

EVALUATION OF STUDENTS' PERSONNEL SERVICES IN COLLEGES OF EDUCATION IN NIGERIA

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ABSTRACT: *The purpose of this study was to investigate evaluation of students' personnel services in colleges of education in Nigeria. The descriptive survey design was adopted; three research questions and two null hypotheses guided the study. The population comprised 6184 and 8,569 staff and students of federal and state colleges of education respectively. A stratified random sampling technique was used to draw a sample of 770 staff and students from federal and state colleges of education in South-East geo-political zone of Nigeria. Evaluation of student personnel services questionnaire (ESPSQ) was used for data collection. Data collected were analyzed using t-test statistics to test the null hypotheses at 0.05 level of significance. The findings showed that there was low extent of adequacy of student personnel services in both colleges. There was no significant difference on the extent of availability of student personnel services in both colleges of education. Educational implications and conclusion were drawn.*

KEYWORDS: Adequacy, Availability, Evaluation, Personnel Service, Quality and Strategies

INTRODUCTION

There is general concern about standard of education in Nigeria. This concern emanates from the fact that the level of performance of students is dwindling with the passage of time. Adelabu (2013) lamented that Nigerians have sacrificed quality education on the altar of quantity and mass education. There is also gross student maladjustment in the schools. The after-math of the maladjustment according to Anukam (2011) includes cultism, students' unrest, examination malpractice and other social vices. The school as a community of its own is supposed to be provided with essential services such as water, electricity, health facilities, food, library and counseling services among others. These services otherwise called student personnel services or education services act as lubricants or catalysts towards the effective teaching and learning in the schools. Student personnel services in this context, refers to all the non-academic services rendered to students at the school setting outside the formal classroom instruction.

Teaching and research functions in higher educational institutions play very important role in national development, especially in the development of high-level manpower (Federal Republic of Nigeria FRN, 2014). However, in most cases the societal expectations in terms of goals as stipulated by the National Commission for Colleges of Education (NCCE, 2012) include:

1. The integration and services of orienting, supporting and educational functions
2. To clarify and facilitate the relationship among the individual student, the institution and the community.

These goals are hardly met and part of the explanation is linked to the absence of adequate and conducive environment for effective learning. To achieve these objectives, adequate provision of certain services to students should be fostered for effective teaching and learning process, among these are the student- personnel services. Student Personnel in this context, refers to all the non-academic services rendered to the students at the schools setting outside the formal classroom instruction, for the purpose of healthy, physical, emotional, social and moral development as part of their preparation for a responsible and productive adult life (Francis, 2012).

These services are complementary to the academic programme in making wholistic and balanced education of the students. The task of intellectual and skill development can be accomplished through curriculum planning and implementation, while the task of developing responsible attitudes and morals can only be achieved through the provision and administration of student personnel services that should always be evaluated. According to Francis (2012) the general objectives of student personnel services are to assist students to attain maximum self-realization, to assist students to become effective in their social environment and to complement the academic programme of the institution. Specifically, student personnel services seek to provide orientation for students to facilitate adjustment to campus life, perform individual inventory and testing to aid towards self- knowledge and self-realization, perform individual and group counseling, provide placement and follow-up services, provide adequate assistance to student on finance, health, food and housing, provide variety of co-curricular activities, approve and monitor activities of recognized student organization, implement students code of conduct and recommend appropriate disciplinary action to school authorities.

Student personnel services has received very little attention in professional literature and social administration, Duffy in Ejionume, (2010), Swartz, Russel Huut and Reilly in Ogbuji (2009), observed that it is an administrative task areas that is critical to the effective operation of any school system. This assertion is also affirmed by Ndu, Ocho and Okeke in Nwuche (2010) when they stated that in addition to curriculum implementation, school administrators have a duty to provide adequate student's personnel services in their respective schools as both services are complementary to each other. Consequently, the major concern of any educational institutions, such as universities, Polytechnics, colleges of education inclusive, should be committed to the implementation of specified student personnel services in their various institutions of learning. These services enhance the achievement of institutional objectives. While their absence created situations that constitute obstacles to the achievement of goals and objectives of educational institution, the level notwithstanding. Some goals of education as spelt out by Federal Republic of Nigeria (FRN, 2014:8) in the National Policy on Education demand services that are beyond classroom instruction of national values is summarized as follows: "respect for the worth and dignity of the individual, faith in man's ability to make national decision, moral and spiritual principle in interpersonal and human relation and promotion of the physical, emotional and psychological development of all children".

