



The Effectiveness of Guidance and Counseling services on the newly admitted Students' Adjustment to College Social Environment in Bauchi State Colleges of Education

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ABSTRACT

The study assessed the effectiveness of Guidance and Counseling services on Bauchi State newly admitted students' adjustment to College Social Environment. To establish these findings, a descriptive survey research design was adopted. The targeted population of the study comprised all the Staff of the Guidance and Counseling unit and all the NCE I newly admitted students of Aminu Sale College of Education Azare and Adamu Tafawa Balewa Colleges of Education Kagere respectively as 332 students and 10 Counselling unit staff were selected as sample using stratified purposive random sampling technique. The instrument used for the collection of the research data was a closed ended questionnaire, while the data collected was analyzed using simple percentages. The study revealed that, Guidance and Counseling services were moderately effective in promoting the adjustment of newly admitted students to the College social environment, though discovered to be militated with some challenges. On the basis of these findings, it was concluded that, Guidance and Counseling services were effective and vital for newly admitted students' adjustment to college social environment in Bauchi State Colleges of Education. In this conclusion, it was recommended that, there was need for employing more counselors, equipping and making the units more functional for effective counseling services delivery to the students in the Institutions. It was also recommended that newly admitted students' needs to be given orientation particularly on the existence and the importance of the Guidance and Counseling units in the Colleges patronage. However, these findings are of significance to the College management, Educational planners, the Guidance and Counseling unit staff, and the students.

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INTRODUCTION

Education is a comprehensive and sure way in bringing about not only knowledge and skills to students, but also change in social attitudes, behavior, value, needs and several other psychological behavioral changes. As the students become conscious of their environment, hence the need for adjustment in student's social environment become paramount (Duruamaka-Din 2019). College

social environment refers to the quality of the relationship among the students and between students and teachers and the entire College leadership. When considering College social environment other factors to be consider includes wellbeing, safety, inclusion and diversity as well as visual settings (School for health in Europe, 2021). This view agreed with that of Duruamaka-Dim (2019), who established that social environment is where students learn

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proficiencies in various abilities like, learning process and homework, social communications handling of emotion and the management of the day today interactions in school among themselves. Iris Center (2021), supported that, College social environment refers to the way school environment influence or support the interaction that occur among students, students and teachers as well as family members. A well-designed social environment helps foster positive interaction between teachers and students and among students and provides opportunity for the students to achieve their social goals. Social environment comprised of student's perception about how they are encouraged to interact with and relate to themselves, staff and the College management. Social environment leads in creating an environment that encompasses feelings and values of students and staff physical and psychological safety, attitudes and interpersonal relationship as well recognizing the need and success of individual students (Patrick & Ryan, 2003).

Leaving home to attend College of Education is an important milestone for students. However, transition of students from home to College can be challenging. Students are likely to experience adjustment issues. Students getting enrolled to Colleges of Education are from the mostly diverse population in terms of family background, cultural composition and socio-economic status. This transition of students from home and secondary schools to Colleges of Education marks a distinct step in students' lives. The step signifies adjustment from a dependent to an independent learner, from studying in a carefully supervised environment with highly controlled time table to students learning to manage their own time and make decision in a more adult and responsible manner. This transition makes newly admitted students faces unusual situations, have different choices, bear different responsibilities and challenges. They have to learn and be guided to deal with such a new environment. Research have shown that students who have low level of adjustment to College environment have increased level of difficulty particularly in the social and emotional

aspect. This in turn results to low achievement (Alipo 2020). Social status is not common among transitional students who leave their homes to new environment. This gaps disproportionately affect student's interaction in a new College environment. Social competence is achieved when students are guided to embrace socially sanctioned goals such as learning to share, participating in lectures, working with friends and groups and being rational in spending.

Student's adjustment to college environment is achieved when students accept such goals in a college setting. There are many new things for students to get used to in a new College setting, not only does a child's behavior have to be modified from a set of learned family appropriate behavior, but the setting itself has many new structural features to which a student must become accustomed. Transition of learners from one level to the other create adjustment needs in college environment. Guidance and counseling have been introduced in schools to help learners adjust to the diverse college environments. (Kanga, Nyaga, Barchok & Ngari 2015). College of Education being an agent of socialization has since time immemorial adapted Guidance and Counseling services to match with the needs of the students in various facets of live. Guidance and Counseling are programs designed to address the emotional, social, vocational, physical and academic difficulties of students in an institution. Ahmad (2015) established that, the purpose of Guidance and Counseling services in School setting is to:

- i. Help students to become self-directed and reliance
- ii. Help students realize their area of strength and weakness being socially or academically
- iii. Assist students to achieve to the best extent
- iv. Assist students adjust to their daily school challenges and also make wise career choice.

