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IMPACT OF GUIDANCE SERVICES AND INCLUSIVE EDUCATION ON GIRL-CHILD EDUCATION AMONG STUDENTS IN SELECTED SECONDARY SCHOOLS IN GASHUA.

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ABSTRACT

The study examined the impact of guidance services and inclusive education on girl-child education among students selected in secondary schools Gashua zone Yobe state, Nigeria. Two objectives were stated for the study, to describe the level of guidance services and inclusive education in secondary schools in Gashua and to examine if there is significant relationship between Guidance services and Girl-child education. Two research questions and one hypothesis were formulated to guide the study. The study adopted descriptive and correlation study design. The study population was 423 students and the sample size drawn was 374 using Kregcie and Morgan table for determining sample size from a given population. Also purposive and simple random sampling technique was used to select the specific respondent; Adopted and modified questionnaire (GUISLR Q and GICED Q) with 23 items were administered to the respondents. Frequency count was used to analyze the demographic characteristics of respondents and Pearson linear correlation coefficient was used to analyze the data on study objective. The study findings revealed that, there is moderate level of guidance services and inclusive education in secondary schools in Gashua. The study also shows that, there is a significant relationship between guidance services and girl-child education in selected junior secondary school in Gashua zone. The study recommended child education in selected junior secondary school in Gashua zone.

Introduction

Guidance services are very important tools in human development and in inclusive education towards girl-child education. Inclusive education can be seen as a process of strengthening the capacity of an education system to reach out to all learners (Gishiwa and Muktar 2018). UNESCO (2007) defined inclusive education as a process intended to respond to student's diversity by increasing their participation and reducing exclusion within and from education. It helps to improve changes: physically, socially, spiritually, morally and intellectually among girl child in junior secondary schools. There is an adage that says "when you educate a man, you educate an individual, but when you educate a woman you educate a nation. That is why guidance services are seriously needed. According to Bark (2003), guidance are the assistances made available by qualified and trained counselor to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. In addition, Braddock (2001) states that, the main purpose of guidance in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisition and application of conflict resolution skills, and decrease school dropouts. Similarly, Kipnusu (2002) states that the need for guidance and counseling services in schools and the role of Guidance and Counseling teachers increases every year with increasing enrolments of children in schools, especially girl child in junior secondary schools.

The Girl-child of today is the mother of tomorrow, care giver, and guardian. They are backbone of family. Marriam Webster dictionary (2017) defines girl-child as the young female child. Girl-child is described as a female child from infancy to adolescence period. Girl-child is a biological female offspring from birth to eighteen (18) years of age. During this period, the young girl-child is totally dependent on the care of the adults who may be her parents, guardians or senior siblings. Girl-child education is defined as the formal school program designed to all girls child in school to acquire the necessary skills and experiences. Girl-child education is the process through which the girl-child is made functional member of her society (Iwalaiye et al 2016 in Okorie 2017). It is a process through which the girl child acquires knowledge and realizes her potentialities and uses them for her and others. It is a means of preserving, transmitting and improving the culture of the society. Mivaniyi (2001) in UNESCO (2012) conceptualizes girl-children's education “as education received by the girls which make them become aware of themselves and their

capacities to explore their environments". As stated, a female of eighteen years and below is considered a girl-child. It is the formative years in which the girl-child is virtually dependent on sound guidance and counseling to build her impression of the world, her future and self-confidence. This period falls within the child. Therefore, losing sight of concern about their education point to possible future calamities and some other delinquent behavior. It is the period during which the girl-child needs encouragement to actualizè her potentials in schools through guidance and counseling services primary and junior secondary school years of the girl.

Study conducted by Joseph and Devorah (2017), "guidance and counseling as veritable tool for girl-child transformation in post primary education in Nigeria", found that guidance and counseling services are very important and instrumental in guiding and protecting the girl-child from falling into trap that denigrates her right in society. Their findings also shows that, guidance and counseling units in the schools in both regions have not relented in their efforts to sensitize and equally enlighten the girl child of her vulnerability and how to build defenses mechanism to wade off the vagaries and ills that attempt to overwhelms her. In another study conducted by Magati (2013), on an investigation on the importance of guidance and counseling on the education of girls in secondary schools: a case study of Sameta Division, Gucha District Nyanza Province Kenya expressed that majority of the girl-child (respondents) agreed that guidance and counseling services were important and have significant relationship with their academic performance.

