Perceived Counselling Needs for Attainment of a Sustained Development Among Students' in Abia State

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Abstract
The study was carried out to explore perceived counselling needs among Business Studies students in Obingwa Local Government Area of Abia State for the attainment of a sustainable development in life during and after school. It adopted a descriptive survey design with a population consisting of 2169 of Business Studies teachers and 2148 JSII students in the study area and a sample size of 20 Business Studies teachers and 200 JSII students. A questionnaire titled: Teachers' and Students' Perceived Counselling Needs For A Sustained Development Questionnaire (TSPCNSD) made up of 4 sections, A,B,C and D respectively was used for data collection. The validity of the instrument was established by three experts in the departments of psychology and counselling, measurement and evaluation, and educational management. Cronbach's Alpha statistics was used to establish the internal consistency with a reliability coefficient of 0.60. Data were analyzed using frequency, percentage, mean and standard deviation while the hypotheses were tested using t-test at 0.05 level of significance. Findings of the study revealed among others that the students requires different educational counselling, vocational, psychological and social needs to enable their attainment of a sustained development of self in the future. In conclusion, the findings revealed that there is no significant difference between the mean responses of the teachers and students on the three objectives of the study. The study recommended amongst others that government should ensure that these needs are integrated in to the instructions to earnable the attainment of a sustained development in the future.

Keywords: Counselling, Sustainability, Development, Business Studies

Introduction

Business Studies is the study of how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. Business studies is integrated in nature which means that the subject is taught as a single

subject in junior secondary schools. It has five major components: book keeping, commerce, office practice, shorthand and typewriting. Business studies is expository and discovery in nature which enable students to discover those skills and potentials that help individuals in future for lifelong education. The curriculum is broad and rich in skill acquisition subjects and students are expected to cover all the various subjects to enable them possess the pre-vocational skills therein. It helps in training the student on those skills that are relevant to develop skills, aptitudes, potentials and competencies to be useful citizens and contribute economically in the society (Esene, 2012). It ideally helps in producing competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work.

The National Policy on Education (FRN, 2014) stipulates that Business Studies should be taught to Students in Junior Secondary 1-3. It stated the objectives of business studies as follows: enables students acquire the basic knowledge of business studies, develops the basic skills in office occupation, prepares the students for further training in business studies, produces orientation and basic skills to start a life work for those who may not undergo further training, provides basic skills for personal use in future and relates the knowledge and skills to the national economy. These aims and objectives can only be achieved if the process of teaching and learning of Business Studies is made effective in Nigeria Secondary Schools.

Teaching involves transferring or conveying knowledge, attitude and skills. It usually refers to instruction provided through classroom activities and is often associated with pre-service education programme (Hall, 2016). Brandt (2015) stated that teaching is a conscious and deliberate effort made by a matured or experienced person to impart knowledge, information, skills and attitude into an immature or less experienced person with the intention that the latter will learn something. The teacher controls the learning environment, learning materials and all activities students are involved in for effective classroom management. Junior secondary school student is a person who is in the transitional period from childhood to adulthood that is enrolled in an educational institution at the Basic Education level (Harley, 2010). It could also be seen as a student between 10 and 14 years at the Basic Education level (Brandt, 2013). A great deal of both physical and mental changes takes place in junior secondary school students. Since the satisfaction of these often is limited by their conditions, they are likely to encounter frustrating conditions, which could directly or indirectly impair their performance in Business Studies.

In light of developmental changes and the numerous pressures on young people, Those affected and in need of therapy can be much higher, hence the need for counselling aimed towards junior secondary school students. But before the intervention, the counselling needs in Business Studies among junior secondary school students should be explored. The needs include educational, vocational, psychological, and social counselling needs. Educational counselling needs in Business Studies among junior secondary school students include making adequate plans, choices and decisions pertaining educational goals (McDowell, Ela, Fowler &

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Brooks, 2010).

