

Perception of Counsellors' Status on the Suitability of Orientation Service as a Counselling Strategy for enhancing Self-Esteem among Secondary School Students in Enugu State, Nigeria

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ABSTRACT

The study sought to find out perception of counsellors' status on the suitability of orientation service as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The aim of the study is to determine the extent to which guidance counsellors and teachers counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The paper raised one research question and one null hypothesis that guided the study and was tested at .05 level of confidence. The study adopted a descriptive survey research design. This was done with particular reference to the location of the respondents. The population of the study was 105 Guidance Counsellors currently serving in the 291 government owned secondary schools in Enugu State. Out of 105 copies of questionnaire developed by the researcher and distributed, 96 copies were returned signifying 91.43%. The 96 copies (representing 59 guidance counsellors and 37 teachers counsellors) were used to collect the data for the study using self-structured questionnaire developed by the researcher called Counsellors Perception of Orientation Service Scale (CPO OSS). The instrument was face validated by experts. Cronbach Alpha Reliability estimate was used to ascertain the internal consistency of the instrument. Data collected for this study was analyzed using mean, grand mean and standard deviation, to answer the one research question. The hypothesis was tested using t-test statistic. The finding showed that guidance counsellors and teacher's counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State to a great extent. The finding of the hypothesis showed that no significant difference was found between the mean scores of guidance counsellors and teachers counsellors' perception of orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Based on the findings, a recommendation and suggestions for further studies was made.

Keywords: Self-Esteem, Guidance Counsellors, Teachers Counsellors and Orientation Service

INTRODUCTION

Orientation services are a category of services provided by counsellors to assist new intakes in an organization's smooth operation. Any business, industry, or educational setting, including elementary, secondary, and higher education institutions, can host it. The orientation of secondary school students is the main focus of the paper. Students receive orientation here on how to run their lives

effectively and succeed in their new surroundings. During orientation of new students information on how to succeed are made available to them. This relates to academic guidelines and ways to prevent antisocial behavior such as low self esteem. Low self-esteem is when someone lacks confidence about who they are and what they can do [1]. They often feel incompetent, unloved, or inadequate.

People who struggle with low self-esteem are consistently afraid about making mistakes or letting other people down. In a similar spirit, schools likewise preserve data of their students' names, socioeconomic status, talents, interests in particular courses, etc. These services offer students the chance to familiarize themselves with the new educational environment. Additionally, it aims to foster students' abilities, scholarships, sense of ethics, civic competence, social skills, and other traits. The service is set up methodically at the start of each new session and is designed to foster relationships between the school and the students as well as vice versa.

[2] in his opinion remarked that orientation services helps incoming students learn about the school's background and traditions, rules and policies, strengths and limitations, and facilities that are available to them, among other things. It enables students to build academic standards, personal attributes, strong moral values, and ethical standards from rich experiences of the school and aids students in their adjustment to school conditions. By teaching them to study thoroughly, cultivating a love of learning, taking their tests and notes seriously, and managing their time well, it helps them succeed academically. It enables students to learn nearly all relevant information about the campus' physical plant, library, dormitories, classrooms, laboratories, workshops, gardens, and other amenities. It helps students by offering remedial reading, a language program, projects and groups, as well as various forms of financial aid from schools. According to the Student Counselling Services (2013), counselling services are offered to aid students in increasing their sense of self-worth and coping with any challenges they encounter in their new surroundings. Clients will be able to see themselves as individuals with the capacity and freedom to change as a result of this. While students seek support for a range of issues, such as anxiety, tension, melancholy, depression, and eating difficulties, we typically emphasize the

subject of hard work and keeping focused as well as refraining from evil associations and a plethora of other vices in our one-to-one counseling relationships. According to [3] guidance can be viewed in three different ways: as a tool, as an alternative, or as a catalyst for change. One of the advisory services provided in schools is the orientation service. [3], held that orientation service is proficient of educating secondary school students about the negative effects of having low self-esteem when they first arrive at school, raising awareness of the significance of having high self-esteem, and encouraging them to seek personal fulfillment in their academic pursuits, to help counselors spot secondary school children who are exhibiting poor self-esteem, group counseling should be organized on a regular basis.