Ahmad (2010) explains guidance services as a set of tasks and activities designed to assist students to cope with some problems and challenges as well as to adjust and improve their academic activities in schools. Guidance services create options for students to develop fully and emphasize strategies which enhance their potentials. An effective Guidance and Counseling services is essential for a good schooling (Mutie & Ndambuki, 2009). If there is to be any impact on the growth and development of the child and the quality of educational program, the Guidance and Counseling program must be an organized service. Pecku (1991, p. 82) in Bhatnagar (2000), points out five aims of an effective Guidance and Counseling services in secondary schools. These are to assist the learner to: Achieve self understanding; Learn to deal with complicated interpersonal relations; Attain appropriate emotional problems, and Make appropriate educational and vocational decisions.

Guidance and counseling services in the schools are aimed at preparing young people to face challenges they may encounter within the educational system. The function of education is to provide opportunities for each student to reach his or her full potential in the areas of educational, vocational, social--personal, and emotional development (Kauchak, 2011). In order for students to realize this function, institutions of learning are expected to provide Guidance and Counseling Services (GCS) as an integral part of their educational program. When guidance and counseling services are provided, they help prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Kauchak, 2011). Guidance services comprised of appraisal service, orientation service, placement service, follow-up service, information service, and counseling service as well as referral services. However for the purpose of this study, orientation service, information service and counseling services were made the area of interest.

This is the heart of counseling program. Counseling service constitute 60% activities of the school guidance and counseling program. It involves engagement where the clients will come with serious and complicated issues to be discussed in face to face interaction. Counseling service is usually regarded as the face to face relationship between a counselor and client(s) with the purpose to help the client understand themselves and their strength, weaknesses and ability to solve their problems independently (Ahmad 2010).

Information services is one of the most important guidance services in school as it provided crucial information to the client on academic and nonacademic activities. It also concerns with dissemination of Information on students, sport and other recreational activities in school (Ahmad 2010).

This deals with collection, classifying, disseminating, storing, and retrieving any piece of relevant data for the use of the client to enable him achieve wise choice and relevant self decision. Malumfashi (2004) states that "Information service deals with collection and processing data on vocational, personal/social and educational issues concerns of individuals.

Orientation service is the service design to assist individuals to understand and adjust to their new environment. The services to be rendered include: welcoming new students to the school, explaining them Rules and regulations of the school, acquainting them with the history,

philosophy, status, program achievements, and problems, etc. of the school. It also expresses them to the school premises and facilities as well as the neighborhood of the school and introducing them to the school management and other staff. Orientation service also provides more light and sensitization lectures and programs in order to create awareness among the newly admitted students.

Statement of the Problem

Education is one of the fundamental rights of individual child (Boys and Girls), guidance and counseling services is offered to students in schools in order to assist them and enhance their education. Various studies around the world lamented that girl-child have low access to education and other significant career opportunities and proper guidance and counseling particularly in junior secondary schools (UNICEF 2012). Discrimination, sexual harassment and the tradition of sex-role and gender-based expectation are among the factors affecting Girl-child study habits and academic performance. Parents and teachers efforts were put into practice to minimize this trend but the situation persists. If left unchecked the phenomena lead to poor study habits and low academic achievement among Girl-child in junior secondary schools. In view of the above, the study attempts to examine if there is significant relationship between Guidance services and Girl-child education.

Objectives of the Study

i. To describe the level of guidance services and inclusive education in secondary schools in Gashua, Yobe State

ii. To examine the significant relationship between Guidance services and Girl-child education in junior secondary schools in Gashua, Yobe State.

Research Questions

i. What is the level of guidance services and inclusive education in secondary schools in Gashua, Yobe State

ii. What is the significant relationship between Guidance services and Girl-child education in junior secondary schools in Gashua Zone, Yobe State?

