



**MANAGEMENT UTILIZING FUNCTIONAL COUNSELLING TECHNIQUES TO
SUSTAIN LESS PRIVILEGE STUDENTS IN SECONDARY SCHOOLS IN THE
SUB-SAHARA REGION**

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Abstract

The researchers investigated management utilizing functional counselling techniques to sustain less privilege students in secondary schools, Gwagwalada, Nigeria Sub-Sahara region. The study was carried out in junior and senior secondary schools in Gwagwalada Area Council, Abuja. The population of the study was 18 junior and 8 senior government secondary schools in Gwagwalada Area Council, Abuja. The sample of study were 18 principals, 36 vice principals from junior secondary schools and 8 principals, 16 vice principals form senior secondary schools totaling 78 respondents (FCT EMIS, 2017). All these respondents were considered for the study through purposive sampling technique. Questionnaire on "Management Utilizing Functional Counselling Techniques to Sustain Less Privilege Students" (MUFCTSLPS) was used to collect data for study analysis. The questionnaire was validated by experts in the Department of Guidance and Counselling, University of Abuja. The reliability was carried out through pilot study, 10 questionnaire were given to respondents from the study population to respond to. Two sets of data were collated from the instruments by split-half method and were analyzed using test-retest analysis. The coefficient reliability index achieved was 0.68. Sample frequency was used for data collation, mean statistics was used to analyze data got from the research questions and Chi-Square statistics was used to test the research hypothesis. The findings revealed that management used functional counselling techniques to sustain the less privilege students in

secondary schools. Due to the finding of the study, the researchers recommended that government should ensure that functional guidance and counselling education are taught in secondary schools, management of secondary schools should make sure that all less privilege students benefits from functional counselling secondary school management should make sure that qualified counsellors or experts carryout counselling services. The secondary school management should ensure that functional equipment and appropriate resources are provided for guidance and counselling education to take place.

Keywords: *Management, Utilizing, Functional Counselling Techniques, Less Privilege Students, Sub-Sahara Region.*

Introduction

Counselling is inevitable in our secondary schools and it is mandatory that all the students especially the less privilege ones benefit from it. The Federal Ministry of Education in realizing the need of counselling in the Nigerian educational system in 1981 emphasized the emerging of guidance and counselling among the subjects to be taught in secondary schools. With the influx of students both in primary and secondary schools, with their abounding problems, there was need to employ professional experts in schools to counsel these students. There is need for the schools to address the needs or students problems, make progress towards their having organized personality pattern, values and acceptable behaviours. Aho (2019) posited that secondary school management through guidance and counselling education should help students to understand their personal liabilities and establish worthwhile personal relationships with individuals including opposite sex. The school management has to introduce functional counselling to help students achieve acceptable attitudinal patterns and to solve their challenges. Functional counselling can make it possible for the school to practically and fastly solve students problems as counselling itself helps to solve learners problems (Palmer 2007).

The less privilege students are from low socio-economic homes is characterized with issues which most prominent is finance (Pedrosa et al 2006). The children from these homes may go to schools with these

compounding problems. These can range from lack of school fees, welfare, food etc. which may lead to these students joining bad gangs, being failures and absconding from classes. The less privilege students from poor homes need functional counselling to take care of their problems. It is incumbent for the secondary school management to help these students to have this counselling for better placement, completion of school, for them to be successful and accomplished in their schooling.

Concept Clarification

Functional Counselling

This is face to face practical and useful process to assist a client to provide educational, vocational, social, emotional and moral assistance to him or her (Olayinka 1987 cited in Aho 2019). Hornby (2005) described functional as practical and useful, having a special purpose, which makes it possible for something to happen fast. Denga (2011) defined counselling as a personalized dialogue, interview or interaction between the client experiencing a problem and the counsellor who tries to render help. Therefore functional counselling can be defined as a practical useful, purposive process with a counsellor having a personalized, dialogue, interview or interaction with a client make it possible that the client's problems are addressed for quick results.