As a child gets older, their sense of self-worth changes (Nemours Foundation, 2015). Withdrawal from others is one of the symptoms of poor self-esteem that parents, teachers, and counsellors should watch out for in secondary school students. For students with low self-esteem, this could cause them anxiety, depression etc. These students typically get easily frustrated. They could be quite pessimistic, quick desire to give up, and make negative statements about themselves. They are quite critical of themselves and unwilling to try new things [4] Counsellors can quickly identify some of these characteristics during orientation as noted above. The topic under investigation, however is simply directing the responsibility of guiding and counselling these young people out of the depleting state of vulnerability they find themselves to counsellors in schools as re-echoed in the Federal Government in her National Policy on Education [5]. This exercise is restricted to guidance and teachers counsellors in secondary schools in Enugu State. The counsellors as it is, operate in schools which is the 'gateway', where almost every child is expected to pass through in order to become respectable citizens in the society. The counsellors in the schools are both Guidance Counsellors and teachers

counsellors. By implication, the study is focused on counsellor status. During orientation services which can be done either in group or individual counselling) students would likely want to go to a guidance counsellors because of their many years of experience and competency.

More so, the guidance counsellors employ different strategies to ensure success in their work. The ability and knowledge of counselling strategies employed depend on their academic qualifications, abilities and experiences. The choice of these counselling strategies may vary between counsellors considering their experiences and differences in the way and manner they perceive and utilize them in the counselling relationship. The work of the guidance counsellor included guiding students and young people to make and take informed choices about their future in relation to education, training and employment. Their responsibilities include assessing abilities and potentials in students, providing one to one counselling and group sessions as the need arises. The holistic development of secondary school students can best be propelled through counselling to assist them resolve the problems they have with their 'self.' This is unlike teachers counsellors that act as para-counsellors especially when there is a lack of professional. In this case they are mainly teachers who perform the work of guidance counsellors. Yet, the perception of Guidance counsellors and teachers counsellors on the suitability of orientation service as a counselling strategy for enhancing self-esteem seem to differ.

In Enugu State, there is a general scarcity of professional Guidance Counsellors which has left most secondary schools guidance counsellors not to be able to integrate self-esteem in their students as recommended by the Federal Republic of Nigeria [5] in her National Policy of Education. According to the guidance and counselling Division of the Post Primary School Management Board (PPSMB) Enugu 2015, there are presently 105 guidance counsellors serving in the 291 government

owned secondary schools of Enugu State. Of these, statistics shows that 59 have served the board for over ten years and above while the remaining 46 have been in her service for less than 10 years now. This means that there are only 59 guidance counsellors in the 291 Enugu State owned secondary schools. This fact is buttressed by [6] who found that that most secondary schools have no professional guidance and counsellors in Enugu State. Researches carried by [7] found that due to lack of experienced counsellors guidance and counselling programmes are not well implemented in Schools. [8] in a related study found among others that hardly can counsellors satisfy the needs of their students since their number is inadequate. He found that teachers counsellors had little or no experience are unable to apply counselling strategies during counselling session. He also found out that Workshop, seminars and conferences which would have been organized for school counsellors to update them with the new skills are frustrated by government and funds are not made available for such conferences that utilized the perceived counselling strategy for instilling confidence among students. The above is an indication that instilling confidence among students requires the utilization of counselling strategies which are counselling plans of actions intended to accomplish specific goals. Thus counsellors are expected to make use of these counselling plans of actions depending on their perception of them to resolve the challenges posed by self-esteem among secondary school students in Enugu State. Using perception as a yard stick by consellers, counsellors involves two processes, sensation and interpretation guided by past experiences. Here, the ability of the counsellor to understand things happening around him or her, [9] and in knowing when to try a different strategy with a student to enhance his/her self-esteem becomes vital even though it's appalling. These may be a necessary reason to encourage the adoption of some counselling strategy for enhancing self-esteem among

secondary school students cannot be overemphasized. Working to improve one's confidence takes time and efforts but it is worthwhile on the long run. The moment certain negative threats begin to manifest among students, it is worthwhile to stop and put a check on them. This is when the suitability of orientation service as a counselling strategy may be utilized

enhance students' self-esteem. The extent to which it can be used seem unclear. Based on the above, the study sought to ascertain the extent to which the perception of counsellors' status on the suitability of orientation service as a counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

