IISTE

Assessment of Relationships between Students' Counselling Needs, Class Levels and Locations: A Benue State Technical Colleges Study

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Abstract

This study was designed to assess the relationships between students' counselling needs, of technical college students in Benue State. It also assessed the relationships on the area of class level and location. A multiple sampling design reflecting stratification by gender, class level, location and type of school ownership was applied in selecting two hundred and eighty-six participants drawn from three technical colleges randomly selected from Technical Colleges in the State. Descriptive statistics (mean and standard deviations) were used to answer the three research questions that guided the study while inferential statistics (z-test, ANOVA and New Duncan Multiple Range Test) were used in testing the hypotheses at 0.05 level of confidence: The Inventory (adapted) was a 46 item, four-point rating scale classified into four broad need areas: A- Social Relationship problems; B- Problems about the Future; C- Academic and Study problems and D- School Adjustment problems. The respondents evaluated those items in terms of the degree with which they constituted problems to them. The major findings of the work among others revealed that except in the area of social Relationship problems, there were no significant sex differences in their perceptions of the problems. Apart from problems about the Future, there were significant differences due to class level on the Social Relationship, Academic and Study and School Adjustment Problems of students. Type of school ownership has no significant effect on the counselling needs of Technical College students. Recommendations for further studies were equally made. Variables: class levels, location and type of ownership were explored and tested and the study also revealed that except between the component Variables D (School Adjustment Problems) and C (Academic and Study Problems), there were no observed differences between the component variables in their responses. Recommendations were made based on the findings

Introduction

Technical colleges are established to carter for students, in keeping with manpower and brainpower needs of many countries. Students are an integral part of technical college system without which the technical college functions of teaching and learning cannot be carried out. Consequently, all technical college activities centre on the students. Following the above assertion, it becomes pertinent to concentrate on how to help these students to develop in their cognitive, effective and psychomotor domains, to enhance their adjustment and their living fulfilled lives. One of the ways of helping in the adjustment is through introduction of guidance and counselling services. It is important to assess the relationships between the students' counselling needs, their class levels, and the location as well. This is

262

because; Pupils have guidance problems in adjustment, study habits, family, vocational, social relationship and developmental needs, the highest problem area being study habits.

Guidance and counselling services in Technical Colleges apply to the sum of total programme of activities and services that are designed to help individuals achieve self understanding and self direction necessary to make adjustment to school, home and community possible. Commenting on the significance of counselling programme in secondary schools and technical colleges, Nyamwange, Nyakan and Ondima (2012) affirms that student personnel services afford opportunities for persons to obtain help towards solving their problems, diffusing pressures and developing into mature, well-adjusted and useful citizens. He noted that unless educational institutions provide assistance towards the possible solution of students' academic, vocational and personal-social problems, they would have neglected their most crucial educational obligations in developing individual and also do less than their duty to the society.

The Federal Republic of Nigeria National Policy on Education (2004) recommends the introduction of guidance counsellors in Nigerian secondary schools and technical colleges, in order to check the course of apparent ignorance of many young people about career prospects and personality maladjustment among school children. But by the statement contained in the National Policy on Education, it would appear that only post-primary students have personality maladjustment and are ignorant of career prospects. It is not only secondary school students that are both ignorant of their prospects and have personality maladjustments, higher education institution students as well experience similar problems and even more complex ones (Achieng (2007); Kombo and Tromp (2006); Ngumi; (2003); Kiragu (2002), kagu and Balami, (1996); Butswat, (1995) Malone and Diller (1978).

The counselling need areas of technical college students as identified by this study are: Social relationship problems, Problems about the future, Academic and study problems and School Adjustment problems. These needs area where thoroughly investigated in the study and the major four variables: gender, class level, location and type of ownership were explored and tested.

Statement of the Problems

An appraisal of students' desires is an essential requirement for an exceptional counselling programme in schools. The assessment survey should permit the programme developer-that is the school guidance counsellor – to know the nature of problems students are experiencing and the magnitude and pervasiveness of their problems. The issue of interest in this study therefore, is to determine whether there is a relationship between Technical College students counselling needs, their class levels and locations. The problems for this study was to address guidance/counselling needs of Technical college students in Benue state and beyond; determine relationship between students' counselling needs and their class level, determine relationship between students' counselling problems and location; it also seek to investigate whether those in Federal Technical Colleges have similar needs areas with their counterparts in the state owned and privately owned Technical Colleges.

Purpose of the Study

This study was designed to assess the relationships between the technical colleges counselling needs, class level and location in Benue State. Specifically, the main purpose of this study tends to:
1.   Ascertain the relationship between students' counselling needs and their class level;
2.   Determine the relationship between students' counselling problems and location (urban and rural); and
3.   Find out whether those in federal Technical colleges have similar need areas with their counterparts in the state owned and privately owned Technical colleges.

Research Questions

Having identified the specific purposes of the study, the following research questions were formulated to guide the study:
1.   What is the relationship between students' counselling needs and class level?

263

2. To what extent do students' counselling needs areas depend on location (urban and rural?
3. What is the relationship between the counselling needs of students in federal technical colleges and their counterparts in states technical colleges and voluntary agency – private technical colleges?