Less Privileged Students

According to Pedrosa et al (2006) less privilege students are those from socio-economic and educational deprived backgrounds. Evans (2004) posited that they are children from economically deprived homes who have less stable families, greater exposure to environmental hazards like violence and have lower educational expectations. These children are indigent students from poverty stricken homes, who are faced with many problems in life and most of the times cannot perform academically well.

Functional Counselling Techniques to Sustain Less Privilege Students

The Nigerian society is characterized with different sets of students, those from affluent high class homes, those from middle class and those from poverty stricken homes. The last set are the less privilege or indigent

students who are the focus of this paper. The management of secondary schools need to apply counselling techniques which will address the problems of students in this category and help them complete their schooling. Palmer (2007) maintained that counselling can be used as a form of education to help challenged students in schools. The less privilege students are among these challenged students who need to be helped to attain educational level which will help them to be independent and self-reliant. These students need someone to listen to their plights, give them hope and better future life. United Nations Educational Scientific and Cultural Organization (UNESCO, 2007) asserted that counselling is activity of listening to an individuals' story with understanding with the aim to help them solve their problems. The school management has to ensure that indigent students are listened to, communicated with respect and empathy with the utmost aim of helping them solve their problems in life. Secondary school management has to clarify the goals of education to these students, teach them what they will tend to benefit at the end of their study. These students have to be assisted to make cogent and profitable decision.

Onyilofor (2013) posited that professional counsellor who may be the head of the school or a teacher has to help challenged student to understand themselves better. This officer according to Onyilofor should assist the challenged students on issues of education, social-personal and career choice. Ube, Agaba, Idiogos' & Amball (2019) maintained that assisting the other person to resolve his problems is an essential human role which helps to make life meaningful. Obi, Oye, Moh'd & Bernice (2012) maintained that this professional individuals most importantly in helping indigent students should have one to one interview or counselling session with them so as to help them solve their lives issues. Aho (2019) stipulated that the less privileged students must be exposed to learning in subjects that will correspond with their choice of career in life and that behaviour modification process should be used for them to overcome personality maladjustment.

Onyilofor (2012) submitted that the professional counsellor who is in charge of such students should employ his administrative skills, thinking skills, orientation skills and planning skills, time management skills technical and technological skills effectively to help these students

overcome confronting situations. He should also use these skills to help them feel belong, engage grossly in learning will help them to be relevant to themselves and others in future. Onyilofor (2013b) posited that these professional experts must offer properly consider both the brain and the heart of an indigent student as he will try to understand and grasp the learning experiences. That if these students cannot easily grasp some concepts, the counsellor should help him to adjust himself to his studies, improve his study attitude, overcome subject matter difficulties. Patton & Mcmalon (2001) emphasized that less privilege students need self-analysis, assessing them on what they learn and master; pertaining to the available occupation. They should be help to be realistic to conditions surrounding their future and total wellbeing. The researchers maintained that school management should apply effective therapeutic modalities to treat less privilege students cases through counselling. Aho (2019) designated some of the therapeutic principles which can be applied during functional practical counselling services to help the less privileged students to include that:

- ❖ These youths should be taught to inculcate coping skills for life needs and to solve problems at all times.
- ❖ The school management and professional counsellors should be aware that they need to encourage the less privileged students to complete schooling. The researcher averred that human beings no matter their life conditions have built in potentials for worth and positive change for improvement with their natural environment that these potentials have to be utilized maximally for best results.
- ❖ The less privilege students should be encouraged for better performance, self-actualization and better life, they should be dissuaded from fear of failure and non-achievement.
- ❖ These students should be made to have current information on their academic progress, vocational and personal social life and school, the professional, counsellors and school management should check their occupational interests and abilities.
- ❖ The professional ounsellor should train them on how to have relationships which will augur well for them in life.
- ❖ Information on placement services such as how to further schooling

to be admitted into higher institutions should be made available to them.

- ❖ Appraisal services like checking students' weaknesses, deficiencies and strengths are vital. Nebo, Ezeilo & Udejaja (2018) submitted that appraisal services affords the students to know themselves and their performances in academics better. It also helps the counsellor to know his strengths and weakness when administering to the students.
- ❖ Evaluation of the students on any of the programmes to acknowledge them of their progress is essential.
- ❖ The professional counsellors should refer any difficult problems which they cannot handle to experts for better results.