It is in realization of the symbolic role of the curricular and co-curricular and co-educational objectives in tertiary institutions that the Federal Republic of Nigeria (2012) in the National Minimum Standard prescribes mandatory student personnel services that school administrator should make available to students which goes along with the curricular activities. Service that come under student personnel services are many and varied. They include admission exercise, orientation, accommodation, medical services, library services, and student academic records, guidance and counseling, financial aid, municipal services, security services, co-curricular

activities. Also included are adequate classroom blocks, information materials, sports facilities, maintenance of roads and teaching facilities (Mgbodile 2013).

Colleges of education contribute a lot to educational development, but students constitute not only the largest input, but also the reason and the main focus for all other inputs. All outputs are judged by the quality of graduates from institutions and all processing activities are centered on the students. For effective teaching and learning, there should be adequate provision, proper evaluation of student personnel services and supervision of certain services for the students in order to achieve stated objectives of colleges of education. Colleges of education are tertiary educational institutions established to give professional training for the production of highly qualified classroom teachers. These institutions are of paramount importance in the production of teachers for primary and secondary school levels of education. Colleges of education are specially designed to develop, pursue and improve regular and liberal courses of study for the training of various categories of teachers and promote the advancement of learning and educational research. Colleges of Education are categorized into Regular, Technical and Special College of Education. (Enugu State of Nigeria Gazette, 2011). The categorization reflected the type and quality of teachers that each produces.

Government provides both human and material resources for the education of her citizens. Ezeadi (2012) stated that government is aware that many variables influence the learning outcomes of students. He also stated that many activities other than teaching and learning in the classroom aid the learning and academic achievement of students. Various tiers of government in Nigeria place great premium on education of the citizens. This accounts for the large percentage of local government, state and federal government budgets being set aside each year for the education of Nigerian youth. Management of the school should therefore refer to the process whereby a group of people at the top level should direct the actions and activities of these students with a view to achieving the objectives of the school. Evaluation is an essential process/ technique of the learning situation. Several definitions of the concepts of evaluation, reflecting different approaches are found in educational literature (Beeby, 2013) Evaluation is referred to appraisal of worth or value of a thing or action and the making appropriate decisions on the basis of such appraisal (Okoro, 2014). Evaluation therefore can be defined as a process of determining the value of a programme with the view of making appropriate decision based on the findings of the work. Evaluation therefore is the systematic collection and interpretation of evidence leading as part of the process to a judgment of value with a view to action.

In other word evaluation is a process of determining the value of a programme with the view to making appropriate decision based on the findings of the work. Student personnel services are aimed at providing the substratum for the teaching and learning activities in the school. Section 11 of the Federal Republic of Nigeria (FRN 2014:18) in her National Policy on Education reiterated the importance of the provision of educational services to colleges of education in Nigeria.

In another development, Ezeadi (2012) explained that student personnel services are lubricants for the teaching-learning machinery. He stated further that student personnel services create conducive atmosphere for teaching and learning activities to take place in schools. According to him, guidance services aid students to adjust in the school, health services, boarding facilities, psychological needs and co-curricular activities mould the character of the students, library services, catering services, bursary services, all these play good roles in the lives of

students. The values of education are so important that all societies tend to always strive to optimize educational services delivery for improved attainment of the goals of education at all levels.

In Nigeria colleges of education, students face various problems, apart from academic matters like attending lecture, writing term papers, doing written and oral examination. Students face various social, psychological and financial problems. Student personnel services appear not only to be inadequate, but appear to be neglected and ineffective. For instance, hostel accommodations appear inadequate and un-conducive and these affect students' academic performance and their all-round development (Ejionueme, 2010). School buildings are seen with cracked walls, aging roofs, blown-off roofs and bushy surroundings are common phenomenon in schools. There is an observation that this situation does not augur well for effective teaching and learning. Furthermore, the importance attached to student personnel services implies that they should not only be adequately provided but should also be evaluated periodically. Evaluation of student personnel services refers to the provision, supervision, maintenance, and replacement of the facilities and services (Ogbonnaya, 2001). Authorities of the colleges of education are not only concerned with, the planning and coordinating but also with the maintenance of student personnel services.

The evaluation of student's personnel services therefore rests on the hand of the college managements who are in position to appropriate as well as administer the school on a productive manner so as to achieve the goals and objectives of the educational system (Omu, 2014). Colleges of education in Nigeria, like other institutions, face some challenges of survival, but also to attain the level of sustainable development necessary for them to achieve the objectives for which they were established. The attainment of these goals depends not only on the right type of personnel, but also on the availability of adequate student personnel services and financial resources made available. Hence, there is need for adequate funding of colleges of education in the South-East geo-political zone of Nigeria. Eze (2012) also observed that financial problems of colleges of education are increasing because of financial mismanagement, embezzlement and fraud. The apparent relegation of student personnel services in school administration is the fact that the entire school system is examination-centered. The premium placed on evaluation of academic performance as determined by examination results, this explains why majority of school administrators seem to pay less attention to the provision of students personnel services in their schools. Student personnel services are basic needs which must be provided to a reasonable extent before students can be expected to make any meaningful achievements in their academic pursuit.