Null Hypothesis
1. Urban and rural (Location) technical college student will not differ significantly in their problem areas.
2. There is no significant difference between the need areas of student in federal, state and privately owned technical colleges.

Methodology
The researcher used survey research design for the study and it was conducted in Benue state, Nigeria. The population of the study comprised of 800 Technical College students in Benue state. Random sampling technique was used to select 8.4% of the target population to form the study sample. 29.5% of 800 = 236 students. Also, the population of the students in the selected schools were taken into consideration, as questionnaire copies were administered in a demographically representative manner. As survey research, the questionnaire was made up of 46 items and four-point-rating scale of Never = 1 point, Sometimes = 2 points, Often = 3 points, Always = 4 points. The instrument was a standardized tests whose validity and the reliability was determined. The congruent validity of the inventory has been established by showing that it correlates with other well-known instruments in the expected direction. The test re-test reliability of the instrument was found to be 0.64.

The researcher with the help of some research assistants distributed two hundred and eighty-six questionnaire copies - that is 286 S-P-I copies to two hundred and eighty-six students of Technical Colleges in Benue State sampled for the study. The Inventory copies were distributed to students in their classes. The items or statements were explained to the students by the researcher. The students were required to complete the Inventory and return them immediately after completion to the researcher and her trained research assistants. Since the questionnaire forms were distributed to the students by the researcher and her research assistants on the spot and they were allowed to fill them and return immediately after completion on the spot, 100% return of the instrument was recorded.

In analyzing the data collected, the researcher used both descriptive and inferential statistics to answer the research questions and test hypotheses at 0.05 level of significance respectively. For the three research questions, the researcher made frequent counts of students' problems and calculated the mean scores and standard deviations. Individual item mean were pooled and the total variable means computed. The standard deviations based on variable means were calculated.

Findings
This presents the study data collected for the purpose of answering research questions and testing hypotheses posed in the study; it also analyzed data presented and analyzed. The findings were presented according to the research questions answered and hypotheses tested.

Research Question 1: What is the relationship between students' counselling needs and class level?
Table 1: *Mean Scores of the Counselling Needs of Year I and II Technical College Students in Benue State.*

N	Class Level	Social Relationship problems	Problems about the future	Academic & Study problems	School Adjustment problems	Clustered Mean
143	Year I	2.13	2.09	1.66	2.08	1.94
143	Year II	1.96	1.98	1.92	2.25	2.07

As can be seen from the table, Technical College One or Year one students experience more social relationship problems with the mean of 2.13 than the year Twos whose social relationship problem mean is 1.96. The year ones

264

also indicated having more problems about the future with the mean score of 2.09 unlike their seniors whose mean response in variable B is 1.98. On the Academic and study problems, the year Two students shows more of the sign with the mean response of 1.92 unlike their juniors whose mean response in that area is 1.66. On school Adjustment problems, the mean response of the year Twos is 2.25 while the year ones have the mean response of 2.08. When we look at the clustered mean, we can easily notice that the year Twos' mean of means is 2.07 and this is higher than year ones whose grand means 1.94. Conclusively, the year twos expressed having more counselling needs than the year ones as can be seen from their clustered mean response of 2.07 and 1.94 respectively.

Research Question 2:
To what extent do the students' counselling needs areas depend on location?
Table 2: *Mean Scores of the Counselling Need Areas of Rural and Urban Technical College Students in Benue State.*

N	Location	Social Relationship problems	Problems about the future	Academic and Study problems	School Adjustment problems	Clustered Mean	Grand S.D
60	Rural	2.13	2.05	1.8	2.19	2.03	0.33
226	Urban	2.02	1.95	1.79	2.14	1.98	0.31

Table 2 shows that Technical College students in the rural area of Benue State have more social relationship problem with the mean score of 2.13; expressed having more problems about the future with the mean score of 2.05; have more Academic and study problems with the mean score of 1.8; and equally expressed having more school adjustment problems with the mean score of 2.19. Unlike their counterparts in the urban areas of Benue State whose mean scores for the four variables tested are 2.02, 1.95, 1.79 and 2.14 respectively. Generally, going by the clustered mean scores and grand standard deviations of the two groups, the rural Technical College students expressed having more counselling needs with the grand mean score of 2.03 and clustered standard deviation of 0.33 as against their counterparts in the urban area whose mean of means is 1.98 and standard deviation is 0.31.

Research Question 3: What is the relationship between the counselling needs of students in Federal Technical Colleges and their counterparts in the state and private Technical College?

Table 3: Mean score of the Counselling Need of students in Federal, State and Voluntary Agency (Private) Technical Colleges.

