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The Impact of Counselling Services on Psychosocial Development among Selected Private Secondary Schools in Kaduna Metropolis

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Abstract

The study examined the impact of Counselling services on students' psycho-social development in some selected private secondary schools in Kaduna metropolis. The study adopted survey research design. The population of the study was 18,500 students. Sample size of 184 students was drawn by random sampling technique and based on the availability of schools with established Guidance and Counselling services. A self-developed instrument titled "Impact of Counselling Services on Students' Psychosocial Development" was used to collect data. The validity of the research instrument was carried out by three experts in the area of Educational Guidance and Counselling. The reliability coefficient was 0.78 using split half reliability method. Two hypotheses were formulated and tested at 0.05 level of significance. ANOVA and t-test statistical methods were used to analyse the data obtained. The result of the study revealed that counselling services is capable of helping students develop a healthy psychosocial life. Based on the findings of the study, it was recommended that private schools' owners should ensure that Counselling services are rendered in effective ways that will ensure the overall psychosocial development of the students.

Key Words: Adolescent, Counselling Services, Psychosocial Development and Students.

Introduction

Psychosocial development is a very crucial element in the stages of growth in the lives of secondary school students who are adolescence. Most often, this aspect of development is not given the adequate and the needed attention by the available support system. Research has

shown that adolescence stage is saddled with emotional issues, anxiety and worries about physiological changes in the body, fears of relating well and social acceptability by peers. Some of the changes that occur at the adolescent stages are cognitive and emotional. Scholars have also indicated that most of the growing adolescents do not have a reputable person who has a listening ear to empathized with him or her expectations and guide them through some coping strategies.

Building appropriate, effective and significant relationship is part of the psychosocial development. The ability to understand the Psychology or in a lay man's language, the tips about relating well socially should be imbibed in the secondary school students as growing adolescents. This will go a long way to prevent issues relating to bullying, fighting, unnecessary display of aggressiveness and other forms of anti-social behaviour. Egbochuku (2007) suggested counselling as an effective tool for building an interpersonal relationship as well as equitable adjustment to one's environment. Collins (2007) asserted the importance of counselling as it helps to provide insight on working knowledge, skills and attitudes. counselling services will help to equip the secondary school students to handle challenges affecting their psychosocial development and other challenges posed by their environment. Effective Counselling services can help students to transition through this important stage of psychosocial development hence building a healthy personality.

Mikaye (2012) in his study "Influence of Guidance and Counselling services in Public secondary schools' Discipline in Kabondo Division, Rachuonyo District, Kenya" affirmed that through guidance and counselling services, students were assisted to be disciplined and become able to deal with challenges and realities they face in their Academic, Social and Physical environment.

Counselling services are an integral part of educational system and are designed to address developmental issues such as Emotional, Academic decisions, Social, Vocational and Moral. Counselling services aims to complement the classroom efforts of both the form tutors and subject teachers in handling the growing adolescents with their ever-increasing challenges particularly in this age of advanced Technology. These complementary efforts of Counselling services may be in the form of either Individual or Group counselling as highlighted by Egbochuku (2008). These two types of Counselling services are rendered to ensure a comprehensive development of the students, this comprehensive development is aimed to lead to an enviable identity in the life of the adolescent.

Most times, through Counselling, a student is drawn to the School Counselling Psychologist and this counselling interaction may cumulate to friendship between the student and the Counselling Psychologist. This relationship may afford the student to self-disclosed and be counselled accordingly. Iruloh, Elsie and Ibeawuchi (2016) in their study "Effectiveness of Peer Conflict Resolution Counselling in Improving Peaceful Behaviour among Adolescents" affirmed that peer conflict resolution counselling was effective in promoting peaceful behaviour among adolescent.

Ogunwole (2019), in a study 'The Impact of Guidance services on Students' Career Awareness' found out guidance services rendered adequately had impact in creating a wide knowledge of information about the World of works. By extension, counselling, according to Ogunwole, is a type of guidance service which ought to be rendered within the school set-up and other organizations. Also, Ngeno and Amos (2014) were of the opinion that the classroom teachers

are implored to see each student as a distinct individual because one of the purposes of Guidance and Counselling services is to ensure that the students, teachers and parents understand the various stages and phases of the individual student's psychosocial development. In the same view, Egbochuku (2007) stated that Counselling Psychologists in schools have significant role to play in combating the patterns of unhappiness and violence out of which Bullying behaviour arises among students. This statement further stressed the impact of Counselling services in ensuring the happiness of secondary school students, because happiness and healthy social wellbeing are parts of the essentials of students' psychosocial development.

Okon and Ikeotuonye (1980) conducted a research in Ahmadu Bello University (A.B.U.), Zaria in which they found out that students had academic, marriage and family, sex, health, emotional, career and inter-personal relationship problems. Their finding suggested that, there could be solutions to these problems with comprehensive and well-organized Guidance and Counselling services.