Researcher's personal observation from tertiary institutions of higher learning appears that personnel services are inadequate. For instance, Guardian Newspaper of 24th January, 2010, reported cases of rioting of undergraduate of University of Nigeria, Nsukka, where students revolt against the school authority because of an alleged increment in school fees (Okonta, 2010). On February 24, 2011, This Day Newspaper reported that there was massive demonstration at Obafemi Awolowo University Ile-Ife as a result of increment in school fees and health insurance scheme. The demonstration led to the closure of the school. The occurrences of such demonstrations, perhaps, have very unfavourable effects on the school system as they may hinder the attainment of their objectives. Cases of protests by students against issues such as lack of accommodation lack of water, lack of seats in the lecture rooms, lack of laboratory equipment and poor supply of quality food usually deface any school system. Nkwocha (2014) observed that students are often alienated when certain decision concerning

students' behaviour, academic activities, and social life and press activities are taken against them. He also stressed that participation of student in school administration means getting the students involved in discussions and seeking their views on the solution to problems affecting their welfare.

The unavailability of personnel services, inadequacy and quality of personnel services call for more effective strategies to be applied (Francis 2012). This situation informs the researcher's interest to evaluate student personnel services in public colleges of education in South-East geo-political zone in Nigeria and evolve strategies for improvement.

Statement of the Problem

Student's personnel services constitute very vital services and functions for the implementation of educational programmes. Over the years Nigerian College of Education have been experiencing student disturbances linked to non-availability, inadequacy and poor quality of some vital students personnel services. Students have been reported to repeat a semester or even an academic year due to the fact that the records of results of exams they wrote and passed got lost. Students stand outside to receive lectures because the lecture rooms are insufficient. Libraries in some colleges appear not stuffed with current books/materials, and they appear not to have enough reading tables and chairs for students. Students adopt "short put" and "fly – over" because the toilets ends are bad and stink. (Short –put and fly over refer to a practice where students defecate inside polythene bag and throws it across the fences). There are reported cases of snake bites because the surroundings are bushy. The hostel accommodations are inadequate and in poor state of repair and the rooms are overcrowded.

In most of the colleges in Enugu State for instance, students either cook inside their rooms or depend on food vendors for their feeding because most of the Colleges of Education do not provide catering services. Students buy their water because these institutions depend on water tankers for supply of water. Security is porous; hence, there are reported cases of rape, murder, phone-snatching, robbery and of course cult activities. Medical centres are there without adequate drugs except routine drugs. Guidance and counseling services are non-existent in most College of Education, and student records are haphazardly kept. Hostels in some college are built in form of dormitory (without rooms), and even rooms ear marked for their students harbor up to six students unofficially, excluding those that are squatting.

This state of affairs suggests that something is wrong with regard to the provision of student personnel services in colleges of education in South-East geo-political zone of Nigeria. Based on this, the problem of this study is, what is the extent of provision of student personnel services in Federal and State public College of Education in South-East, Nigeria?

Purpose of the Study

The purpose of the study is to ascertain the extent of evaluation of students personnel services in colleges of education in Nigeria. Specifically, the study sought to:

1. Determine the extent of availability of student personnel services in public Colleges of Education in South-East geo-political zone in Nigeria.
2. Determine the adequacy of student personnel services in Colleges of Education in South East geo-political zone in Nigeria.

3. Evolve strategies to be adopted to improve the evaluation on provision of student personnel services in public Colleges of Education in South –East geo-political zone of Nigeria.

Research Questions

The following Research questions guided the study

1. To what extent are students' personnel services available in Colleges of Education in South-East geo-political zone of Nigeria?
2. To what extent is the evaluation of the students' personnel services adequate in Colleges of Education in South-East geo-political zone of Nigeria?
3. To what extent do we evolve strategies to be adopted to improve the evaluation of students' personnel services in Colleges of Education in South –East geo-political zone of Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of staff and students on the extent of availability of students' personnel services in the colleges of education in South – East geo-political zone of Nigeria.
2. There is no significant difference in the mean ratings of staff and students on the extent of adequacy of students' personnel services in the colleges of South –East geo-political zone of Nigeria.