N	Location	Social Relationship problems	Problems about the future	Academic and Study problems	School Adjustment problems	Clustered Mean	Grand S.D
34	Federal State	1.85	1.78	1.52	2.05	1.81	0.47
192	V/Agency	2.06	1.97	1.84	2.16	2.01	0.29
60		2.13	2.05	1.8	2.19	2.03	0.33

Data presented above shows non-uniformity in mean responses based on ownership. Looking at variable A, the social relationship problems, the respondents from Voluntary Agency School expressed more of these problems as can be seen with the mean score of 2.13. They are followed by State Government owned Technical College students with the mean score of 2.06. The students owned Technical College are less prone to social relationship problems as can be seen by their mean score of 1.85. On the problems about the future, the college owned by the Federal Government expressed having less of the problem with the mean response of 1.78, followed by the State owned Technical College with the mean score of 1.97. Those that showed having more problems concerning the future are students from the voluntary Agency Colleges. From the data presented in Table 18 also, there is disparity in the mean response of college students from Federal, State and Voluntary Agency Colleges. From the data presented in table 18 also, there is disparity in the mean response of college students from Federal, State and Voluntary Agency Schools as is indicated by their mean scores of 1.52, 1.84 and 1.8 respectively on the Academic and Study problem.
265

There is also discrepancy in the mean scores of the respondents due to ownership on the school Adjustment Problems. Those from Voluntary Agency Colleges have the mean score of 2.19 whereas their colleagues in the State and Federal have the mean responses of 2.16 and 2.05 respectively. Generally, the three groups: Federal, State and voluntary Agency Technical College Students studied have the clustered mean scores and standard deviations of 1.81 and 0.47; 2.01 and 0.29, and 2.03 and 0.33 respectively.

Hypothesis 1:
Rural and urban Technical College students in Benue State do not differ significantly in their problem areas. To test this hypothesis, data collected from both rural and urban Technical College Students in Benue State on the four variables: social Relationship problems; problems about the Future; Academic and study problems; and school Adjustment problems being tested are subjected to z-test statistic.

Table 4: *Z-test of difference between the mean scores of Rural and Urban Technical College students on social Relationship Problems*

	Variable A School Relationship Problems	Means	S.D	N	S.D.X	Z.cal.	Z-crit.
Location	Rural Urban	2.13 2.02	0.23 0.26	60 226	0.0344	3.1977	1.960

The above table indicates a higher mean score of 2.13 and lower standard deviation of 0.23 for rural students than mean score and standard deviation of 2.02 and 0.26 respectively obtained by the urban Technical College students. The standard error is 0.0344. The z-calculated is 3.1977. While the table value of z is 1960.
Decision: Reject the null hypothesis if the z-calculated is greater than the critical value of z.
Since the z-calculate (3.1977) is higher than z-critical of 1.960 at 0.05 level of probability, the null hypothesis 3 is rejected. Conclusively, there is a significant difference in the social students. Those in the rural area are more prone to experience more social relationship problem than those in the urban area.

Table 5: Z-test of different between the Mean Scores of Rural and Urban Students on Problems about the Future

	Variable B Problems about the Future	Means	S.D	N	S.Dx	Z.cal.	Z-crit.
Location	Rural Urban	2.05 1.95	0.39 0.47	60 226	0.0593	1.6863	1.960

Table 5 shows that subjects in the rural area (location) have 2.05 mean score and standard deviation of 0.39 while those in the urban locations have the mean score of 19.5 and standard deviation of 0.47. This indicates difference in the mean scores and standard deviations of the two groups. The standard error is 0.0592. The calculated value of z is 1.6863. While the table value of z is 1.960.

Decision: Uphold the null hypothesis since the z-calculated (1.6863) is less than z-critical of 1.960 at 0.05 level of significance. Conclusively, there is no significant difference in the problems about the future expressed by the rural and urban Technical College students in Benue State.

Table 6: Z-test of difference between the Mean Responses of Rural and Urban Technical College students in Benue State on the school Adjustment Problems

	Variable D	Means	S.D.	N	S.D.X	Z.cal.	Z-crit.

266

Journal of Educational Policy and
Entrepreneurial Research (JEPER) www.iiste.org
Vol.1, N0.2, October 2014. Pp 262-276

IISTE

Location	School Adjustment Problems						
	Rural Urban	2.19 2.14	0.29 0.23	60 226	0.04	1.25	1.960

Table 6 shows that the Technical College students in the rural location have the mean response of 2.19 and standard deviation of 0.29 while those in the urban location have the mean score of 2.14 and 0.23 standard deviation. The table indicates disparity in the mean responses and standard deviations of the two groups. The standard error is 0.04. The z-calculated is 1.25 whereas the z-critical is 1.960.

Decision: Uphold the null hypothesis since the z-critical (1.960) at a significant level of 0.05 is greater than the z-calculated (1.25). In other words, location has no significant influence on the school Adjustment problems of Technical College Students in Benue State.

Hypothesis 2

There is no significant difference between the need areas of students in Federal, State and Privately owned Technical Colleges in Benue State. To test the above hypothesis, responses from both Federal, State and Privately owned Technical Colleges in Benue State on the four variables: A – Social relationship Problems; B – Problems about the Future; C – Academic and Study Problems; and D – School Adjustment problems, being tested are subjected to Analysis of variance (ANOVA) statistic.