Social psychology is the scientific study of the ways of interaction, independence, and influence among persons which affect their behaviour and thought. This emphasizes that, it is the interaction and interdependencies among people that are the socially effective factors which influence much of what we do and think. We, human beings, do not live in a vacuum and human social behaviour must be seen as reflecting an on-going process of independence.

Psychosocial development is viewed as anything that can affect one's psychology and social behaviour. Psychosocial development may involve the mind, the spirit, the body and emotions and if it is put to action, it may affect relationship with others and self either negatively or positively. Psychosocial development involves how students form relationship with friends in schools, choice of friends, maintenance of such formed friendship, how they develop their persons, identifying people of like minds, learning to resolve their identity crisis and resolving misunderstanding with their friends.

Psychosocial development focus on different stages of development associated with one's behaviour and attitudes as regards relating well and enjoying life in organized groups within the social context. Psychosocial development is all about the social experience across one's life time. According to Arrington (2018), psychosocial development of the secondary school students can be referred to as the developmental tasks that emphasize the development of autonomy, the establishment of identity and future orientation. Healthy Psychosocial development will help students to form one's identity, resolve one's identity crisis so that one can eventually form one's identity for adulthood.

This study focused on building a healthy psychosocial life. A student whose psychosocial development is faulty may experience conflict or confusion in relating with others. This confusion may also lead to identity and isolation problem. Students in school are not to stay away from the school environment but are expected to interact with other students, teachers and other workers within the school environment. Human beings are expected by nature to relate with their social environment. The essence of healthy psychosocial development is to become competent in every facets of life and be able to handle all sorts of challenges that one may face in the course of growth and in the wider Society.

Cherry (2018) stressed that Erikson in his psychosocial stages of development is of the view that a personality develops in a predetermined order through eight stages from infancy to adulthood. These eight stages are;

- Trust versus Mistrust
- Autonomy versus Shame and doubt
- Initiative versus Guilt
- Industry versus inferiority
- Identity versus confusion
- Intimacy versus Isolation
- Generativity versus Stagnation
- Integrity versus Despair

Cherry further emphasized that each stage in Erickson's theory aims at imbuing competence in the individual student and the ability of individual students to manage these stages well will give a sense of mastery and if managed poorly, will give the sense of inadequacy.

In addition, Bidaux (2012) outlined some social skills that could enhance effective psychosocial development of students. Some of these social skills are:

- Listening skills
- Skills for social acceptance
- Skills for dealing with anger
- Skills for dealing with your feelings
- Skills for thinking before acting
- Skills for dealing with peer pressure
- Skills to improve self- image
- Skills for problem solving

Counselling services in cooperates the above social skills into some of the counselling activities and these social skills sometimes form some of the bases during Counselling when dealing with issues relating to students' psychosocial development. Effective Counselling can help students to transition through the stage of psychosocial development in a healthy manner which will help eradicate the likelihood of depression and suicidal attempts which seems to be on the rampant among students.

Research Hypotheses

Ho1: There is no significant impact of Counselling Services on students' Psychosocial Development with regards to students' age.

Ho2: There is no significant impact of Counselling Services on Students' Psychosocial Development with regards to students' sex.

Methodology

A survey research was used in the study. The research method is concerned with the collection of data for the purpose of describing and interpreting existing conditions prevailing practices, beliefs, feelings, attitudes, on-going process or the nature of a situation as it exists at the time of investigation etc. (Ndagi, 1984). Eighteen thousand, eight hundred and fifty students were

the population of this study. This population were made of students of private Secondary Schools within Kaduna Metropolis. The sample of this study consisted of one hundred and eighty-four Junior Secondary II Students (JS II) and Senior Secondary II Students (SSII) of four selected private Secondary Schools through random sampling. The private secondary Schools randomly selected were schools with an organized Counselling centres or offices. The schools were: Uncle Bado Memorial Schools, Kaduna; Labayi International Schools, Kaduna; Zamani College, Kaduna and First Baptist High School, Kaduna.

The Instrument for data collection was self -developed by the researcher based on the relevant materials from the Literature reviewed. The Instrument was titled Impact of Counselling services on Students' Psycho-social Development. The Instrument had two sections (A and B). Section A sought personal data of respondents while Section B had ten items investigating the impact of Counselling services on students' psycho-social development. The Instrument was developed along a Five (5) points Likert rating scale of strongly Agree (SA)-5, Agree (A)-4, Undecided (UD)-3, Disagree (DA)-2 and Strongly Disagree (SD)-1. The Instrument was given to three experts in the Department of Educational Psychology and Counselling of Ahmadu Bello University, Zaria for face and content validity before administration. The reliability of the instrument was carried out through a pilot study with the students of Essence International College, Kaduna using the split-half method. The data gathered from the study were analysed using One-way Analysis of variance (ANOVA) and t-test.