Dunsmoor & Miller as cited in Counseling at high School (2011), established that, the purpose of students Guidance and Counseling services are:

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- a. To give students information on matters important to success
- b. To get information about students which will be of help in solving his problems
- c. To establish a feeling of mutual understanding between students and teachers
- d. To help the students work out plans for solving their difficulties
- e. To help students know themselves and interact better, their interest, abilities, aptitudes and opportunities
- f. To inspire successful endeavor towards attainment
- g. To assist the students in planning for educational and vocational choices.

Lunenburg (2010) added that, counseling services are designed to facilitate self-understanding and development through dyadic or small group relationship. The aim of such relationship trends is to be of personal development and decision making that is based on self-understanding and knowledge of the College environment. Counselors assist students to understand and accept themselves, thereby clarifying their ideas, perception, attitudes and goals furnishes personal and environmental information to the students as required to develop the student's ability to cope with and solve problems and increase competence in making decision. In line with this, Suleiman, Olarewaju & Mohamad (2019), also states that education in all levels needs the presence of Guidance and Counseling services to attend to the social, academic and personal problems that a student may face in their College Environment. Kiuru, Aunola & Salmela-Aro (2009) concluded that, failure of students to adjust to College environment can leads to mental imbalance.

Guidance and Counselling is a professional field which has a broad range of activities and services aimed at assisting students to understand themselves, others, College environment and attain ability to adjust accordingly. It is a learning process in which a counselor helps an individual or group learn, understand themselves and their environment and be in position to choose the right type of behavior that will then be develop, grow, progress, mature and step up personally socially (Nwagwe, Onwuyili & Oguoma, 2020). However,

despite the relevance of guidance and counselling services to student adjustment to College Social environment, teenage pregnancies, drug abuse, unfriendly relationship among student's and other social issues are still common among the students of Colleges of Education. Most especially the newly admitted students. Therefore, this research work is designed to assess the effectiveness of Guidance and Counselling services on student's adjustment to College Social environment in Bauchi State Colleges of Education.

Statement of the Problem

In every Institution, Students struggle daily with problems and experiences of social adjustment to College environment. Transition students from, secondary school or homes to higher Institutions of learning create adjustment need in their social environment. The cases of drug abuse, stealing violence, financial misappropriation and indiscipline are on the rise. These are blamed on student's maladjustment to College social environment. These rises doubt on the effectiveness of Guidance and Counseling services on the promotion of student's adjustment to college social environment. The search for the solution of such challenges gave birth to the idea of these findings.

Objectives of the Study

The major purpose of this study, is to find out the effectiveness of Guidance and Counseling services on newly admitted students' adjustment to College Social Environment in Bauchi State Colleges of Education. The study sought to:

- i. Find out how functional are Guidance and Counseling units in Bauchi State colleges education
- ii. Find out the effectiveness of Guidance and Counseling services on newly admitted students 'adjustment on social college environment
- iii. Find out the approaches used in Counselling students in the study area.

Research Questions

The study sought to answer the questions below;

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1. To what extent are guidance and Counselling units functional in the study area?
2. What is the effectiveness of Guidance and Counseling services on newly admitted students' adjustment to college social environment?
3. To what extent are the varieties of approaches are used in counselling the newly admitted students in the study area?

comprised one hundred and sixty-one (161) students and five Guidance and Counseling unit staff each from the selected Colleges of education totaling to be three hundred and forty-two (342) targeted respondents using Yamini (1967) formular. The sample were selected through stratified simple and purposive random sampling techniques. The instrument used for the collection of data was closed ended questionnaire with eight items for the Counselling units' staff and ten items for the students respectively. The 4-points Likert scale was used. The data for this study was collected directly from the respondents by the researcher and the research assistant using questionnaire through personal contact. The data collected was analyzed using simple percentages