Table 7: ANOVA of Counselling Need Areas of Technical College Students by Ownership

S.V.	Df	SS	MS	F-ratio	0.05 F-table
Variables	3	0.6587	0.2195	6.0822	4.76
Ownership	2	0.3528	0.1764	4.8864	5.14
Error	6	0.2164	0.0361	-	-
Total	11	1.2279	0.1116	-	-

The analysis of variance of the counselling need areas of Technical College Students by ownership type presented in table 7 shows that F-ratio calculated for variables (sections) is 6.0822 against a critical value of 4.76 at 0.05 probability levels. Degree of freedom is 3. Whereas sum of square is 0.6587 and mean squares is 0.2195 as shown above. The calculated F-ratio for the variables exceeded the corresponding critical value. Therefore the null hypothesis that there is no significant difference between the variables - A, B, C and D in the mean scores of the respondents is rejected. Hence there is significant difference attributable to variable mean performance between variables in the counselling needs of Technical College Students since the F-calculated is greater than table F. On the other hand, the F-ratio calculated for ownership type is 4.8864. While it's corresponding critical value at 0.05 level of significance is 5.14. Sum of square is 0.3528 and mean square is obvious that there is no significant difference between school ownership types as regards students possessing these problems since the F-calculated (4.8864) is less than F-critical (5.14) at 0.05 probability level.

Summary of Results

The following is a summary of the results for the four problem areas starting with the first and second research questions. The counselling need areas of students are: Social relationship problems, Problems about the future, Academic and study problems and School Adjustment problems. And they stand in this magnitude:

Social Relationship Problems: The summary of the mean scores of males, females, year ones, year twos, rural, urban, federal, state and privately owned Technical College Students on all the four variables studied is presented in table 8 below.

Table 8:

267

**Journal of Educational Policy and
Entrepreneurial Research (JEPER) www.iiste.org**
Vol.1, N0.2, October 2014. Pp 262-276

Summary Table of all the mean Scores due to Class Level, Location and Ownership Type

	A	B	C	D
Boys	2.06	1.97	1.78	2.16
Girls	1.95	1.99	1.83	2.18
Yr. 1	2.13	2.09	1.66	2.08
Yr. 2	1.96	1.98	1.95	2.22
Rural	2.13	2.05	1.8	2.19
Urban	2.02	1.95	1.79	2.4
Federal	1.85	1.78	1.52	2.05
State	2.06	1.97	1.84	2.16
V/Agency	2.13	2.05	1.8	2.19

Apart from males and state owned Technical College students who have the same mean scores of 2.06; and year ones, Rural and Voluntary Agency students whose mean responses coincided to be 2.13 on the social relationship problems, there is evidence of discrepancy in the mean scores of the categories of students studied. The Z-test summary for this section indicates that there is a significant difference due to gender (Z-calculated is 2.08> p.05) in the mean scores of males and females with the boys expressing more of these problems than girls. Also, the Z-test summary for variable A shows that there is a significant difference due to class level (Z-cal. = 4.5455> P.05) in the mean responses of years ones and twos, with the year ones showing more of these problems. The Z-test summary on social relationship problems indicates also that there is a significant difference as a result of location (Z-cal. = 3.1792> p0.5) in the mean performances of rural and urban technical college students. The indication is that rural students have more of these problems than their urban counterparts.

Social Relationship Problems
Table 9: *Summary table showing the z-test of difference between the Mean Scores of Males and females, Years 1 and 2; and Rural and Urban Technical College Students in Benue State on Social Relationship Problems*

	Male	Mean	S.D.	N	Sdx	Z-Cal	Z-Crit.
Gender		2.06	0.26	252	0.05263	2.10	1.960
	Female	1`.95	0.29	34			
Class level	Year 1	2.13	0.32	143	0.0378	4.4924	1.960
	Year 2	1.96	0.32	143			
Location	Rural	2.13	0.23	60	0.0344	3.1977	1.960
	Urban	2.02	0.26	226			

Technical College Students in Benue State indicated a significant difference on the social relationship problems they encountered due to gender. The boys have more of these problems than their female counterparts. This finding is consistent with the findings of Obelenwa, Attah, Eze and Okeke (1992) that got the mean scores of 6.30 and 5.90 respectively for males and females on the social relationship problems. This difference must have arisen as a result of family upbringing and the change in our society these days where parents now give attention to both sexes. Modernization has made it possible for ladies not to be kept at home as only housewives but they aspire for high positions in society. As such they are bound to interact with themselves and others.

There was a significant difference on the social relationship problems facing the technical college students in Benue state on the bases of class level. While, this is the case, the year one students showed higher difference in their mean scores than the year twos. This might be attributable to the fact that Year ones are regarded as junior students and their interactions are being checked by their seniors. Also, as new students, they are still unsure of how to relate to others especially the seniors and teachers without inviting their wraths upon them (juniors'). These make them to be a little bit withdrawn and conserved unlike the Year twos who are now senior students and have attuned themselves to the happenings in school.