Hollingworth and Mastrobeti (2013) pointed out educational counselling needs in Business Studies among junior secondary school students include knowing and acting in relation to their present and future educational needs and opportunities, adjusting to the school system and structure, choosing school subjects etc which will help learners to develop their maximum potentials. Ezeanoue (2011) stressed that vocational counselling needs in Business Studies among junior secondary school students encompass choosing, maintaining and remaining in a job. Gerson (2015) stated that vocational counselling needs among junior secondary school students includes preparation for the world of work and matching personal qualities or attributes with suited jobs and employment opportunities. Psychological counselling needs in Business Studies among junior secondary school students include delinquent behaviour, aggressive behaviour, attention problems, anxiety, depression, somatic problems, thought problems and withdrawal (Zimmerman, 2015). As junior secondary school students continue their journey of self-discovery, they continually have to adjust to new experiences as well as the other changes happening to them biologically and socially.

This can be both stressful and anxiety provoking. Social counselling needs in Business Studies among junior secondary school students arise from their relationship with their parents and peers (Elizabeth & Patterson, 2010). Counselling Connections (2016) stated that gender inequality, lack of information about the society, eroded societal values, and early sexual debut, low levels of communication within the family, social disadvantage, inequality, social exclusion, peer influence, physical and sexual violence, and disrupted family structure, increased number of sex partners, coercion and boredom are social counselling needs in Business Studies among junior secondary school students.

It also includes establishing identity and autonomy, difficulty in getting intimate and comfortable with one's sexuality, early and persistent aggressive and antisocial behaviours, family breakdown, sole parent family structures, social deprivation, family conflict, having friends who engage in the problem behaviour, abusive and argumentative behaviour (Ghosh, 2017). Exploration of counselling needs of junior secondary school students is indispensable to addressing the needs and enhancing their health and well-being. To neglect exploration of counselling needs of junior secondary school students is to compromise the goal of educational, vocational, psychological, and social and health development of junior secondary school students (Wyatt, 2016). Therefore, this study will explore teacher's perceived counselling needs in Business Studies among junior secondary school students in Obingwa Local Government Area of Abia State.

Statement of the Problem

Counselling aims at assisting individuals to develop and achieve their potentials to the fullest and participate actively in the school and life. It assists junior secondary school students to develop their potentials to the fullest and profit from the available

educational, vocational and persona-social opportunities, which would enable them perfrom well in Business Studies. This may be achieved if the counselling needs in Business Studies among junior secondary school students are identified. Identification of counselling needs of junior secondary school students creates room for the needs to be addressed, and this will help them to develop their potentials to the maximum to realize their educational, vocational and personal-social goals.

However, this major objective of counselling services has not been identified. The students are not well motivated and engaged in learning, classes are overcrowded and disorderly while teaching and learning are not properly strengthened. Thus, the students resort to deviant behaviours such as absconding from classes, drug abuse, smoking, sexual promiscuity, aggressive and disruptive behaviour, drunkenness, stealing, careless school work and other offences against the school rules and regulations, and this hampers their academic achievement in business studies. This problem may have resulted from non-identification of counselling needs and programmes in Business Studies among the junior secondary school students, which has made it difficult for their needs to be met and students satisfied. Based on this, the present study sought to explore the perception of teachers and students' on the different types of counselling needs required Business Studies students in Obingwa Local Government Area of Abia State.

Purpose of the Study

The major purpose of the study is to explore the perceptions of teachers and students on the counselling needs of Business Studies students in Obingwa Local Government Area of Abia State. Specifically, the study sought to:
  i. find out the perceptions of teachers and students on the educational counselling needs among junior secondary school Business Studies students
  ii. identify the perceptions of teachers and students' on the vocational counselling needs among junior secondary school Business Studies students
  iii. assess teachers and students' perceived psychological counselling needs among junior secondary school Business Studies students
  iv. ascertain teachers and students' perceived social counselling needs among junior secondary school Business Studies students.

Research Questions

The following research questions were formulated to guide the study:
  i. What are the perceived teachers and students' on the educational counselling needs among junior secondary school Business Studies students?
  ii. What are the perceived teachers and students' on the vocational counselling needs among junior secondary school Business Studies students?
  iii. What are the teachers and students' perceived psychological counselling needs among junior secondary school Business Studies students?
  iv. What are the teachers and students' perceived social counselling needs among junior secondary school Business Studies students?

