

INCLUSIVE COUNSELING AS A VIABLE INSTRUMENT FOR PROMOTING PEACE AND STABILITY TOWARDS ACADEMIC ATTAINMENT OF SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA

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Abstract

The study examined inclusive counselling as a viable instrument for promoting peace and stability towards academic attainment of secondary school students in Lagos State. The study adopted a descriptive survey research design. Population comprises of all secondary schools in Ibeju Lekki Local Government in Lagos State. Simple random sampling technique was used to select five (5) Secondary schools in Ibeju Lekki Local Government in Lagos State in which thirty (30) students were randomly selected from each of the chosen school to make a total of one hundred and fifty (150) as sample for study. Two (2) research questions were raised and answered in this study. Reliability of the instrument was determined using Cronbach Alpha and data collected was analyzed using simple percentage, mean and standard deviation statistical tools. The research findings revealed that, counseling services play a major role in enhancing social and emotional adjustment among the students in secondary schools in order to promote peace and enhance their academic attainment. Also, counselling unit helps in promoting psychosocially behaviour among the students in secondary schools. In addition, it can be concluded from the findings that guidance and counselling services in secondary schools are paramount in modifying students' behaviour through assisting students control their emotions such as fear and anger thus creating a harmonious environment for students to stay and learn. It is therefore recommended that Ministry of Education in each state should enforce the establishment of counselling centers in both public and private secondary schools. The principals should employ professional counsellors and discard the use of career masters in schools.

Keywords: Inclusive, Counseling, Viable, Peace, Stability.

Introduction

As individuals develop through stages of life and educational attainment, they encounter problems, challenges and conflict situations. These individuals also need to develop value systems, make decisions,

set goals and work towards them. All these cannot be achieved without self-understanding and decision-making skills, which are not innate, but need to be developed (Osaigie & Balogun, 2015). The need to address these challenges and to promote peace and stability towards educational success and healthy life therefore, call for the inclusive counseling programmes for individuals/students. Counseling is a term usually used together which focus on assisting individuals attains self-understanding and direction, although attempts have been made by various authors to define the term separately (Abodunrin & Isaiah, 2019).

Okeke (2013) defines counseling as a helping relationship involving the counselor and the client, in which the counselor 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. According to Eze in Abodunrin and Isaiah (2019), counseling is defined as an interpersonal relationship between a professionally trained individual (counselor) and a troubled individual (counselee) or individuals (counselees) whereby the former utilizes his professional skills to help the latter to be able to solve his educational, vocational and person social problems. Bark (2013), states that guidance and counseling are the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry his own burden.

Counseling are essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individual's behaviour patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using counseling to enhance discipline and promote peace must be continuously being practiced if people are to work harmoniously for the achievement of common purpose. Hendrikz (2016) stresses that teachers and school administration have the responsibility of ensuring that students mature steadily along his own personal line.

Students are priceless assets and most essential element in education.

Braddock (2011), states that the purpose of counseling in schools is to improve academic performance, foster positive study attitudes and habit, increase acquisitions and application of conflict resolution skills and decrease school dropouts. According to Herman in Osaigie and Balogun (2015, guidance and counseling services are designed to help individuals with psychological problems to voluntarily change their behaviour and to enable them make wise future decisions; clarify their ideas, perceptions, attitudes and goals. The primary mission of a school's guidance and counselling programmes is to provide a broad spectrum of personnel services to the students. Denga (2011), referred to these services as "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 self-development and self-realization of their potential". These services include: student appraisal service, information service, counseling service, placement service, orientation service, referral service, follow-up and evaluation service, and research service.

The most important outcome of a counselling program is desirable change in the behaviour of students, such as building peace among students, improved school attendance, better study habits, better scholastic achievement, fewer scholastic failures, lower drop-out rate, better educational planning, and better home-school relations. Effective counselling programs balance corrective, preventive and developmental functions. In collaboration with parents, school administrators and teachers, the school counselor can effectively achieve the goals of counseling.

Biswalo (2016) noted that secondary schools have a two-fold crucial responsibility: to nurture students who have varying abilities, capacities, interest and unlimited potentials and to prepare those individual to become effective functioning members of their changing societies. Moreover Mutie and Ndambuki (2012) point out that most of the students in secondary schools comprises of adolescent marked by emotional development that include mood swing, enthusiasm, tenderness, cruelty, curiosity and apathy, it is marked with increase in crime and delinquency. For instance, secondary schools have been associated with students' unrest. This antisocial behavior could be a mirror image of violence. Individual or collectively should eschew violence as a way of solving problems in favor of dialogue as stated (Ndu, 2014).

Effective guidance and counseling service need to be based on a complete understanding of student experience. Thus effective guidance and counseling service are not only crucial for those student who deviate from the norms, but for all students as noted by Mutie and Ndambuki in Ndu (2014). Therefore all students would require guidance and counseling service in order to promote peace, develop their academic, social and personal competence. Counseling is also a method of behavior change.