Looking at the social relationship problems students experience with regards to location influence, the researcher found out that there was a strong link between the social problems youngsters encounter and location. Location therefore is a contributing factor problems facing young school children in Benue State. This finding is consistent with the findings of Okon (1972), Uba (1986) and Obelenwa *et al* (1992) who stated that early family influences, religious teaching and surrounding environment strongly influence the forms of social interaction among individuals. The reason for this great difference in the social relationship problems encountered due to location in favour of the urban students might have to be attributed to the fact that the urban students have great access to newspapers, radio, television, film shows, video films unlike their rural mates. It is a general belief that one is influenced by what he reads, hears and sees.   In this way, he will be tempted to practice it whether consciously or unconsciously. The urban students have access to movies and being provided with a great sporting facility in their schools than their rural counterparts. This is because the PTA seems more active in the urban centres. They have aided schools by providing sporting facilities, building school halls, classrooms and dormitories, purchasing bus, water tanks and books for the library. Perhaps, parents of students in urban schools are better off financially and know influential people in the society and therefore can better afford in this manner.

When the responses of students' social relationship problems due to type of school ownership was subjected to Analysis of variance computation, it was discovered that ownership type has no strong hold on the social relationship problems encountered by the students in Benue State. Though there are differences in the means responses of students problems in this area, it was not significant. The students from Federal Technical were seen to have less of these social relationship problems than the other two categories of students. The researcher tends to attribute these less scores of the students in Federal government owned Technical Less to the fact that, the school being operated by the federal government have a lot of things that would enhance the action of students. To start with, people come from different parts of this country to attend the school. They bring with them different idiosyncrasies and are influenced through interaction by one another.

For one to be allowed by his parents to attend such a school outside their state   and home, the person must have learned a lot of social skills that would enable him to cope with the hassles to be met in the new environment. Also, the school being run by the federal government seem to have more clubs and societies and the principal makes it compulsory for the students to join either of the clubs. This enhances interaction too. Besides, these students as the researcher rightly observed when she went to the field for her data are accommodated in the school compound and to make life not to be boring, a lot of activities like debating, sporting and excursions go on in the school. When this happens, the students mix up with their colleagues though under the strong supervision of the teachers as indicated by some of the students, social relationships are established and maintained too. The students from State schools are in-between the two groups discussed earlier. This stand can easily be seen to be attributable to the fact that they are mixed up. Here you have children from affluent; homes, poor homes and average homes too. The interaction pattern here is moderate.

Problems about the Future:

Table 10: *Summary Table showing the Z-test of difference between the Mean Scores of Males and Females; Years 1 and 2 and Rural and Urban Technical College Students in Benue State on Problems about the Future*

Gender		Mean	3.D.	N	SDX	Z-Cal.	Z-Crit.
							1.960 1.960
	Female	1-99	0.52	34	0.0934-	0.2142	
	Male	1.97	0.44-	252			
Class Level	Year 1	2.09	0.52	143	0.06	1.8333	

269

Journal of Educational Policy and
Entrepreneurial Research (JEPER) www.iiste.org
Vol.1, N0.2, October 2014. Pp 262-276

IISTE

		1.98	0.4-9	143			
	Year 2						
Location	Rural	2.05	0.39	60	0.0593	1.6363	1.960
	Urban	1-95	0.4V	226			

There was no significant difference in the problems that students in Technical Colleges   encountered in the environment due to the influence of gender. Though therefore stated is the case, females had a slightly higher mean than the males. This agrees with Anowor (1992) and Ikeme (l980)'s findings and contradicts earlier studies of Meissner (1961) and Ginn (1975) who stated in their findings that boys were more concerned about vocational problems than girls. The researcher was of the view that present lack of difference among females and males in problems relating to career choice or future lies in the fact that these students were placed in these schools and in different courses based on their performances in the aptitude test result. Also, girls believe that they can do as well like their male counterparts in any endeavour of their interest, -he slight difference in the mean scores of girls and boys on problems about the future might have arisen due to the fact that girls are not inclined to technical, mechanical or manual work. Rather, they do better in things that had to do with verbal manipulation while boys show more interest in mechanical ability than the girls (Eke in personal communication of 7th March 1995). This might account for why girls are not as many as the boys in Technical Colleges.

There was also no significant difference due to class level in the problems about the future encountered by Years one and two technical college students in Benue State. This is consistent with Ikeme's work. This might be due to the same reason adduced above that these students are placed in different courses and the school they found themselves as a result of their performance in the aptitude test. The difference in the mean scores of Years one and two showing that the Year ones have more of these problems than year twos must have arisen due to the fact that students who went from Junior Secondary School three straight to Technical College face more career problems than those who were already attuned to life in Technical Colleges. Technical college students in Benue State do not differ significantly in their problems about the future as a result of effect. This finding is in line with Okoro (1977)'s result.

But is contrary to the findings of Ikeme (1980) and Osuji (1976) that there is slight difference in the mean response of these groups of respondents was in favour of the urban students. The rural   students have factors that must have caused the little changes in the means, though both categories of students are placed there following their performance on the aptitude test, those in the urban areas have more career information than the rural resident technical college students through mass communication, better and well qualified teachers and literate relations. The students from rural situated technical colleges have little or no access to information on career. Most of the time when experienced and well-qualified teachers are posted to the rural school,   they would prefer to resign t/.sir appointments rather than teach in a rural school.

Looking at the differential effect type of school ownership has on the career problems of the Technical College students in Benue State, the result of the ANOVA summary has it that type of ownership has no significant effect. Though this is the situation, going by their mean responses, Private Technical College students have more of these problems about the future than the state owned schools. But the students from Technical Colleges by the Federal government expressed having less of these problems than the afore-mentioned two groups. The researcher believes that since the differences are minute, and not significant, the students know exactly or   specifically the career he/she is going into and is already pursuing it.