RESEARCH METHODOLOGY

The research design adopted for the study was descriptive survey. This to enable the researcher arrived at the appropriate and reliable conclusion. The population of the study comprised all the Guidance and Counseling units' staff of Adamu Tafawa Balewa College of Education Kangere, and Aminu Sale College of Education Azare and all NCE I newly admitted students of the Adamu Tafawa Balewa College of Education Kangere and Aminu Sale College of Education Azare 2020/2021 session all in their second semester respectively. The sample of the study

RESULTS

The study sought to determine the effectiveness of Guidance and Counselling services on enhancing newly admitted students' adjustment to college social environment. Therefore, the responses by the unit staff on the issues addressed by Guidance and counselling services is presented below.

Table 1: Responses from teachers on techniques used to enhance the adjustment of newly admitted students to college social environment expressed in percentages

S/N	ITEMS	F/%	SA(%)	A(%)	D(%)	SD(%)
i.	Dynamic intervention approach is used in counselling students	F %	9 (90%)	1 (10.8%)	0 (0%)s	0 (0%)
ii.	Therapeutic approach is also applied	F %	2 (20%)	2 (20%)	4 (40%)	2 (20%)
iii.	Always sensitive during counselling and use students focused intervention approach	F %	5 (50%)	4 (40%)	0 (0%)	1 (10%)
iv.	One on one counselling session is applied when needs arises	F %	7 (70%)	3 (30%)	0 (0%)	0 (0%)
v.	Open ended questions are used to attract child- client enter into dialogue	F %	8 (80%)	2 (20%)	0 (0%)	0 (0%)
vi.	Online counselling system is adopted to provide individual and group counselling	F %	2 (20%)	2 (20%)	5 (50%)	1 (10%)
vii.	The Guidance and counselling unit is under staff	F %	3 (30%)	2 (20%)	3 (30%)	2 (10%)
Viii	The unit is not well equipped with computer facilities and needed imprest for proper functioning	F %	6 (60%)	3 (30%)	1 (10%)	0 (0%)

Source: Field Survey, 2023.

From the table above, 100% of the respondents representing 10 respondents agreed

that, Guidance and Counselling unit dynamic intervention approach is used in students

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counselling. 60% (6) of the respondents disagreed that therapeutic approach is used in counselling students. 90% (9) of the agreed that, Counselors are always sensitive and used students, focused approach on students counselling. 70% (7) and 100% (10) of the respondents agreed that one on one and open ended counselling approach is also used in the colleges respectively. However, 60%

(6) of the respondents disagreed that the use of online system. Average of the respondents 50% (5) and 90% (9) respectively agreed that the units are under staff, have no computer facilities and the needed impress for proper smooth functioning. This section focused on counselling issues to addressed to enhance adjustment of newly admitted students to college social environment

Table 2: Responses of students on issue addressed by Guidance and counselling services on student's adjustment to College social environment expressed in percentages

S/N	ITEMS	F / %	SA(%)	A(%)	D(%)	SD(%)
i.	Guidance and counselling unit is functional in your school	F %	150 (43.6%)	120 (35.1%)	50 (14.6%)	22 (6.4%)
ii.	It help students understand themselves better and seek for help when the need arise.	F %	102 (29.8%)	120 (35.1%)	90 (26.3%)	30 (8.8%)
iii.	It enhance students good interaction among themselves and their lecturers	F %	102 (29.8%)	100 (29.2%)	80 (23.4%)	50 (14.6%)
iv.	It promotes students self-expression	F %	150 (43.9%)	120 (35.1%)	50 (14.6%)	22 (6.6%)
v.	It educate students on the danger of drug abuse	F %	102 (29.8%)	100 (29.2%)	80 (23.4%)	60 (17.5%)
vi.	It gives good orientation to students on healthy relationship among boy and girls and the danger of teenage pregnancy	F %	100 (29.2)	105 (30.7%)	70 (20.5%)	65 (19.0%)
vii.	It educate students on the danger of clubbing while in campus	F %	100 (29.2%)	180 (52.6%)	90 (26.2%)	80 (23.4%)
viii.	It promotes tolerance among students despite differences in religion, exposure and economic status	F %	100 (29.2%)	80 (23.4%)	100 (29.2%)	60 (17.5)
ix.	It keep students informed about the danger of bad friends in school	F %	100 (29.2%)	105 (30.7%)	70 (20.5%)	65 (19.0%)
x.	The unit give orientation to students on how to balance their leisure and academic time	F %	80 (23.4%)	60 (17.5%)	100 (29.2%)	100 (29.2%)

Source: Field Survey, 2023.