LITERATURE/THEORETICAL UNDERPINNING

Evaluation is the act of appraising or valuing calculation, an opinion or judgment of the nature, character quality of a person or thing. Evaluation according to Beeby (2013) is the systematic collection and interpretation of evidence leading as part of the process to a judgment of value with a view to action. Evaluation as contained in the United Nation Education, Scientific Cultural Organization (UNESCO), (2012) is the process of delineating, obtaining and providing useful information for judging decision alternatives. Beane, Toepfer and Alessi (2013:16) defined evaluation as "that process of deciding how well we are doing, whatever it is we are trying to do".

Several definitions of the concept of evaluation, reflecting different approaches are found in educational literature. Okoro (2014:18) argued that it is "appraisal of the worth or value of a thing or action and the making appropriate decisions on the basis of such appraisal". According to him, evaluation in education is concerned with the collection of data and the use of such data in assessing the effectiveness or quality of a programme or performance. Provus (2007) explained evaluation as a process by which programme performance and desired programme standards are compared in order to determine if there is any discrepancy between the two. In his view, evaluation comprises three major steps namely: definition of programme standards, determination of whether a discrepancy exists between some aspects of the programme and

performance standards and the use of discrepancy information to identify the weakness of the programme. In his own view Stufflebeam (2002), stated that, evaluation is that process of delineating, obtaining and providing useful information for judging decision alternatives. Put differently evaluation encompasses value judgment leading to decision making process.

Strategies for Improving on the Status Quo.

No school can perform its job of teaching and learning-effectively with inadequate student personnel services. These personnel services are therefore indispensable in the school, because they are part of teachers' trade tools. One of such services is communication. Effective communication solves a lot of problem. Adequate flow of communication in all human interaction is essential in the resolution of problems in educational institutions, including colleges of education. Ezeomah in Amaizu (2013) states that communication is a process of passing information, ideas, attitudes and understanding from one person to another. Effective communication helps to modify opinion and attitudes held by people within an organization. For any organization to achieve its objective, there is the need for transmission of information, ideas, and attitudes among individuals. Thus, everyone connected with communication in a school system must play his part in seeing that the channels of communication are designed to achieve its purpose, that they are kept free and open and that they are subject to continuous review through adequate feedback mechanism.

Eresimadu in Amaizu (2013) observed that many school administrators do not respond to students' problems appropriately. He found out that failure to address students' problems appropriately often resulted in crises. He therefore, advised administrators never to over-react during crisis situation in schools but rather that they should consider the relevance of students' demands by negotiating directly with the students, and keeping all channel of communication open at all times. Ezeocha in Nwuche (2012) is of the view that school administrators should establish an effective channel of communication within and if possible outside the school. He argued that one of the functions of an institution is to diagnose when students have problems and as such there should be some equilibrium in the communication system.

If there is free flow of communication between school authority and students, and between staff and students, such problems that students cannot contain, which are affecting their educational career will be voiced out for the school authorities to know and try to solve (Amaizu, 2013). Moreover, the language used in communication should be clear and understandable and should not be harsh as to provoke the target audience.

Students' participation in decision-making and problem solving is one of the strategies for improving student personnel services. Decision making ranks second in every administrative process after communication where management is enhanced by knowledge of behavioural considerations. Decision making has a natural place in problem solving in any organization. The need for students to participate in taking decisions in matters that affect them cannot be overemphasized. Lack of students' participation in decision-making can create problems for the students and between the students and the school authority (Amaizu, 2013). The system theory holds that an organization is a social system made up of integrated parts. The proponents of system theory are Parsons (1951) and Getzels and Guba 1957.

This system theory is related to this study because, students of colleges of education form part and parcel of the institutions as a system. It is known that any aching part of a system will jeopardize the efficient working of the whole system. When the provision, allocation,

supervision and maintenance of student personnel services are not given due attention and when they are inadequate and of low quality, it will dampen the morale of students and generate tension. This will, of course, affect their input in their studies and equally affect what they acquire in terms of knowledge, skills and values. Thus, student personnel services is an integral part of the school a system, and any area of school administration that handles student personnel services is considered a very important aspect of school administration.

This system theory is related to this study because, the achievement of the objectives of any educational institution, colleges of education inclusive, depends on the effective management and administration of the different areas that constitute the school as a social system, especially the provision of services that will make the students achieve all around development.

This study is anchored on the system theory. This is because, the achievement of the goals for which a school is established depends on the effective administration of the different areas that constitute the school as a social system, especially the provision of services that will make the students achieve all around development. If the administration of student personnel services is not given due attention, this will form a constraint to the effective achievement of the objectives of the school. The systems theory is therefore applicable in this study because student personnel services of which its implementation is a vital part, is a very important aspect of administration as a social system.