Hypothesis

There is no significant relationship between Guidance services and Girl-child education in junior secondary schools in Gashua Zone, Yobe State.

Significance of the Study

This study has a great importance to different stakeholders across different levels which may comprises researcher themselves, teachers, parents and the general public and finally to the Government and Non-governmental organization.

The study have improve the researchers themselves by exploring knowledge and information about how school Guidance and counseling services improves Girl-child study habits and academic performance and also expanding the researcher's knowledge on different counseling services applicable to different excellence.

Government: This study is of immense importance to the government of the Federal Republic of Nigeria simply because the findings of this research can be used as a tool to assist educational institutions in identifying students at-risk before entering the program as well as risk existing on students so that they can better make decision as to what student to accept and what supporting program to offer in order to ensure high academic performance and to aid in administrative decision making. To improve currently operating counseling centers in schools towards girl-child education. Teachers: This research is most significant to those appointed as teacher's counselors in schools by providing them with relevant and current knowledge for the effectiveness of counseling services in assisting their girl-child students efficiently. Academic research: The study will add to the existing knowledge in the area of research and it will serve as a point of relevance in issues or studies related to school counseling and Girl-child education as well as other area of concern to students study habit and academic performance. Parents and general public: The study is equally significant to both parents and the general public. Counseling issue is a collective responsibility for both parents and the general public in making sure that the younger generations did not go astray. Therefore the study will provide a clear picture of how school counseling influences the Girl-child study habits and academic performance and also to provide the essentials knowledge and skills to promote good study habits among students.

Scope and Delimitation of the Study

The study focuses on a number of variables and limited its scope to Guidance services, inclusive education and Girl-child education in selected secondary schools which comprises Mega junior secondary school and Garin Lamido junior secondary schools in Gashua, Yobe State, Nigeria. The study covered six months time period from July 2023 to February 2024. The period was considered enough to enable the researchers to acquire enough information about the study. In addition this time frame is selected because the guidance and counseling services are in peak of operation in delivering services to the students in the selected schools.

Methodology

The study adopted descriptive and correlational study design. The study preferred descriptive design because it is best suited for explaining or exploring the existence of two or more variables at a given point in time. The study also used correlation design because the study is interested in examining significant relationship between two or more variables, (Guidance services and Girl-child education).

The target population of this study was junior secondary school (JSS 3) Girl-Child student of Mega and Garin Lamido Junior Secondary Schools Gashua Yobe state Nigeria which Comprises of four hundred and twenty three (423) students (School Records and statistics 2017). The sample size of this study was determined using Krejie and Morgan (1970) table for determining sample size from a given population from the table below:

Table 1: Population and Sample Size Distribution

Category	Population Size	Minimum Sample Size
MEGA J. S. S. Gashua	244	209
Garin lamido J, S. S. Gashua	179	165
Total	423	374

Source: field data, (2024).

Sampling Techniques

The researchers used purposive sampling procedure to select respondents because the target group of respondents (JSS III girl students) benefited from Guidance services. And also simple random sampling procedure was used to select the specific target population; this gave every participant equal chance of being selected to participate in the study.

The data collection instrument of this study was closed ended adapted and modified questionnaires which comprises three sections. Section A contains three (3) questions on biodata of the respondents, section B contains ten (10) questions on Guidance service and section C also contains questions ten (10) on Girls child education and inclusive education. Face validity of the instrument was performed by an expert from the department of psychology. Content validity index was also used to test the validity of the instrument. Test-retest method was used at an interval of two (2) weeks to measure the reliability of the instrument; the instrument was administered to two different groups of students to avoid item familiarity. The results obtained in the first and the second administration was correlated to establish the reliability of instrument. The respondent's bio data was analyzed using frequency count and percentage, also the data collected based on the study objective was analyzed using Pearson Linear Correlation coefficient (PLCC) in special package for social science (SPSS).

Findings

The researchers distributed 374 questionnaires to the respondents but only 368 were retrieved, giving a response rate of 97%. Amin (2005) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good hence the data can be used in the final data analysis.

