There is no significant difference between the mean scores of male and female students on students' participation in the classroom.

There is no significant difference between domestic violence on students participation in the classroom in Etche and Omuma Local Government Area in Rivers State.

Table 4: **z-test Analysis of Significant difference between the Mean Scores of Male and Female Student on the Effect of Domestic Violence and Students' Classroom Participation in Etche and Omuma Local Government Areas.**

STATUS	N	$\overline{X}$	SD	DF	Zcal	Zcrit	DECISION
Male Respondents	300						
		3.05	0.93	764	3.5	1.96	Rejected
Female Respondents	4.66						

Analysis on Table 4: Shows that the Z Cal (3.5) is greater than the 2 Git (1.96). This implies that there is a significant difference between the mean scores of male and female respondents on the Effect of Domestic Violence and students classroom participation in Etche and Omuma Local Government Area of Rivers State.

Hypothesis 2: There is no significant difference between the mean respondents of male and female students on domestic violence and students school attendance in Etche and Omuma Local Government Areas of Rivers State.

Table 5: **Z-test Analysis of Significant difference between the Mean Scores of Male and Female Respondents of the Effect of Domestic Violence and Students School Attendance in Etche and Local Government Areas of Rivers State.**

STATUS	N	$\overline{X}$	SD	DF	Zcal	Zcrit	DECISION
Male respondents	300						
		3.64	0.94	764	3.5	1.96	Rejected
Female respondents	4.66						

Analysis on Table 5 revealed that the 2 Cal (3.5) is greater than the 2 Crit (1.96). This implies that there is a significant difference between the mean scores of male and female students on the Effect of Domestic Violence and students school attendance in Etche and Omuma Local Government Areas of Rivers State.

Hypothesis 3: There is no significant difference between the mean respondents of male and female students on domestic violence and school dropout in Etche and Omuma Local Government Areas in Rivers State.

Table 6: **Z-test Analysis Significant difference between the Mean Scores of Male and Female Respondents on the Domestic Violence and Students School Dropout in Etche and Omuma Local Government Areas of Rivers State.**

STATUS	N	$\overline{X}$	SD	DF	Zcal	Zcrit	DECISION
Male respondents	300						
		2.87	0.93	764	3.5	1.96	Rejected
Female respondents	4.66						

Analysis on Table 6: shows that the Z Cal (3.5) is greater than the 2 Crit (1.96). This implies that there is a significant difference between the scores of male and female students on the Effect of

Domestic Violence on students' school dropout in Etche and Omuma Local Government Areas of Rivers State.

Discussion of Findings
The findings revealed that the respondent accepted that domestic violence had great effect on students' classroom participation. It was also observed from the findings that the respondents accepted the view that a safe and secure home increases students class participation. The findings still showed that the respondents accepted that domestic violence frees homes help student in class participation. The finding indicate that respondents accepted that students from violence free homes participate in classroom activities that those from violence homes. The finding also revealed that the respondents rejected the fact that students that are exposed to domestic violence participate more in classroom activities. This is in line with work of the study reveals that the respondents accepted the point that domestic violence helps to reduce students school attendance, it was observed that the respondents accepted the fact that domestic violence helps to divert students attention. The finding also showed that the respondents accepted that students affected by domestic violence attend classes occasionally. It was also observed from the findings that the respondents accepted that starvation as a result of domestic violence can keep students out of school.

The findings showed that the respondents accepted the point that students drop out of school as a result of domestic violence. It also observed that the respondents accepted the view that insecure homes can lead to dropping out of school. The findings still indicated that the respondents accepted the students will want to provide for themselves as a result of domestic violence and as a result dropout of school. The findings also showed that the respondents accepted that domestic violence can expose students to early pregnancy and eventual dropout from school. These studies are in line with the works of Rossman, (2001) Wathen (2003); Osofsky, (2003); Lundy and Grossman, (2005); Bogat Degonghe, Levendosky, Davidson and von, (2006).

CONCLUSION
Based on the findings of the study, the following conclusions were made:
Domestic violence affects students in many ways. In most cases students lose concentration and do not participate in classroom activities, it can affect students school attendance and finally lead to students drop out from school entirely. The study deduced that if domestic violence can be reduced it will increase students' academic performance.

RECOMMENDATIONS
1. Based on the findings from the study, the researcher recommends that Government should establish and fund counseling centers in every public schools in Rivers State.

2. Government should employ professional counselors to help both victims and perpetrators of domestic violence in Rivers State.

3. There should be public enlightenment campaign theory the mass media on the negative effect of domestic violence on student academic performance in Rivers State.

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