Proponders of human relations theory are: Mary Packer Follet 1868 – 1933 Elton Mayor 1945, Dickson 1939, Lewin Lippit and White 1938. Though the human relations theory has been accepted as the basis of democratic administration, it is seen as being too sentimental on workers, and detrimental to the achievement or organizational objectives. This theory is related to this study because students are contribute to the achievement of educational objectives, and as such provision, maintenance and supervision of services meant for their welfare and effective performance will make them achieve better results.

Empirical Studies

Ogbuji (2009) carried out a study on evaluation of student personnel services in secondary schools in Cross River State. The main purpose of Ogbuji's study was to evaluate the administration of student personnel services in secondary schools in Cross River State. Nine research questions and four null hypotheses were formulated that guided his study. The design adopted for the study was evaluative survey. A sample of 327 principals and 692 teachers were used for the study. Two instruments were used to elicit information, a structured 52-item questionnaire and a 30-item check list. Data collected were analyzed using mean scores while the t-test statistics and Analysis of Variance (ANOVA) were used to test the null hypotheses. The findings revealed that orientation programme is carried out in secondary schools in Cross River State; effective health care services are lacking and municipal services are lacking too; students participate actively in co-curricular activities and in school administration; there is significant difference among public, mission, and private schools in the provision of student personnel services in secondary school in the state; there is no significant difference among the three groups of schools on the constraints to the provision of student personnel services in secondary schools in Cross River State.

His study is of interest to the present study in that they are all centre on student personnel services, except that he used teacher as his respondents while this study dealt with colleges of

education, in South-East geo-political zone in Nigeria. Also, this study is a descriptive survey while Ogbujio used evaluative survey design.

Akuchie (2000) undertook an evaluation of student personnel services in Nigerian Federal and State Universities. The purpose of the study was to determine the availability, adequacy, and quality of student personnel services in public universities in Nigeria. Nine research questions guided the study. The design adopted for the study was evaluative survey. A sample of one thousand, two hundred (1200) final year undergraduate students drawn from six universities across the country were used for the study. The students were drawn from two universities from the North and one from the South. Three of the universities are federal, while three are state universities. A 20-item questionnaire was the major instrument used in eliciting information from the respondents. The instrument was structured on a four-point linker-type rating scale. The researcher used mean scores to analyzed the data collected.

The highlight of the findings include, only three student personnel services: student records, admission exercise, and students disciplinary measures, were adequate and of quality in Nigerian universities. Secondly, quality of student personnel services are higher in federal than in state universities; student personnel services are more adequate and of higher quality in the northern universities than in the southern universities. The difference in both students' is that the present study revolve around colleges of Education in South- East geo-political zone in Nigeria.

Ejionueme (2010) carried out a research on the management of student personnel services in Federal and State Universities in Nigeria. The purpose of the study was to investigate the management of student personnel services in federal and state universities. The researcher formulated five research questions and four null hypotheses that guided the study. Descriptive survey design was adopted for the study. A sample of 1320 subjects were used for the study. A 76 item questionnaire was the major instrument for data collection. Mean scores and standard deviation was used in answering the research questions, while the z-test was sued to test the null hypotheses.

The study showed that all the 20 student personnel services studied were available with exception of financial assistance to students; admission was rated highest. And that students' personnel services are available but of poor quality. Non-participation of private sector in the provision of student personnel services hindered effective students personnel services. some measures adopted to improve the management of student personnel services include adequate funding of the education sector and engaging internally generate funds for the provision of student personnel services.

Ezeukwu (2006) carried out a research work on management of student's hostel accommodation problems in polytechnics in Anambra and Enugu States. Five research questions guided the study. The sample for the study comprised forty-six (46) staff and three hundred and fifty-four (354) students drawn from the two polytechnics in the two states. A 32-item questionnaire was used by the researcher to gather information from the respondents. The questionnaire was structured on a four-point rating scale of strongly agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). The researcher used mean scores to analyze the data collected from the respondents. He used descriptive study because he used Colleges of Education in South-east geo-political zone in Nigeria.

The study revealed that accommodation problems existed in these institutions, and that students frequently struggle over bed spaces and room accessories like pillows, wardrobe, tables and chairs. Some of the causes of accommodation problems include: increase in enrolment of students on yearly bases; insufficient allocation of funds by the government; lack of proper management skills on the part of the hall supervisor, hall wardens and porters. The researcher also found that students without adequate accommodations were not protected, exposed to hazards, and poor living condition; and they do not concentrate. Hostel rooms in these institutions are allocated on the principle of first come, first-served basis and the first week of resumption is used for allocation of rooms. Ezeukwu's study is closely related to the present study in that both is concerned with student personnel services in higher institutions of learning, Anambra and Enugu State are in South-East geo-political zone.