Hypotheses

The following null hypotheses were formulated to guide the study:

Ho₁: There is no significant difference in the mean ratings of teachers and students perception **on** educational counselling needs among junior secondary school Business Studies students**.**

Ho₂: There is no significant difference in the mean ratings of teachers and students perception **on** vocational counselling needs among junior secondary school Business Studies students**.**

Ho₃: There is no significant difference in the mean ratings of teachers and students perception **on** psychological counselling needs among junior secondary school Business Studies students**.**

Ho₄: There is no significant difference the mean ratings of teachers and students perception **on** social counselling needs among junior secondary school Business Studies students**.**

Research Method

The descriptive survey design was used for the study. The population for the study comprised of 2,169 of Business Studies teachers and 2148 JSII students in secondary schools in Obingwa Local Government Area. There are twenty one (21) secondary schools in the local government area out of which nineteen (19) are public secondary schools while two (2) are private secondary schools.

The sample for the study consisted of 220 consisting 20 Business Studies teachers and 200 JSII students. The multi-stage sampling procedure was employed to draw the sample for the study. The procedure for sample selection involved two stages. In the first stage, twenty secondary schools were drawn from the twenty one (21) secondary schools in the local government area using simple random sampling technique of balloting without replacement. In the second stage, all JSII students in each school drawn were purposefully selected. In the third stage, simple random sampling technique of balloting without replacement was employed to draw ten (10) JSII students in each school drawn. This gave a composed sample of 220 respondents for the study. A Questionnaire titled: Teachers and Students' Perception on Counselling Needs for Sustained Development Questionnaire (TSPCNSD) was used for data collection. It is made up of 5 sections- sections A, B, C and D respectively. The validity of the instrument was established by three experts, two in Psychology and Counselling and one in measurement and Evaluation in Michael Okpara University of Agriculture, Umudike. The reliability of the instrument was estimated through test-retest by administering ten (10) copies of the questionnaire to ten (10) SS2 students in secondary schools in Umuahia North Local Government Area who had the same characteristics with the study population.

The responses were subjected to Cronbach's Alpha Method to establish internal consistency of the instrument while 0.60 was obtained for its reliability value. Frequency, percentage, mean and standard deviation were used in answering the

research questions while the hypotheses were tested using t-test at 0.05 level of significant. For the research questions, the cut-off point of 2.50 was used as the items were structured on a 4 point scale of Strongly Agreed(SA)-4, Agreed(A)-3, Disagreed(DA)-2, Strongly Disagreed(SDA)-1. Any item with a mean value of 2.50 or above was regarded as agreed whereas any item with a mean value of 2.49 or below was regarded as disagreed.

Results

Research Question One: What are the educational counselling needs among junior secondary school business studies students as perceived by the teachers and students?

Table 1.1: The analysis of rating on the educational counselling needs among junior secondary school business studies students as perceived by the teachers and students.

S/NO	ITEMS	$\overline{X}$	S.D	Remarks
1.	Knowing the present and future educational opportunities	3.23	0.98	Agreed
2.	Adjustment to the school system and structure Selecting and choosing the school subjects	3.31	0.79	Agreed
3.	Selecting and choosing school subjects	3.30	0.83	Agreed
4.	Adopting good study skills	3.17	0.88	Agreed
5.	Proper note taking to facilitates remembrance	3.06	0.93	Agreed
6.	Examination preparation skills	3.14	0.85	Agreed
7.	Tome tabling/ Management	2.89	0.67	Agreed
	Grand Mean	**3.15**	**0.84**	

The analysed data on Table 1.1 showed that all the 7 items had their mean scores ranged from 2.89 to 3.30 for both the teachers and students. Thus this shows that the respondents agreed to all items since their respective mean scores were above the mean cut-off of 2.50.

Research Question Two: What are the Vocational counselling needs among junior secondary school business studies students as perceived by the teachers and studentsᾁ

Table 2.2: The analysis of rating on the Vocational counselling needs among junior secondary school business studies students as perceived by the teachers and students.