Academic and Study Problems
Table 11: Summary Table Showing Z-test of Difference Between the Mean-Scores of Male and female; Years 1and 2; and Rural and Urban Technical College Students in Benue State on Academic and Study Problems

270

IISTE

Gender	Female	Mean	S.D	N	SDX	2-Cal.	Z-Crit.
		1.83	0.26	34	0.047	1.0620	1.960
	Male	1.78	0. 24	252			
Class Level	Year 2	1-92	0.24	143	0.03	8.6667	1.9 60
	Tear 1	1.66	0.28	143			
Location	Rural	1.8	0.28	60 226	0.04	0.25	1.960
	Urban	1.79	0.26	226 226			

Technical College students in Benue State indicated significant difference in the problems they had in relation with their studies according to the classes they were enrolled in. The difference was between Years one and two students. Students in Year two showed having more study problems. Eruchalu (1979) and Ikeme (1980) equally found a significant difference due to class level in students' concern over school work. Eruchalu did not indicate the direction of the difference unlike Ikeme who indicated that the differences were between class three and one students and between classes three and five students too. Ikeme observed that the class three students had more study problems. This major difference between the Years two and one Technical College students may be as a result of the Year twos being engaged most of the time with practical work since this is the time they are expected to produce more practical materials than theories. This period also the number of materials produced within the stipulated time mattered much. This might make them to pay less attention to theory work or studying. Unlike the first years who have just come in and who are only expected to grab the theory first before the practical. In this case, they had more time to study than those in year two. Also when students are in second year, they now know which area they would specialize in and might believe that there is no much need for academic and study work since they are practical oriented. This may make them resent being required do some studying.

Both males and females expressed having academic and study problems. In their response mean, they do not differ significantly. This result is in line with the findings of Eruchalu (1979) and Ikeme (1980) who also found out that though there are differences in their mean responses, it is significant due to sex. Unlike the findings of Block (1973), Akinlamin, Nweze and Ojabo (1991), Ginn (1975) who reported that women exercise more patience and settle better to work than men; women exhibited better study habit than men; educational problems typically males and that male had more problems than females, respectively the result of this study indicates that females expressed having more of these problems than males.

This contradiction from previous findings stated above might be as a result of the environment these females found themselves. For instance, Block studied the conception of sex roles; Eruchalu's work was on sexuality factors in Learning to Read; Ginn's was on male and Female Estimates of Personal Problems of Men and Women; and Uwakwe did a work on An Investigative Study of the Magnitude of the Study Habit Problems of Fresh and stale Nigerian University Students. But this study is carried out in Technical Colleges. This might be the source of the variation because naturally it is believed that anything technical and manual or mechanical men do better than women in them. These girls finding themselves in technical Schools may be very busy trying to cope with the practical and manual aspect of the work at the detriment of their studies; unlike their male counterparts who can easily do manual and mechanical work without being as exhausted as the females since male have more energy than females. In other words, men can cope easily with the two - academic work and mechanical aspect of the work too.

271

This might equally be the reason why only very few females are found in Technical Colleges as could be found in the number studied – 34 females as against 252 males.

Equally, there was no significant difference due to location though Okoro (1977)'s work on problem manifestations of Urban and Rural Male Adolescents is contracted by this finding as he found that boys from rural schools had more study problems than those from urban schools. But the finding on this is in line with Ikeme (1980)'s who stated that there was no significant location difference in Academic and Study problems of students. Generally, the students from rural technical colleges have higher means than those in the urban schools (though the difference is not significant) implying that rural technical college students have more study problems than those in the urban area. The researcher is tempted therefore to attribute this difference in the study problems of rural and urban students to the fact that all the rural students come from their homes everyday to the school. Some trek a long distance to school. And by the time they would reach the school, they might have over-walked themselves and tired. Or they might be late to school and be serving some punishments before going into their classes for studies unlike their urban college students who stay in the boarding houses and have better facilities and places to use and stay in studying.

Also, those in the urban schools tend to have well qualified and experienced teachers, better facilities and some of them because their parents are literate could afford extra lessons by privately employed teachers. These literate parents could also afford supervising their ward's home works, assignments and prep-making them to develop good study time table. Unlike the rural based students who most often their parents/guardians are illiterates or semi-literates, who would also engage their wards in a lot of house chores. During farming period, some of the rural students stop going to school either because their parents want them to go to their farm to give a helping hand in family farm or that the student has no one to sponsor him, hence he goes to do some hired work in order to enable him pay his school fees. In either of these occasions, the rural student misses school unlike the urban students who values school work, has less house chores to attend to, and who may in most case not have farms to give their attention. When these rural students miss lessons as a result of absence from school, or coming late and serving some kind of punishment, they experienced and better qualified teachers (Ikeme, 1980), they would therefore understand their lessons better and have less problems. Unlike those in the rural schools where teachers dread going because of inadequate social amenities in the community and lack of facilities in the schools.