Presentation and Discussion of Results

Table 1 revealed that the female students' respondents have the highest mean than their male counterparts with regard to students' psychosocial development.

Table 1: Descriptive analysis of male and female student respondents with regard to student' psycho-social development

Variable	Mean	N	S.D.	S.E.
Male	37.20	81	7.884	8.760E-01
Female	39.65	99	6.429	6.461E-01

Source: Computed from field work

Table 2 revealed that students who are fourteen years old have the lowest mean and students who are thirteen years old have the highest mean among other age groups with regard to psychosocial development of student respondents.

Table 2: Description analysis of the various age groups of student respondents and psychosocial development

Variable	Mean	N	Group variance
Age 12	37.68	25	48.73
Age 13	40.83	30	32.28
Age 14	34.52	27	67.49
Age 15	38.09	33	63.84
Age 16	39.96	27	43.27
Age 17	40.38	26	38.01
Age 18	39.87	16	45.98
Total	38.71	184	

Source: Computed from field work

Ho 1: There is no significant impact of Counselling services on students' psychosocial development.

This hypothesis was tested using One-Way Analysis of Variance. Seven age groups were identified as indicated on Table 2. The result of this hypothesis on Table 3 showed the p-value of 0.0165 which is less than 0.05 level of significance and F-value of 2.67 which is greater than f-tabulated of 2.19 at 95% confidence level. The null hypothesis was rejected. This result showed that counselling services has impact on students' psychosocial development irrespective of their age.

Table 3: One-way ANOVA for student respondents' age group and psychosocial development

Source	DF	SS	MS	F	P-value
Between	6	785.8	131.0	2.67	0.0165
Within	177	8.668E+03	48.97		
Total	183	9.454E+03			

Source: Computed from field work

The result of this study is in congruent with Egbochuku (2007) study which connotes that Counselling services is capable of helping students eradicate bullying behaviour. Bullying behaviour according to Egbochuku's study is capable of leading to unhappiness and violence among students. The result of Egbochuku's study agrees with the findings of this study that Counselling services can help students in relating well with fellow students hence avoiding bullying, violence thereby developing healthy psychosocial life.

In addition, Mikaye (2012) affirmed that Guidance and Counselling services can assist students to be disciplined and equip students to be capable of dealing with challenges and realities of life. Mikaye's finding connotes Counselling services is capable of helping students in their psychosocial development as challenges, abilities and relating well are all embedded in students' psychosocial development.

Ho 2: There is no significant impact of Counselling Services on Students' psychosocial development with regards to students' sex

In order to test this hypothesis, t-test was used. The result showed the p value of 0.0217 which was less than 0.05 level of significance as shown in Table 4. The t-value is -2.30 which was greater than t-tabulated of 2.601 at 95% confidence level. Hence, there was a significant difference between students' psychosocial development and gender of the students. Therefore, the null hypothesis was rejected. The result revealed that male students' respondents had the highest mean score. The result of this hypothesis indicated Counselling services had positive impact on building students' psychosocial development irrespective of their sex.

Table 4: t-test for student respondents' sex distribution and psycho-social development

Variable	N	Mean	SD	t-Value	DF	P
Female	81	37.20	7.884	-2.30	178	0.0217
Male	99	39.65	6.429			

Source: Computed from field work

Ngeno and Amos (2014) corroborated with the finding of this study with the result of their study "Perception of the Impact Guidance and Counselling Services programmes on the satisfactory of Vocational needs in selected Kenyan Secondary School of Education" had helped to create career awareness on secondary school students in selected schools in Kenya" regardless of their age and gender. In the same vein, Ogunwole (2019) concurred that Guidance Services (of which Counselling Services is a type) had impact on Students' Career Awareness among selected private Secondary Schools in Kaduna Metropolis regardless of their gender.

Conclusion

Based on the result of this study, it was concluded that counselling services is capable of enhancing a healthy psychosocial development of the secondary school students regardless of their age and gender. The findings of this study concluded that School Counselling Psychologists should render the two types of counselling services in addition to other Guidance services in order to help identify the psychosocial needs of the students so that the entire counselling services and activities would be structured towards helping students 'psychosocial development. More emphasis should therefore be placed on both the individual and group counselling to help enhance students understanding of their individual capability to accept self and get along with others irrespective of their age and gender.

Recommendations

Based on the conclusion of this study, the following recommendations were made:

1. All proprietors of private schools should ensure that Counselling services are rendered in the school.
2. School Counselling Psychologists should employ the two types of counselling services where applicable, relevant activities and Programmes to ensure overall healthy psychosocial development of students.

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