S/NO	ITEMS	$\overline{X}$	S.D	Remarks
1.	Readdress	2.83	0.88	Agreed
2.	school subjects and career opportunities	2.91	0.96	Agreed
3.	employment opportunities available in career interest	2.80	0.78	Agreed
4.	acquiring information on the skills needed in the world of work	2.76	0.98	Agreed
5.	information on how to identify strength and weakness of career prospect	2.96	0.81	Agreed
6.	Identify personal attributes that will enhance skills development.	2.86	0.86	Agreed
7.	Opportunities for self-generation of employment and skills needed	2.87	0.93	Agreed
8.	Entrepreneurial skills to enhance career opportunities	2.93	0.80	Agreed
9.	Maintaining and remaining in the jobs chosen	2.84	0.76	Agreed
	Grand Mean	**2.86**	**0.86**	

The data on table 2 showed that all the 10 items had their mean scores ranged from 2.80 to 2.96 for both the teachers and students. Thus this shows that the respondents agreed to all 10 items since their respective mean scores were above the mean cut-off of 2.50.

Research Question Three: What are the Vocational counselling needs among junior secondary school business studies students as perceived by the teachers and students?

Table 3.3: The analysis of rating on the Psychology counselling needs among junior secondary school business studies students as perceived by the teachers and students.

S/NO	ITEMS	$\overline{X}$	S.D	Remarks
1.	Low self-esteem	2.13	0.68	Disagreed
2.	Self –identity	1.97	0.81	Disagreed
3.	Anxiety	2.34	0.88	Disagreed
4.	Depression	2.06	0.92	Disagreed
5	Mood swings	2.13	0.90	Disagreed
6.	Sexual urge	2.27	0.75	Disagreed
7.	Body image	2.32	0.69	Disagreed
	Grand Mean	**2.17**	**0.80**	

The data on table 3 showed that all the 8 items had their mean scores ranged from 1.97 to 2.34 for both the teachers and students. Thus this shows that the respondents agreed to all 8 items since their respective mean scores were above the mean cut-off of 2.50.

Research Question Four: What are the social counselling needs among junior secondary school business studies students as perceived by the teachers and students?

Table 4.4: The analysis of rating on the social counselling needs among junior Secondary school business studies students as perceived by the teachers and students.

/NO	ITEMS	$\overline{X}$	S.D	Remarks
1.	Handle peer pressure	3.10	0.62	Agreed
2.	Handle attraction from opposite	2.75	0.93	Agreed
3.	Develop interpersonal skills	2.94	0.88	Agreed
4.	Handle aggressive behavior	2.76	0.92	Agreed
5.	How to handle gender related problem	2.81	0.94	Agreed
6.	Handle social deprivation	2.78	0.81	Agreed
7.	Handle societal expectations about dressing	2.87	0.80	Agreed
8.	Handle family issues	3.14	0.92	Agreed
9.	Handle freedom from parental control	2.90	0.65	Agreed
10.	Develop good relationship with my parents	2.96	0.83	Agreed
11.	Develop good relationship with my siblings.	2.88	0.74	Agreed
	Grand Mean	**2.90**	**0.82**	

The analyzed data on Table 4 showed that all the 11 items had their mean scores ranged from 2.75 to 3.14 for both the teachers and students. Thus this shows that the respondents agreed to all 11 items since their respective mean scores were above the mean cut-off of 2.50.

Hypothesis One: There is no significant difference in the mean perception of teachers and students on the educational counselling needs among junior secondary school business studies students.

Table 1.5: t-test analysis of the difference in the perception of teachers and students on the educational counselling needs among junior secondary school.

Groups	Number	Mean	S.D	D.F	T.Cal	P.Value	Decision
Teachers	20	3.18	0.54				Not Significant
				218	0.73	0.46	
Students	200	3.06	0.71				

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The data on table 1.5 showed a t-calculated value of 0.73 with a P. value of 0.46 which is greater than 0.05 level of significance.

Hypothesis Two: There is no significant difference between the mean responses of the teachers and students on the vocational counselling needs among junior secondary school business studies students as perceived by the teachers and students.

Table 1.6: t-test analysis of the difference on the perception of teachers and students on the vocational counselling needs among junior secondary school business students.

Groups	Number	Mean	S.D	D.F	T.Cal	P.Value	Decision
Teachers	20	2.81	0.96				Not
				218	-0.17	0.86	Significant
Students	200	2.84	0.75				

The data on table 1.6 showed a t-calculated value of -0.17 with a P. value of 0.86 which is greater than 0.05 level of significance.

Hypothesis Three: There is no significant difference between the mean responses of the teachers and students on the Psychological counselling needs among junior secondary school business studies students as perceived by the teachers and students.