Looking at differences in the Academic and Study Problems students experience due to type of school ownership, there were some differences in the responses of students from Federal, State and private. Though these differences when they were subjected to Analysis of Variance test were not significant; students from government Technical Colleges indicated having less of these problems; followed by those in the State government Technical Colleges. Those students from Voluntary Agency schools have more of these Academic and study problems than the other two categories of students from Federal Technical Colleges have less of these Academic and Study problems because, in this school, accommodation in the dormitories is made compulsory and a condition before one is admitted into this school. And if all the students are accommodated as the researcher rightly observed when she went to the field for the collection of data, it becomes obvious that they would be supervised judiciously and made to follow the routine time table both class periods, siesta periods and prep periods. Times for labour and games are equally observed. With this, students are made to develop good study habits and to do the right thing at the right time.

These students in government colleges have little or nothing to distract their attention from studies as they had to be in school every school day and equally on time and attend to their lessons, home work and assignments. Little wonder the students in the government Technical College expressed having less academic and study problems than other categories of students. Since this school is being run by the Government, the facilities provided for these students are adequate and the facilities provided for these students are adequate and the teachers sent there are specialists and professionals not auxiliary teachers (Nweze and Okolie, 2014). These teachers also are well qualified and have experiences. And since they are under the federal government, they receive more pay packet than those in other schools. This makes them to take their work more seriously than their colleagues from other schools. The students from State government Technical College tend to have more academic and study problem than those in the private schools, and more of it than their colleagues in the federal government owned schools too. This might be attributed to the fact that the State owned Technical Colleges, accommodation in the hostels is not compulsory

272

Journal of Educational Policy and
Entrepreneurial Research (JEPER) www.iiste.org
Vol.1, N0.2, October 2014. Pp 262-276

IISTE

though some students still live in the hostel. Those in the dormitories make adequate use of the amenities and facilities available in the school.

Those living outside the school interact with them and they are influenced either ways. Students from private schools seem to have less academic and study problems than those from government because most of the teachers there are auxiliary since the proprietors cannot afford to pay the well qualified and better experienced teachers for their services. Besides, any teacher in such a school is only there as a starting point. If he finds opportunity to join either the federal or State established schools would do so without delay because private college do not pay them for pension and gratuity. Also facilities provided by these proprietors are not adequate. And this is likely to affect the study and academics of the students in this school (Nweze and Okolie, 2014). Further, the researcher observed that the private colleges operate a neighbourhood school system where every student comes from outside the school premises. It is not surprising that what applies to those in the rural school would equally apply to them since they are not exempted from the hazards of living outside the school compound. Though they are confronted by all these problems, the private technical colleges tend to be more strict in the supervision of their teachers and students than those of the government who have better things that enhance academic and study habit of students are non-challant in making sure that teachers are well supervised and that students carry out their assignments too and on time. The private colleges are afraid that where they do not meet up with the standards academically, government might stop them from operating hence their seriousness.

School Adjustment Problems

Table 12: Summary Table showing z-test of difference between the mean scores of Male and Female, Years 1 and 2; and Rural and Urban Technical College Students in Benue State on School Adjustment Problems.

For Entire Population		Mean	S.D	N	SDX	Z-Cal.	Z-Crit.
Gender	Female Male	2.18 2.16	0.21 0.25	34 252	0.04	0.5	1.960
Class level	Year 2 Year 1	2.25 2.08	0.24 0.28	143 60	0.03	5.6667	1.960
Location	Rural Urban	2.19 2.14	0.29 0.23	60 226	0.04	1.25	1.960

There was no significant difference in the problems that students in Technical Colleges encountered in the environment due to gender influence. Females were less adjusted to school than the males. In line with my finding on the school Adjustment Problems are the findings of Dutch and McCall (1974) and Ikeme (1980). But findings contradict the results of Williamson (1977) who stated that boys were more bothered about the school environment than girls. In adding items which were of concern to the students studied but which were not covered by the instrument (Inventory) the boys consistently showed concern about inadequate number of female students in the school.

There was a significant difference in the problems which students encountered in the school environment according to class level of the students. The z-test showed that the difference was between years one and two studied. Year one Technical college students in Benue state were better adjusted to school than their seniors in years two. This finding is a deviation from the thinking that the longer a student stays in school, the more adjusted to the school environment he becomes. In Nigeria, attending a Technical college is alien to us and those who through aptitude test result are sent there feel that they are special and would actually be happy and proud to be in school. This feeling of pride and achievement may tend to offset any adjustment problems the child may have at this initial stage. Besides, the child may not at first realize that facilities for study in the school are inadequate. He/she may just be satisfied to be in a Technical College. As the student advances in class, he may become more and more conscious of the inadequacies around him. The older a child is in a school, the more irritated he may get at seeing the bureaucratic bottle-necks he has to hurdle before getting an audience from the principal. The longer a student stays in the college

273

IISTE

the more conscious he should become of the inadequate facilities. For instance, that the workshop is not well equipped and that the library is virtually empty become his preoccupation.

In line with the study findings students seemed to have problems relating with their teachers are the works of Pope (1943), Meissnner (1961); Ikeme (1980). The year two students have more of this problem than the year ones. Maybe the year twos want to feel that since by the coming year they will be graduating they are equal with their teachers unlike the year ones that are busy calling their teachers uncle and treating them in that order.