Guidance and counseling status in enhancing student discipline to promote peace stability have struggled with the problem of lack of recognition and the realization of guidance and counseling as integral part of education and growth of every child. While some heads of schools made time available for counselors to provide counseling service to their students, others felt it was a waste of precious time allocated to examinable subjects. Others relegated it as an after-school activity. They see the education of the child as merely the provision of academic knowledge and skills in reading and writing. Hence most students leave school with very little knowledge about themselves and how to cope with the realities and challenges they would face later on life. Generally, student failed to cope with a number of situations such as unemployment and if employed they either failed to keep the job

Purpose of the Study

The main objective of the study is to examine inclusive counseling as a viable instrument for promoting peace and stability towards academic attainment of secondary school students in Lagos State. The specific objectives are to:

- determine the approaches used in counseling in solving students' disciplinary problems and promote peace stability in Lagos State
- identify how counseling services promote the academic attainment of secondary school students in Lagos State

Research Questions

- What are the approaches used in counseling in solving students' problems and promote peace and stability in Lagos State?
- How can the inclusive counseling services promote the academic attainment of secondary school students in Lagos State?

Methodology

The study adopted a descriptive survey research design. Population comprises of all Secondary School in Ibeju Lekki Local Government in Lagos State. Simple random sampling technique was used to select

five (5) Secondary school in Ibeju Lekki Local Government in Lagos State, thirty (30) students were randomly selected from each of the chosen school to make a total of one hundred and fifty (150) as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of the study. To ensure the validity of the instrument, the researcher gave the draft of the questionnaire to the experts to restructure the instrument in line with the research questions. To determine the reliability of the instrument, a pilot test was conducted and the scores

were tabulated and the Pearson Product Moment Correlation Coefficient formula was applied and a correlation coefficient of 0.72 was obtained. On the basis of the corrections done on the questionnaire items, and the test-retest reliability coefficient computed, the instrument was judged adequate, valid and reliable for the purpose of gathering relevant data for the study. Data collected were analyzed using frequency counts and simple percentages, mean and standard deviation.

Presentation of Data Analysis and Results

Table 1: What are the approaches used in counseling in solving students' problems and promote peace and stability in Lagos State?

S/N	ITEMS	YES		NO		Mean ($\bar{x}$)	S.D
		Freq (N)	Percent (%)	Freq (N)	Percent (%)		
1.	Counselors employ dynamic interactions of a group of students approach	109	73	10.00	28	3.8	.79
2.	Counselors use online systems to provide individual and group counselling	81	54	42.00	46	3.5	.77
3.	School counselor use small-group counselling approach and therapeutic interventions approach	77	51.3	18.00	48.6	3.4	.75
Overall Total		Mean ($\bar{x}$) = 3.57 and STD = 0.79					

Table 1 above shows the approaches used in counseling in solving students' problems and promote peace and stability in Lagos State. These findings indicate that counselors employ dynamic interactions of a group of students approach ($\bar{x}$ = 3.8, SD = 0.79), counselors use of online systems to provide individual

and group counseling ($\bar{x}$ = 3.5, SD = 0.77), and as school counselor use small-group counseling approach, we use therapeutic interventions approach ($\bar{x}$ = 3.4, SD = 0.75). This reveals that the mean and standard deviation of the items listed above is very high ($\bar{x}$ = 3.57, SD = 0.79)

Table 2: How can the inclusive counseling services promote the academic attainment of secondary school students in Lagos State?

S/N	ITEMS	YES		NO		Mean ($\bar{x}$)	S.D
		Freq (N)	Percent (%)	Freq (N)	Percent (%)		
1.	Inclusive counseling services develop and maintain good interpersonal relationship that enhances students' academic pursuit	101	67.3	49	32.7	3.7	.77
2.	Counseling services develop self-motivation technique for positive academic performance of the students	107	71.3	43	28.7	3.9	.78
3.	It deals with students family problem in order not to lose concentration on their academic pursuit	98	65.3	52	34.7	3.8	.77
Overall Total		Mean ($\bar{x}$) = 3.57 and STD = 0.77					

Table 2 above shows how the inclusive counseling services can promote the academic attainment of secondary school students in Lagos State. This finding indicates the inclusive counseling services develop and maintain good interpersonal relationship that enhances students' academic pursuit ($\bar{x}$ = 3.7, SD = 0.77), counseling services develop self-motivation technique for positive academic performance of the students ($\bar{x}$ = 3.9, SD = 0.78) and it deal with students' family problem in order not to lose concentration on their academic pursuit ($\bar{x}$ = 3.8, SD = 0.77).

Discussion of Findings

From table 1, showing the approaches used in counseling in solving students' disciplinary problems and promote peace stability in Lagos State. The result is in line with the findings of Musembi and Siele in Ndu (2014) who stated that teachers tend to impose things on the students rather than making use of dialogue since they do not understand the environment created by students. Teachers confirmed that they are sensitive to all levels of communication being used by the student being counseled. The counselors employ dynamic interactions of a group of students approach, use therapeutic interventions approach and use of online systems to provide individual and group counseling.