Table 1.7: t-test analysis of the difference in the perception of teachers and students on the Psychological counselling needs among junior secondary school business studies students.

Groups	Number	Mean	S.D	D.F	T.Cal	P.Value	Decision
Teachers	20	2.03	0.89				Not
				218	-0.61	0.54	Significant
Students	200	2.15	0.84				

The data on table 1.7 showed a t-calculated value of -0.61 with a P. value of 0.54 which is greater than 0.05 level of significance.

Hypothesis Four: There is no significant difference between the mean responses of the teachers and students on the social counselling needs among junior secondary school business studies students as perceived by the teachers and students.

Table 1.8: t-test analysis of the difference in the perception of teachers and students on the social counselling needs among junior secondary school business studies students.

Groups	Number	Mean	S.D	D.F	T.Cal	P.Value	Decision
Teachers	20	2.93	0.75				Not
				218	0.26	0.79	Significant
Students	200	2.88	0.81				

The data on Table 1.8 showed a t-calculated value of 0.26 with a P. value of 0.79 which is greater than 0.05 at 0.05 level of significance.

Discussions of Finding

Data in Table one revealed that the educational counselling needs among junior secondary school include knowing the present and future educational opportunities, adjustment to the school system and structure, selecting and choosing the school subjects, selecting and choosing school subjects, adopting good study skills, proper note taking to facilitate remembrance, examination preparation skills and Time tabling/ Management.

The Implication (s) of the Findings include that data in table 1 indicated in agreement with Iyala (2011) whose findings opined that student possessed average level of educational counselling needs of the students do include; adopting good study skills, proper note taking to facilitate remembrance, examination preparation skills and Tome tabling/ Management.

Data in table 2 indicated that vocational counselling needs among junior secondary school include restress, school subjects and career opportunities, employment opportunities available in career interest, acquiring information on the skills needed in the world of work, information on how to identify strength and weakness of career prospect, identify personal attributes that will enhance skills development, Opportunities for self-generation of employment and skills needed, Entrepreneurial skills to enhance career opportunities and maintaining and remaining in the jobs chosen. This findings are in agreement with the finding of The World Health Organisation (2017) which indicated that student possessed average level of vocational counselling needs of the students do include information on how to identify strength and weakness of career prospect, identify personal attributes that will enhance skills development and Opportunities for self-generation of employment and skills needed.

Data in Table 3 revealed that the psychological counselling needs needed among junior secondary school include Low self-esteem, self –identity, Anxiety, Depression, Mood swings, Sexual urge and the Body image. This findings are in agreement with Abdul-Azeez and Sumangala (2015) whose findings attested that student do not possessed the needed psychological counselling needs of the students which include do include low self-esteem, self –identity, Anxiety, Depression, Mood swings, Sexual urge and the Body image.

Data in Table 4 revealed that social counselling needs among junior secondary school Include handle peer pressure, handle attraction from opposite, develop interpersonal skills, handle aggressive behaviour, how to handle gender related

problem, handle social deprivation, handle societal expectations about dressing, handle family issues, handle freedom from parental control, develop good relationship with my parents and develop good relationship with my siblings. This findings are in agreement with the finding of Denga (2009) whose findings supported that students should possess the needed social counselling needs of the students which include Handling peer pressure, attraction from opposite, Developing interpersonal skills, Handling aggressive behaviour, how to handle gender related problem, handle social deprivation, handle societal expectations about dressing, handle family issues and handle freedom from parental control.

Conclusion

The study examined the perception of teachers and students on the counselling needs for attainment of a sustained development among business studies students' in Obingwa Local Government Area of Abia State. The findings of the revealed among others that the students requires different educational counselling, vocational, psychological and social needs to enable their attainment of a sustained development of self in the future. Thus it was concluded that the findings revealed that there is no significant difference between the mean responses of the teachers and students on the four objectives of the study.

Recommendations

Based on the findings, the following recommended were made.
1. The Government should ensure there is educational counselling needs are integrated in to the teachers education programme. Since it assist the prospective graduates with the counselling needs for successful business enterprise.
2. The school guidance and counsellor should help to provide the students psychological counselling needed for successful business enterprise.
3. The school managers should ensure that school guidance and counsellors are properly recruited and placed in the different schools to enable the provision of adequate counselling services to the student.

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