Functional counselling to beneficiary to all students and should be made available to all those who need the service especially the less privilege students irrespective of their condition.

Statement of the Problem

Functional counselling serves the purpose of improving students' wellbeing, alleviate distress, solve their academic, vocational, social problems to increase their ability to be creative and make appropriate decisions. Indigent or less privilege students who are in secondary schools need to receive these services. The school management will ensure that professional experts handle functional counselling services in secondary schools. The necessary educational exigencies needed to enhance service should be made available. This will help the students to achieve knowledge, skills needed to pursue higher academics, be self-reliant and relevant in the society. The crux of the matter is, has the school management utilized functional counselling techniques to sustain the less privileged students in the secondary schools. This is what prompted the researchers to write this paper.

Research Purpose

The purpose of the study was to specifically find out:

1. Whether management has utilized functional counselling techniques to sustain the less privilege students in secondary

schools in Gwagwalada Area Council in Abuja, Nigeria, Sub- Sahara region.

Research Question

A research question was set to guide the study:

What are the functional counselling techniques used by the management to sustain the less privilege students in secondary schools in Gwagwalada Area Council Abuja, Nigeria, Sub-Sahara region.

Research Hypothesis

H01: There is no significant relationship between management utilizing functional counselling techniques and sustaining the less privilege students in secondary schools in Gwagwalada Area Council, Abuja, Nigeria, Sub-Sahara region.

Methodology

Survey research design was applied in the study by the researchers. Representatives were selected to participate in the study using the design (Nakpodia 2010). The population of the study was principals and vice principals from junior and senior government secondary schools. A total of 78 principals and vice principals were used as sample of the study through purposive sampling techniques. Questionnaire on “Management Utilizing Funtional Counselling Techniques to Sustain Less Privilege Students in Secondary Schools” (MUFCTSLPS) was used to collect data for analysis. The instrument was validated by experts in the Guidance and Counseling Department, University of Abuja. The reliability of the questionnaire was achieved by conducting pilot study. The researchers divided the questionnaire into two sets by using split-half statistical method. Data collated from the two sets of the questionnaires were analyzed using Pearson Product Moment Correlation and Spearman Rho Rank Order Correlation coefficient statistics, the reliability coefficient index score was 0.71 proving that the instrument was reliable. Frequency was used to collate data from the questionnaire whereas the mean statistics was used to analyze data got from research questions. The mean of 2.50 and above were adjudged as agreed and accepted (for sectional mean) whereas the

mean score of 2.49 and below were adjudged as disagreed and rejected (in the case of sectional mean).

Data Analysis

Research Question One: What are the functional counselling techniques used by the management to sustain the less privilege students in secondary schools in Gwagwalada Area Council, FCT, Abuja, Nigeria.

Table 1: Functional Counselling Techniques used by Management to Sustain the Less Privilege Students

N=78

S/N	Items on Functional Counselling Techniques used by Management to Sustain the Less Privilege Students	SA	A	D	SD	X	Decision
	As the secondary school management, you:						
1	Listened and attended to students who have problem	28	24	16	10	2.89	Agreed
2	Communicated and empathized with the less privilege students	30	25	10	13	2.93	Agreed
3	Respected such students	8	14	31	21	2.16	Disagreed
4	Applied behavioural modification techniques for the students to overcome personality maladjustment	5	14	27	32	1.89	Disagreed
5	Applied practical effective therapeutic modalities to solve their lives problems	10	15	24	29	2.07	Disagreed
6	Used your managerial skills to help them learn the techniques to improve their lives	19	14	25	20	2.41	Disagreed
7	Took pains to access their potentials, to march with their academics and their future occupation	27	24	11	16	2.79	Agreed
8	Provided some financial assistance to them to solve their financial needs	12	14	30	22	2.20	Disagreed
9	Helped them achieve skills and competences to solve present and future life challenges	31	27	8	12	3.01	Agreed
10	Ensured that they complete their schooling and be successful in life	33	25	9	11	3.02	Agreed
	Sectional Mean					2.54	Accepted