Omu (2006) carried out a study on the management of physical facilities and equipment in secondary schools in Cross River State. The researcher used descriptive survey design. The researcher formulated five research questions to guide the study. The sample comprised 150 principals and 450 senior administrative staff out of the population of 1320 from the State Secondary Education Board (SASSEB). A 40-item questionnaire and a 33-item observation schedule were the instruments used to elicit information from the respondents and for on-the-spot assessment of the adequacy of the facilities and the equipment respectively. The questionnaire was structured on a four-point rating scale of Strongly Agree (SA); Agree (A), Disagree (D), and Strongly Disagree (SD), while the observation schedule was structured on a three-point rating scale of very Adequate (VA), Adequate (A), and Not Adequate (NA). The data were tested using the t-test statistics. The findings of the study show that physical facilities are in state of disrepair, buildings are poorly ventilated while equipment are obsolete, and school equipment are occasionally repaired. Other findings include: ill-equipped libraries, shortage of funds, and government's inability to provide facilities and equipments in the schools. Omu's work is related to the present study in its focus on the management of these student personnel services in secondary schools. However, he dwelt more on the management instead of the actual implementation. They are related in the use of an observation schedule and questionnaire.

Amaizu (2013) carried out a study on strategies for improving student personnel services in secondary schools in Onitsha Education zone. The purpose of the study was to evolve strategies to be adopted to improve student personnel services in secondary schools in Onitsha Education zone. Four research questions and two null hypotheses guided the study. The survey design was used. The sample comprised all the 28 principals, and 605 teachers selected from the schools, out of the entire population of 354 principals and teachers in Onitsha Education zone. A 28-item questionnaire was the major instrument for data collection. Mean scores was used in answering the research questions, while the t-test statistics was used to test the null hypotheses at 0.05 Alpha level.

The researcher found that strategies to be adopted to improve student personnel services include: establishment of guidance and counseling services in all schools in the zone, restoration of boarding system in secondary schools, adequate funding of schools, posting of medical personnel to all the schools to cater for health needs of the students and active participation of the PTA in the funding of schools, active involvement of the communities in the administration of schools located in their communities.

This work is related to this study in the sense that they are all talking about student personnel services, with difference in the former studying strategies for improvement while this one is on evaluation.

Five empirical studies related to the study were reviewed. It was observed that some works have been done on student personnel services such as its evaluation, strategies for improvement and its contribution to student's crisis in secondary schools and universities. It was observed that no known work has been done on the evaluation of student personnel services in Federal and State Colleges of Education in South –East geo-political zone of Nigeria. This study intends to fill this gap. Bearing in mind that the reports of the various works reviewed differ from one another on the provision of these services, it therefore, becomes pertinent that a study on the evaluation of student personnel services in colleges of education in South-East geo-political zone in Nigeria be carried out to find their true status of student personnel services.

METHODOLOGY

The study adopted descriptive survey design to ascertain the evaluation of student personnel services in federal and state colleges of education in the south-east geopolitical zone of Nigeria. The study adopted the descriptive survey design. Adoption of descriptive survey was in line with Ali (2002) and Nnamdi (2002) who described descriptive survey research design as one in which a group of people or items is studied by collecting and analyzing data from a few people or items that are representative of the entire group. The choice of this design was considered appropriate to this study because it is a study which is aimed at collecting data on, and describing in a systematic manner, the characteristic features and facts about a given population.

The study was carried out in South-East geo-political zone of Nigeria. The States that made up South- East geo-political zone are: Anambra, Abia, Enugu, Ebonyi and Imo States. They are Igbo speaking ethnic group of Nigeria with few other tribes of Nigeria. South-East geo-political zone of Nigeria is bounded by South-South, South-West and North-North of Nigeria.

The population of the study comprised all the senior administrative staff of Student Affairs Department of Federal and State Colleges Education on Grade level 8 (eight) and above, These group render administrative services to students and final year students of both Federal and State colleges of education in South-East Nigeria. The sample of the study stood at 770 respondents. Proportionate stratified random sampling techniques were used to select the sample. 10 percent of the total population of each college was used. Break down showed that Federal has 330(30 staff and 300 students), while state has 440 (40 staff and 400 students) totaling 770 respondents from Federal and State Colleges of Education in South-East geopolitical zone in Nigeria. Both groups were therefore in the best position to give reliable information on student personnel services in these colleges of education.

A structured questionnaire on Evaluation of Student Personnel Services (QESPS) developed by the researcher was used for data collection. The items were developed by the researcher based on literature review on student personnel services in federal and state Colleges of Education and checklist from both colleges.