From table two above, 78% (270) of the respondents agreed that Guidance and Counselling units are functional in the Colleges. 64.5% (190) and 64% (222) respectively of the respondents agreed that Guidance and Counselling services assist in educating newly admitted students to understand themselves better and seek for help when needs arise. 59%

(202) and 79% (270) also agreed that, Counselling services enhances good interaction among admitted students, lecturers and promotes student's self-expression to enable students adjust socially to college environment. It also educates newly admitted students on the danger of drug abuse, where 59% (202) of the respondents affirmed this. 59.9% (205) of the

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respondents agreed that Guidance and Counselling give orientation to newly admitted students on how to promote healthy relationship and the danger of the teenage pregnancy among themselves. 81% (280) of the respondents agreed that Counselors enlighten newly admitted on clubbing and its danger. 52.6% (180) of the respondents agreed that Guidance and Counselling services promotes tolerance among student's despites differences in religion, exposure and economic status. 59.9% (205) of the respondents stated that Guidance and Counselling keep students informed on the consequences of keeping bad company of friends while 58.4% (200) of the respondents disagreed that Guidance and Counselling educate students on how to balance their leisure and academic time.

FINDINGS OF THE STUDY

The following findings made from the study;

1. Guidance and counselling services are more effective for the trained staff to complement the few ones on ground
2. The provision for further training may enable the Guidance and Counselling staff be familiar and apply more approaches on Counselling students.
3. Students adjust better to College social environment if they are taught with more strategies that would enable them adjust better.
4. Computer and imprest facilities are more available to the units to render effective services to clients.
5. Newly admitted students were given proper orientation particularly on the existence and importance of the Guidance and Counseling unit in the Colleges for patronage.

DISCUSSION OF THE FINDINGS

The study established that, the Guidance and Counselling units of the Colleges adopt dynamic, open ended and one on one approaches in Guiding and counselling the newly

admitted students. However, it was also discovered that therapeutic and online system approaches were not applied on the Counselling of the newly admitted students by the Counselors. The study also found that, Guidance and Counselling units in the study area have no computer facilities and does not regularly enjoy impress which affects the effectiveness of the Guidance and Counselling Services rendering. Salgong, Ngumi nad Checgek (2016) agreed that, lack of facilities hinders the efficacy of Guidance and Counselling services to students. However, despites these challenges, the research revealed that, the Guidance and Counselling units in the Colleges are functional and the renders relatively effective services to the newly admitted students' adjustment to College environment on the area of given students orientation on how to understand and express themselves better. The Guidance and Counselling units are also effective in cautioning the students on the danger of drug abuse, keeping bad companies, clubbing and tolerance to one another despites differences in exposure. The Counselling services were also found effective in given students' good orientation on unhealthy relation and the danger of teenage pregnancies among themselves, though still lacking in given students orientation on how to balance leisure time with academic time.

CONCLUSION

Based on the finding, it's proving that Guidance and Counselling services were effective in enhancing students' social adjustment to College environment of the study area. Though it was discovered that some facilities that were required to make the units more efficient and effective were lacking but many approaches were found to be applied in counselling the students therefore, the Guidance and Counselling services were relatively effective Son students' social adjustment to College environment.

RECOMMENDATIONS

Based on the findings, the study recommends the following;

1. For the Guidance and services to be more effective, management needs to employ additional trained staff to complement the few ones on ground

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2. There should be a provision for further training to enable the Guidance and Counselling staff be familiar and apply more approaches on Counselling students. Mulln and Irvin (2000) concurred with this and stated that, students adjust better to College environment if they are taught with more strategies that would enable students adjust better
3. Computer and imprest facilities should be made more available to the units to enable them carry an online counselling since the world is turning digital as well been able to finance some needs of the unit to enable it render effective services to her clients
4. Newly admitted students' needs to be given proper orientation particularly on the existence and importance of the Guidance and Counseling unit in the Colleges for patronage

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