The findings of this study show that the level of Guidance and services and inclusive education in secondary schools is moderate. This means Girl-child students are moderately included and they are benefiting from guidance services and other important instructions that can in cooperate them into the educational system.

In table 2: it described how variables in the study are related and how the independent variable (Guidance services) influences the dependents variables (Girl-child education) towards

sustaining inclusive education. An inferential statistical tool was using i.e. Pearson's linear correlation coefficient to show the relationship between Guidance services and Girl-child education in the study area.

Correlation Results

		Guidance services	Girl-child education
Guidance services	Pearson Correlation Sig. (2-tailed) N	1 374	.990 .000 374
Girl-child education	Pearson Correlation Sig. (2-tailed) N	.990 .000 374	1 375

**, Correlation is significant at the 0.01 level (2-tailed).

Source: field data, (2024).

The Pearson's linear correlation coefficient results in Table 5 above revealed that Guidance services have significant relationship With Girl-child education in selected junior secondary schools in Gashua zone, Yobe State, Nigeria. Since the P value (.000) was far less than 0.05 (p000<0.05), which is the maximum level of significant required to declare a significant relationship. This implies that there is a significant relationship between Guidance services and Girl-child education. This also clarifies that since there is positive relationship between the variables it means Guidance services played a vital role on Girls-child education toward sustaining inclusive education. This further means that when students (Girl-child) accessed Guidance services, they are likely to be educated or improve on their education. Therefore base on these results the stated null hypothesis which says there is no significant relationship between Guidance services and Girl-child education was rejected.

Discussions of Findings

The result of this study was compared with other studies both within and across cultures to access the similarities and differences in the research work, and different literatures were consulted for the purpose of comparison.

The objective of the study was to examine if there is significant relationship between Guidance services and Girl-child education. The results obtained revealed that, there is a significant correlation between Guidance services and Girl-child education at p value (.000). Therefore the study confirmed that guidance services plays crucial role on Girl-child education. This means that when Guidance services are available and offered to the Girl-child students in schools, inclusive education is likely to take place successfully and the students therein are likely to improve on their educational endeavor. In view of this, the study agrees with Joseph and Devorah (2017) in their study of Guidance and counseling as veritable tool for Girl-child transformation in post primary education in Nigeria". They maintained that Guidance and counseling is very important and instrumental in guiding and protecting the Girl-child from falling into trap that denigrates her right in the society. Their findings also shows that, Guidance and counseling units of the schools in both regions have not relented in their efforts to sensitize and equally enlighten the Girls child of her vulnerability and how to build defenses to wade off the vagaries and ills that attempt to overwhelm her. Findings of this study also agreed with the finding of Magati M. M. (2013) in his study "An investigation on the importance of Guidance and counseling on the education of girls in secondary schools: A case study of Sameta Division Gucha District Nyanza province Kenya who expressed that majority of the sample Girl-child agreed that Guidance and counseling services was important and has significant relationship with their academic performance.

Conclusion and Recomendations

In conclusion, from what has been discussed above in the present study it should be clear that, the findings emanated from this study. It is obvious that Guidance services have a significant relationship with Girl-child education in Junior Secondary Schools. In addition to that guidance services in schools have an important role in encouraging young female child in their studies and other educational endeavor. The role of guidance services in schools it may serve as a positive tool for inclusive education. It is also concluded that Guidance and counseling services in schools equally have important impacts towards improving Girl-child carrier choice and academic performance in different levels of educational pursue.

Recommendations for practice

i. All Girl-child students should be encouraged to access Guidance and counseling services in junior secondary schools.

ii. Government should provide Guidance and counseling centers with qualified counselors in all junior secondary schools

iii. Girl-child education should be encouraged and intensified at all levels in order to support and minimize Girl-child school dropout.

iv. Male and female students, able and disable should be given equal opportunity by parents, government and all education stakeholders to benefit from inclusive education and to access guidance services in the schools.

Recommendations for further studies

i. The presents study suggested that Scope of the study can be expanded to many Girl-child junior Secondary Schools across Yobe State.

ii. A study of this nature can also be conducted to adopt both quantitative and qualitative approach to avoid the weaknesses of one approach.

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