Table 2, shows how inclusive counseling services promote the academic attainment of secondary school students in Lagos State. The finding is in line with the view of Bradrock in Osaigie and Balogun (2015) who opined that the purpose of guidance and counseling in school is to improve academic achievement, foster positive study attitudes and habits, increase acquisition and application of conflict resolution skills, and decrease school dropout. Government, school administrators should therefore make provision of guidance and counseling services in schools for high transition rate among students.

Conclusion

There is enough proofing that lack of guidance and counseling to students leads to indiscipline which disrupt peace stability and eventually affect the academic attainment. It was also concluded that counseling services play a major role in enhancing social and emotional adjustment among the students in secondary schools in order to promote peace and enhance their academic attainment. Also, counseling unit helps in promoting prosaically behaviour among the students in secondary schools. However, secondary school require intensive and frequent

counseling services in order to overcome students' antisocial behavior characterized by conflicts, fighting, anger, fear of uncertainties and possible massive destruction of property and loss of innocent lives.

Recommendations

From the foregoing discussion, the following recommendations were made;

1. The school administrators should give necessary support to the counsellor by creating awareness on the importance of guidance and counseling programmes in the school.
2. Teacher counselors should take advantage of the positive attitude of the students to enhance career counseling in their schools.
3. Guidance and counseling programme should be strengthened in order to improve the academic performance of secondary schools in the area.
4. Secondary school should have functional guidance and counselling unit with the services of professional counselors as the heads.
5. The ministry should come up with a functional guidance and counseling department which encourages teachers at all level to be trained and get equipped with guidance and counseling skills.

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MEASURES OF SCIENCE TEACHERS' AWARENESS AND UTILIZATION OF ASSESSMENT MODES IN CLASSROOM LEARNING IN ONDO STATE, NIGERIA

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Abstract

This study investigated the level of science teachers' awareness and utilization of assessment modes in classroom learning in Akoko Zones of Ondo State, Nigeria. A sample of eighty science teachers were selected from secondary schools in Akoko North East, Akoko North West, Akoko South East and Akoko South West Local Government Areas using stratified random sampling techniques. Data were collected using a self-developed questionnaire tagged "Science Teachers Awareness and Utilization of Assessment Modes Questionnaire, STAUAMQ", which has a reliability coefficient of 0.87. The data obtained were coded and subjected to statistical analysis using the frequency counts, percentages, means and Chi-Square. The results showed that out of sixteen selected assessment modes, most of the science teachers were moderately aware (24.65%) of, but rarely used (37.55%) the assessment modes in secondary school classrooms. The results also showed no significant relationship in science teachers' level of awareness (gender: $\chi^2(1,80)=.50$, $p<.05$ & experience: $\chi^2(1,80)=.37$, $p<.05$) and utilization (gender: $\chi^2(1,80)=.43$, $p<.05$ & experience: $\chi^2(1,80)=.38$, $p<.05$) of the assessment modes based on gender and years of teaching experience. It was recommended among others that science teachers should be re-orientated on choice and utilization of appropriate assessment tools in the classroom in developing higher order thinking skills and in overcoming challenges of admission into tertiary institutions.

Keywords: Science Teachers, Awareness, Utilization, Assessment Modes

Introduction

Teaching-learning is a continuous, cumulative and systematic process. To achieve this, the teachers generally are tasked to monitor the progress by using various techniques to observe the characteristics or

behaviour of students, and effort on how to improve learning. Therefore, the teachers are saddled with some responsibilities to observe skills exhibited during problem solving, class interaction, listening to students' responses to questions or their comments on notes to know their difficulties. In order to successfully assess the attainment of the desired objectives, an instrument or tool like assessment is very crucial. Assessment is an integral part of education that involves teaching and learning process because the teacher uses it when classroom activities are on-going and to test the level of students' understanding as well as to improve learning. According to Sadler (2005), assessment is the process of forming a judgment about the quality and extent of students' achievement or performance. Assessment is the process of gathering and interpreting information/evidence to make value judgments about a place of learning (National Research Council, 2001a). Idialum (2013) observed that assessment can be made valid, ethical, feasible and efficient tools for learning using multiple measures. Assessment is a key component to effective and successful learning. Besides, the implementation of teaching-learning, curriculum themes, modules, and policies are incomplete without the right choice of assessment tools to measure the level of attainment of set objectives. Assessment is a bridge between the twin enterprise of teaching and learning.

The method of assessment modes includes among others:

Peer-Self assessment: Research shows that when students are allowed to take active role in monitoring and regulating their learning, then the rate of their learning is dramatically increased (William, 2007) and perhaps the cognitive theories explain the central role for meta-cognition in students' learning (NRC, 2001). The term meta-cognition means a process of self-monitoring and general reflection on one's own thinking.