There was no significant difference due to location in students' problems regarding their adjustment to school. However, the students in the rural schools tended to have higher mean score of 2.19 than those in urban (2.14) schools. This discrepancy might have also arisen as a result of facilities provided to the school in the different locations. Schools located in the urban centres usually are attended to and have a lot of extra-curricular activities that students engage in which enhance their adjustment to school unlike schools in rural site where most of the students are any students. When they go home after dismissal they engage in a lot of house chores. Ikeme (1980) in her studies reported that students in some rural schools told her when she was carrying out her work that their evenings were spent in going to streams to fetch water, and as a result, they had no time for evening studies. From the above report one can adduce that if the rural students hardly have time for evening studies, is it then social activities in the school he will have time to attend?

There was no significant difference by ownership type in the school adjustment problems that students experienced. But looking at their mean scores there is disparity in their response means. Those in the federal school have less of these problems than others from State and Voluntary Agencies. This might be as a result of environmental influence since federal schools are always cited at urban areas. Also, how families handle their children influence their adjustment pattern too. Students from federal owned Technical colleges seem to come from democratic homes. And we know that democracy enhances adjustments. The teachers and principals of such schools cannot but be democratic in handling these children since they are well aware of the obvious that most of these children come from the ruling class segment of the society. And if treated shabbily might endanger their continued stay as either teachers or principal in the school (Okolie, 2014). They hence do everything within their reach to enable the students adjust well in the school. Those from stat owned school adjustment problems because they do not enjoy most of the afore-mentioned conditions which their counterparts in federal established Technical College have.

The ANOVA summary of the difference between the means of the four variables: A – Social relationship problems; B – Problems about the Future; C – Academic and Study problems; and D – School Adjustment problems studied indicated a significant difference between their means. When the New Duncan's Multiple Range Test (DMRT) was computed to determine the variable which made the difference, it was variable C that differed significantly from variable D. This shows that variable C has the lowest mean among all the variables tested. Meaning the students from the schools studied have less of the Academic and Study problems; and more of School Adjustment problems Career and social relationship problems variables showed no significant differences between the first two variables stated earlier.

Conclusion and Recommendations
This study assessed the relationships between students' counselling needs, class levels and locations (urban and rural) in Benue State Technical Colleges. The following findings have been made:
1. Technical College students have counselling needs in following areas: A - Social Relationship; B - Future, C - Academic and Study; and D - School Adjustment.
2. Both male and female students perceive counselling needs as problems in the social relationship areas. With the boys expressing more of these problems than the girls.
3. There is a significant difference due to class level in the mean responses of Years one and two, with the Year ones showing more of these social relationship problems than year twos.
4. Rural students differed significantly with their urban mates in their social relationship problem. The rural college students indicated having more of these problems than the urban students.
5. There are differences due to ownership type in the perception of what constitutes counselling needs in Technical Colleges in the area of social relationships. Students from Private Technical College in the area

274

of social relationships. Students from private Technical College indicated having more of these problems. Followed by students from Government Technical Colleges. Those from Government Technical Colleges expressed having less of these social relationship problems. When ANOVA was computed to find out if these students' differences in response was significantly different as a result of type of school ownership, it was observed that the differences in response was not significant.

6. There is no significant difference on the problems about the future due to gender.
7. There is no significant difference due to class level on the problems about the future encountered by Technical College students in Benue State.
8. Also, the Z-test summary on the problems about the future indicates a no significant difference due to locations.
9. There is no significant difference on the career problems of Technical College students due to type of school ownership.
10. The summary of the Z-test on Academic and Study problems indicates that there is no significant difference due to gender.
11. When the Z—test was computed on school adjustment problem- of Technical College students, it shows that there is a significant difference as a result of class level.

12. There is no significant difference due to location on the Academic and Study problems of students.

13. There is no significant difference on the career problems of Technical College students in Benue State due to school ownership type.

14. There is no significant difference on the School Adjustment Problems of students due to gender.

15. Class level has a significant effect on the Academic and Study Problems of Technical College students in Benue State,

16. There is no significant difference as a result of locations on the Academic Study problems of Technical College students in Benue State

17. There is no significant difference on the academic and study problems of students due to ownership type.

18. There is a significant difference between the variables in the meats scores obtained on each variable. Variable C (Academic and study Problems) differed significantly from Variable D (School Adjustment Problems) in favour of Variable C.

19. There are no significant differences between variables A and B; and A; B and C; B and A; A and C.

The technical college students expressed the greatest problem of School Adjustment followed by Social Relationship Problems;- third in the hierarchy is problems about the future. The summary of the ANOVA on ownership type and its effect on the Technical college students on the four variables (Social relationship, Career, Academic and Study problems and School Adjustment problems) the study also shows that there is no significant difference in the problem areas of government and private Technical College students in Benue State. The New Duncan's Multiple Range Test was computed to test the variables and to separate their means. It was found that variable C – Academic and Study problems) differed significantly from Variable D in favour of Variable C.

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275

IISTE

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276