Statement of Problems

There seems to be a serious neglect of orientation services for new intakes. This may stands as reason for drop in academic performance among students. Worst still, some students with low self-esteem stop taking their studies serious. Some students are not able to stand up for themselves when they are bullied or abused. The students who suffer from lack of self-esteem appear to be at risk. Consequent upon the above points shows that the school system is not equipped with a professional therapist to educate the new intakes on how to manage the new environment through orientation services. The problem seem to be that guidance counsellors have not come to grip on orientation services as a strategy for enhancing self-esteem among secondary school students. Some argued that teacher counsellors have vague perception of orientation service strategy while some also argued that guidance counsellors have vague perception of orientation service strategy that reduces self-esteem among secondary school

students as their employees (P.P.S.M.B, Enugu) [10] have only organized few workshops till date.

Consequently, students leave secondary schools with low self-esteem of themselves. Perhaps as a result of academic difficulties, bullying with no parent protection. This, according to this group fits into the adage that you do not give what you do not have. Most students aspire to excel in their academic pursuit but this might become an illusion unless it is equally nursed and nurtured by counsellors who have a clear cut perception of orientation service as a strategy that enhance self-esteem. Even if counsellor does perceive orientation service as a strategy for enhancing self-esteem, the extent to which they perceive it calls for attention. It is against this background that this study sought to ascertain the perception of counsellors' status on the suitability of orientation service as a counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

Purpose of the Study

The main purpose of this study is to find out perception of counsellors' status on the suitability of orientation service as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Specifically the study aims at;

Determine the extent to which guidance counsellors and teachers counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Research Questions

To what extent does guidance counsellors and teacher's counsellors' perceive orientation service as a suitable

counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

Hypothesis

One hypothesis guided the study and was tested at 0.05 level of significance.

Hypothesis

HO₁: There is no significant difference between the mean scores of

guidance counsellors and teacher's counsellors' perception of

Methodology

The study adopted a descriptive the survey research design. The area of the study was Enugu State, Nigeria. The population for this study comprised 105 practicing guidance counsellors in all the 291 government owned secondary schools in the 6 Education Zones of Enugu State. Of these 59 lived in urban areas while 46 lived in rural area. The population is small so no sampling was done. The instrument used for data collection was a 7 items questionnaire called Counsellors' Perception of Orientation Service Scale (CPO OSS). The instrument had a 4-point response scale with response category of Strongly Agree (SA)---4 points; Agree(A)-----3 points; Disagree (D)---2 points and Strongly Disagree (SD)—1 point. The instrument was validated by three experts; two from Guidance and counselling Department and one from Measurement and Evaluation, all from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal

consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .73. The study was carried out in all the 291 secondary schools in Enugu State. One hundred and five copies of the questionnaire were distributed but ninety-six copies that is, 59 Guidance Counsellors and 37 teachers counsellors were retrieved from the respondents representing 91.43 percent return rate. Data collected were analyzed using mean with standard deviation. Any mean score of 2.50 and above was regarded as agreed while any mean below 2.50 was regarded as Disagreed. The one null hypothesis were tested at .05 level of significance using t-test statistic. If the calculated t-value was less than the critical table value of ± 1.96 for the required degree of freedom of 94, the null hypothesis was not rejected but if the calculated t-value was equal to or greater than the critical, t-value, the null hypothesis was rejected.

Data Analysis and Results

This section presents the results of the study according to the research question and hypothesis that guided the study. The data analyzed were presented in Tables 1-2.

Research Question 1: To what extent does guidance counsellors and teacher's counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

Table 1: Mean (\bar{x}) Rating with Standard Deviation of the Extent to which of Guidance Counsellors' and teachers counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State, Nigeria.