The QESPS was trial-tested on 3 hall supervisors, 3 hall wardens and 30 final year students of Federal College of Education (Technical), Asaba South-South geo-political zone. This college was not a part of the study but was considered to have similar characteristics of a college of Education in the South-East geo-political zone of Nigeria. To determine the reliability of the QESPS, the scores from the 6 staff of student affairs department and 30 final year students from the college in the trial-testing of the instruments were used to establish the internal consistency reliability of the instrument using Cronbach Alpha method. The method was considered appropriate because the items in the instrument were not dichotomously scored. The internal consistency reliability estimate yielded 0.769 for extent of availability of student personnel services, 0.720 for adequacy of student personnel services, and 0.950 for constraints to effective evaluation 0.959 for improving student personnel services in federal and state colleges of education in the South-East geo-political zone of Nigeria. The instrument has an overall reliability estimate of 0.961 which indicated that the instrument is reliable.

The research questions were answered using mean (\bar{X}) and standard deviation (SD). The null hypotheses were tested at 0.05 level of significance using t-test statistics. A mean of 2.50 ($\frac{\sum fx}{n} = \frac{10}{4} = 2.50$) and above was the acceptance range. The two null hypotheses were tested using the t-test of the significance of difference between means of independent samples at 0.05 level of significance.

FINDINGS/RESULTS

Table 1: Summary of t-test on the Mean Ratings of both Staff and Students on the Availability of Students' Personnel Services.

SN	Questionnaire Item	Group	N	df	\bar{x}	SD	t-cal	t-crt	Decision
1.	Students get health services when they need them	Federal	330	768	1.77	0.45	-1.233	1.96	s
		State	440		1.81	0.44	-1.233		
2.	Students' accommodation, guidance services, provision of school facilities and recruitment of staff are adequate.	Federal	330	768	1.67	0.54	-1.234	1.96	S
		State	440		1.68	0.53	-1.233		

Table 1, shows that each of the t-calculated values is less than the t-critical table value of 1.96, therefore, this hypothesis was accepted. This implies that there is no significant difference between the mean ratings of staff and students of both federal and state on the extent of availability of student personnel services in the two colleges.

Table 2: Summary of t-test on the Mean Ratings of both Staff and Students on the Adequacy of Students' Personnel Services.

SN	Questionnaire Item	Group	N	df	\bar{x}	SD	t-cal	t-crt	Decision
1.	Financial assistant are given to the student and funds for project are provided	Federal	330	768	1.72	0.78	.639	1.96	s
		State	440		1.81	0.81	.643		
2.	Sports facilities/equipment are functional	Federal	330	768	1.82	0.91	-.442	1.96	s
		State	440		1.85	0.87	-.439		
3.	Transportation services and library services are adequate.	Federal	330	768	1.81	0.90	.136	1.96	s
		State	440		1.81	0.93	.136		

Table 2 presents the t-test analysis of mean differences in the response opinions of staff and students of both federal and state colleges of education on the adequacy of these services in these colleges of education. It was observed from the table that the calculated t-value of 0.614 at 768 degree of freedom and 0.05 level of significance was less than the critical table value of 1.96, the hypothesis was accepted. That is to say that, there is no significant difference between the opinions of staff and students of both federal and state on the adequacy of student personnel service in both colleges.

DISCUSSION

The findings in table one indicate that there were general lack of health services, accommodation and guidance services in both colleges.

These findings are in line with the findings of Ogbuji (2009) who found that effective health care and municipal services were lacking in schools in Cross River State. The present finding is in agreement with the observation of Ossai (2008), who noted that seven students unofficially live in a room originally meant for three students, and that some of the windows did not have anything to protect the students from insect and harsh weather conditions.

The findings agree with Ezeocha (2000) that adequate students' records are necessary for students' guidance, transfer of students, promotion, classification, health services, and provision of school facilities and recruitment of staff. The documentation is very vital as it aids the institution to have detailed knowledge about each student. This is in line with Ogbu (1990) who emphasized that students' records of tests for analysing that students' specific achievements and weaknesses should be kept in every school as this is used to predict a students' vocation on the completion of his course. The findings agree with the view of Akuchie (2000) that the unconducive and deplorable state of accommodation in institutions of higher learning affects the academic performance of students and their wholistic development. Ogbonnaya and Ajabonwu (1997) also discovered that inadequacy of student personnel services does not augur well for effective teaching and learning. Nwabueze (1995) had stated that inadequate public facilities affect academic work. Ukeje (2002), noted in this study that school library are meant to provide books for leisure reading as well as reference and information books, so that students can consult them as need arises, to develop in the students a lasting love for books, encourage personal collection of books, encourage responsibility and

cooperation in taking care of borrowed books. The findings is in agreement with Omu (2006) that there were inadequate of physical facilities and equipment include buildings, instructional materials laboratory, sports equipment, and that these represent the totality of the school environment for the realization of the school business.