From Table 1 of the respondents agreed with the mean scores of 2.89, 2.93, 2.79, 3.01 and 3.02 that the secondary school management: listened and attended to students who have problems; communicated and empathized with the less privilege students; took pains to access their potentials, to march with their academic and their future occupation; helped them to achieve skills and competencies to solve present and future life challenges and ensured that they complete schooling and be successful in life. Some of the respondents disagreed that as the secondary school management respect such (indigent) students; applied behavioural modification techniques for the students to overcome personality maladjustment; applied practical effective therapeutic modalities to solve their lives problems; used their managerial skills to help them learn the techniques to improve their environment and provided some financial assistance to them to overcome their financial needs with the mean scores of 2.16, 1.89, 2.07, 2.41, and 2.20 respectively. Conclusively majority of the respondents accepted that management used functional counselling techniques to sustain the less privilege students in secondary schools in Gwagwalada Area Council, FCT, Abuja, Nigeria with the sectional mean score of 2.54.

Research Hypothesis

H01: There is no significant relationship between management utilizing functional counselling techniques and sustaining the less privilege students in secondary schools in Gwagwalada Area Council, Abuja, Nigeria.

Table 2: Contingency Frequency Values on Management Utilizing Functional Counselling Techniques and Sustaining the Less Privilege

Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
28(20.3)	30(20.3)	8(20.3)	5(20.3)	10(20.3)	19(20.3)	27(20.3)	12(20.3)	31(20.3)	33(20.3)
24(20)	25(20)	18(20)	14(20)	15(20)	14(20)	24(20)	14(20)	27(20)	25(20)
16(19.1)	10(19.1)	31(19.1)	27(19.1)	24(19.1)	25(19.1)	11(19.1)	30(19.1)	8(19.1)	9(19.1)
10(18.5)	13(18.5)	21(18.5)	32(18.5)	29(18.5)	20(18.5)	16(18.5)	22(18.5)	12(18.5)	11(18.5)

Calculated chi-square value = 404.06

Table Chi-square value = 16.92

Table 4 revealed that when testing the null hypothesis one (Ho) the calculated chi-square value was 404.06 greater than the table chi-square value of 16.92 at 0.05 significant level and at 9 degree of freedom. This

entails that the null hypothesis which stated that “there is no significant relationship between management utilizing functional counselling techniques and sustaining the less privilege students in secondary schools” was rejected while the alternative hypothesis which stated that “there is significant relationship between management utilizing functional counselling techniques and sustaining the less privilege students in secondary schools” was accepted. The study finding proved that management used functional counselling techniques to sustain the less privilege students in secondary schools in Gwagwalada Area Council, FCT, Abuja, Nigeria.

Discussion of Finding

The finding of the study revealed that management used functional counselling techniques to sustain the less privilege students in secondary schools in Gwagwalada Area Council, FCT, Abuja, Nigeria. Aho (2019) study synchronized with this study finding, the researcher emphasized that secondary school management has to apply functional counselling techniques to address students’ needs, problems and ensure that they organize personality pattern, values, and acceptable behavioural tendencies, for the students to have worthwhile relationship with their fellow students and also understand their personal liabilities. Palmar (2007) agreed that appropriate counselling technique used in the educational system for students will enable the less privilege ones to overcome their challenges, attain the expected educational aspirations, be independent and self-reliant. Onyilofor (2013), in support of the finding advised that professional counsellors who may be head of schools should apply education guidance and counselling techniques to assist the less privilege students resolve issues bothering on education, social, personal and their career choice.

Conclusion

From the present study finding, it was proved that management applied functional counseling techniques to sustain the less privilege students in secondary schools in Gwagwalada Area Council, FCT, Abuja, Nigeria.

Recommendations

Due to the study finding, it was recommended that:

1. The government should ensure that functional counselling and guidance education are taught in secondary schools;
2. Management of secondary schools should make sure that all the less privilege students benefit from functional counseling;
3. Secondary school management should make sure qualified counselors or experts carryout funtional counselling services in secondary schools.
4. The secondary school management should ensure that functional equipment and appropriate resource materials are provided for guidance and counseling education to be functional in school for students to benefit more.

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