S/N	Items	Guidance Counsellors N=59		Teacher Counsellors N=37		Overall	
		\bar{X}_1	SD_1	\bar{X}_2	SD_2	\bar{X}_3	SD_3
Decision							
1.	Acquaint the secondary school students about self-esteem challenge upon arrival in school Agree	3.33	0.60	2.83	0.66	3.08	1.22
2.	Create awareness over the importance of healthy self-esteem Agree	3.79	0.61	3.79	1.02	3.79	0.82
3.	Get the adolescents to be willing to check stress Agree	3.65	0.58	4.00	1.07	3.83	0.83
4.	Encourage fear elimination Disagree	1.48	0.62	2.02	0.16	1.75	0.39
5.	Teach adolescents to crave for personal fulfillment in their academic pursuit Disagree	1.45	0.53	2.01	1.02	1.73	0.78
6.	Provide adolescents with rules and regulations that will enable them set realistic goals on admission Agree	2.77	0.68	2.41	0.56	2.59	0.62
Grand Mean Agree		2.75	0.60	2.84	0.75	2.80	0.78

Data in Table 1 indicates that of the 6 items on the extent to which guidance counsellors and teachers counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State, the respondents agreed that 3 of the items (1, 2, 3 and 6) with recorded mean scores of (3.08, 3.79, 3.83 and 2.59) whereas the remaining 2 of the items (4 and 5) disagreed with mean scores of (1.75 and 1.73). The standard deviation for all the items raised is 0.78

which is small signifying that the responses are closely clustered around the mean. The Table also shows that the respondents' grand mean score for the overall items raised is (2.80). Following the guideline for the interpretation of the respondents data, the answers to research question one showed that guidance counsellors and teachers counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State to a great extent.

Hypothesis 1

There is no significant difference between the mean scores of guidance counsellors and teachers counsellors' perception of orientation service as a suitable

counselling strategy for enhancing self-esteem among secondary school students in Enugu State, Nigeria.

Table 2: Mean (\bar{x}) Rating with Standard Deviation of the Perception Scores of Guidance Counsellors and Teachers Counsellors' Perception of Orientation Service as a suitable Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State

Counsellors Status	N	\bar{x}	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	59	2.75	0.60	94	0.01	± 1.96	NS Reject H_{01}
Teachers Counsellors	37	2.84	0.975				

Significant at $P < .05$, $df = 94$, critical t-value = ± 1.96

The t-test analysis of the data in Table 2 revealed that the t-calculated value (0.01) is less than the critical t-value of ± 1.96 at degree of freedom (df) 443 and at 0.5 level of confidence. This implies that the calculated t-value is less than the critical t-value. Thus, the null hypothesis is not rejected as there is no significant

difference in the mean perception scores of guidance counsellors and teacher's counsellors' perception of orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State, Nigeria.

Discussion of the Findings

The research question sought to determine the extent guidance counsellors and teacher's counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The result in Table 2 showed that guidance counsellors and teacher's counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State to a great extent. The study also try to determine if there is a significant difference between the mean scores of guidance counsellors and teachers counsellors' perception of orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Hence, the null hypothesis is not rejected as there is no significant difference in the mean

perception scores of guidance counsellors and teacher's counsellors' perception of orientation service as a suitable counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The finding is consistent with the findings of [9], who found the need to adopt orientation services as a strategy utilized to enhance self-esteem among student with the aim of curbing negative threats among students. This findings agreed with those of [2] that found orientation service as a counselling strategy grouped under orientation theory which is a coping strategy. The findings is at variance with those from [4], whereby in guidance services, a guidance counsellor adopts orientation services as a strategy to help new students upon arrival. The foundation has discovered that adolescents' self-esteem changes as he or she grows up.

CONCLUSION

The study concluded that:

- i. Guidance counsellors and teachers counsellors' perceive orientation service as a suitable counselling strategy for enhancing self-esteem among

- ii. secondary school students in Enugu State to a great extent
- There is no significant difference in the mean perception scores of guidance counsellors and teacher's

counsellors' perception of orientation service as a suitable counselling strategy for

enhancing self-esteem among secondary school students in Enugu State.

Educational Implication of the Findings

The findings of this study have far reaching implication for students because good orientation services enable students navigate through schools with the assurance of adding value to themselves through improvements in their academic performances. This will likely spur students up into becoming more focused. Being successful will become a priority

resulting from a positive shift in students' study habit. At the end of the day the findings could help place students on top of their circumstances by enhancing their self-esteem. In all, any students without orientation in any academic environment most times becomes wasteful. Most time, they become the heads of anti-social groups with uninviting attitudes.

Recommendation

Based on the above finding, the study recommends that there should be general awareness exercise by the Ministry of

Education to the public about the need for orientation service in all secondary schools in Enugu State.

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