The findings agree with the observations of Tabansi (2002) that the most important causes of student crises in colleges of education are poor quality of life on the campuses. Nkwocha (1990) and Ojo (2002) observed the various student demonstrations are caused by communication gap between the school administration and students which generate suspicion, mistrust and feeling of frustration. The findings is consistent with Ezeukwu (2006) that some of the causes of accommodation problems in tertiary institutions include increase in enrolment of students yearly, insufficient allocation of funds by the government, and lack of proper management skills on the part of Student Affairs personnel. The findings also agree with the findings of Chukwu (2001) that inadequacy of student personnel services are caused by increase in student enrolment and inadequate funding of education sector.

The findings also agree with Mgbodile (2001) that inadequate funding of education manifest itself in various aspects and in general college management. The findings equally is in agreement with Ukeje (2002) that the budgetary allocation to education is poor and that the consequence has been generally characterized by over-crowded student hostels, classrooms without adequate seats for students, ill-equipped departmental offices, hostels and faculty offices without toilet facilities.

The findings is consistent the observation of Akpotu (2005) that these institutions are being starved of funds at the time when the existing facilities are ageing fast and are operating at adverse conditions of overcrowded classrooms, pitiable hostels, and deteriorating physical facilities. Garland (2001) also observed that student affairs personnel are neither given any professional training nor exposed to refresher courses in the form of seminars, conferences and workshops on student personnel management. Ogbonna (2000) noted that poor management and leadership problems contribute immensely to the present financial crises facing higher institutions in Nigeria which affects adversely the provision of adequate services in the institutions.

Educational Implications

The findings of this study have some important educational implications.

The implication of each finding as it relates to the colleges, the government (both federal and state), the students and the society are presented.

The result of this study reveals that student personnel services are not adequately provided in the various colleges of education. With this, the college administration can appreciate why students indulge in demonstrations about poor provision of the services. The college's administration can then use this information to know the areas of need and pay special attention to it. This will help to control the incidences of protest and demonstrations over poor student personnel services.

The findings of this study shows that most student personnel services in federal and state colleges of education are not available, inadequate and of poor quality. The implication of this finding is that the federal and state government, college administrators should make concerted

efforts to ensure that the school environment of colleges of education provide the needed satisfaction of students in terms of student personnel services with a view of encouraging their wholesome development.

Staff and students of both federal and state colleges of education agree that the constraints to effective provision of student personnel services in the colleges are: poor funding of education sector, poor maintenance culture, and inadequate attention to communication between students and management, mismanagement of funds by college administrators among others. The implication of this finding for both federal and state government, school administrators is that more fund should be made available to student services, since the consequences of lack of provision of these services force students to unruly behaviour.

Another obvious implication is that both federal and state government, school administrators intensify their supervision, management of funds, involving private sector in the provision of student personnel services, providing adequate health services. The situation where provosts of federal and state colleges of education are sole administrators does not augur well for our colleges.

CONCLUSION

On the basis of the major findings of the study, the following conclusions were drawn:

Student disciplinary measure, monitoring of student activities and organizations, supply of water, security services for students' co-curricular facilities, health services, financial assistance and other services are of poor quality in federal and state college of education in south eastern Nigeria. Student records, counselling services, maintenance of roads on campus, transport services for students, classroom blocks and teaching facilities, information materials sports facilities, and transport services are inadequate except admission exercise and hostel accommodation for students. The problems associated with student personnel services can be attributed to factors such as poor funding of the education sector, progressive increase in student enrolment without proportionate increase in facilities, non-participation of the private sector in the provision of student personnel services and poor supervision of personnel services administrators.

The problem associated with student personnel services can be controlled if some measures are adopted such as: allowing students' admission to be guided by existing student personnel services, supervising the Student Affairs Personnel of the colleges more effectively, establishing guidance and counselling centres, government giving more grants to colleges for hostels by governments and school authority completing all abandoned projects using task force. Other measures include: encouraging individuals and corporate bodies to participate in the provision of student personnel services, digitalizing record-keeping and establishing counselling centres.

LIMITATIONS

The study was constrained by a number of factors. The following limitations are inherent:

1. The provision of information for some of these student personnel services depended much on the honesty of the respondents.
2. The respondents were reluctant in giving out correct information because they are not interested in the study which may lead to not achieving purpose of the study.

SUGGESTIONS FOR FURTHER STUDIES

Based on the findings and limitations of this study, further research in this area could address:

1. Evaluation of student personnel services in private college of education in Nigeria.
2. A study on implementation of student personnel services in college of education using the academic staff and senior administrative staff.
3. An investigation into the funding, disbursement and spending pattern of administrators of colleges of Education of student personnel services.

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