INFLUENCE OF STUDENT PERSONNEL SERVICES ON ACADEMIC OF PERFORMANCE UNDERGRADUATE EDUCATIONAL MANAGEMENT STUDENTS IN SOKOTO STATE UNIVERSITY.

[1]Dr. Lateef Adeyemi YUSUF
adedeyemi88@gmail.com /+2348060645304
Department of Educational Foundations
Faculty of Education,
Sokoto State University, Sokoto

[2]Musa DANASABE
Department of Educational Foundations,
+2348108678798
Faculty of Education
Sokoto State University, Sokoto.

Abstract
The paper examined student personnel services and student academic performance among undergraduate Educational Management (EDM) students in Sokoto State University. The study employed a descriptive survey research design with questionnaire as the major instrument of data collection. Final year EDM students' result- Cumulative Grade Point Average (CGPA) was used as a measure of academic performance. Total population comprised of all the 110 final year undergraduate EDM students. Simple random sampling technique was used to select 102 final year EDM students as respondents. Researcher developed instrument titled "Student Personnel Services Questionnaire" (SPSQ), with reliability indexes of 0.87, 0.89, 0.86 respectively were used for data collection. Data were analysed using Analysis of Variance (ANOVA) statistics. The study established that joint contribution of independent variables (Student Welfare Services, Guidance and Counselling services, and Health services) exerts positive influence in predicting academic performance. Some of the recommendations made were that government should improve welfare services by providing more affordable hostel facilities, regular supply of water, stable supply of electricity and reliable transportation in order to improve student academic performance.

Keywords: Student Personnel Services, Academic performance, Educational Management Students.

Introduction
Education is described as a process of transferring knowledge, values and norms from one generation to another. It is equally seen as a tool for fighting hunger and poverty. This could be the reason why education is now globally regarded as an instrument "par excellence" for development and eradication of poverty (Egbo, 2021; FRN, 2004). Relatively, universities in Nigeria are expected to contribute to

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national development through their statutory responsibilities of teaching, research and community service. This informs the reason why both government and the private sector commits a great deal of resources towards achievement of these goals. Tertiary institutions play major roles in national development especially in the development of high level manpower though in most cases the societal expectations in terms of goals are hardly met and part of the explanation is linked to the absence of adequate and conducive environment for effective learning.

Student personnel services are tools in guiding and directing students in order to improve their personal substance in the pursuit of their careers. The general objectives are to assist students to attain maximum self-realization, become effective in their social environment and complement academic programme of the institution (Francis, 2012). Further on this,the National Universities Commission (NUC), 1996 identified student personnel services in universities to include student records, orientation, health services, cafeteria, hostels, financial aids, counselling services, and municipal services. Premised on the fact that the task of producing quality graduates in our universities depend largely on the proper management of students' personnel services, students need to be properly admitted, oriented, directed and guided in order to help them in their educational pursuit in this era of globalization, coupled with astronomical increase in students' enrolment in higher institutions. Therefore, there is urgent need to put in place adequate student personnel services to produce graduates that can meet the challenges of global competitiveness.

Provision of sports and recreational services for students has become important and integral part of the curricular of all levels of education because of their educational value. These services involves activities relating to games and athletics. They are meant to create a healthy learning environment that promote student cognitive, affective, and psychomotor development (UNESCO, 2012). Transport services is an important element of student personnel services.   A good means of transport is an indispensable part of the school system. According to Khaled and Ranya (2021) transport services are used by students for excursions, visit to places of interest, cultural and social activities and for emergencies. The transport fare should be minimal especially for transportation of students within the campus. Not only should that students be allowed to participate in various students' organisations and association. These include local government students association, departmental students' association and cultural organisations.

Nimako and Bondinuba (2013) identified accommodation as an important factor that enhances tertiary students' living and learning and suggested that adequate accommodation facilities be provided to students so that they could perform reasonably well in their academic activities. As noted by Joy and Joshua (2017), students' accommodation is a major contributory factor to all round development in a learner. Therefore, conscious efforts to provide descent accommodation to students must be effected in various policy decisions to ensure these institutions produced qualified graduates. Studies also found evidence of an increase in cumulative GPAs of students who lived on campus housing than their counterparts in off-campus housing. This was because students who lived on-campus were more able to benefit from the university provided resources such as computer and information technology, university clubs and other extra-curricular activities (Anaujo and Murray,2010; Owolabi,2015).

On the contrary, Ekejuiba (2015) examined a "college town" where most students who lived off-campus and were in close walking distance of their lecture hall and university resources and found no statistically significant difference in academic achievement between students that lived on campus and off-campus. However, Zhao and Kuh (2014) argued that the impact of residential accommodation on a university students' academic performance may also depend on how satisfied the students is with the type of living arrangement.

Healthy and well-motivated students are more likely to fully participate in the learning activities in school; excel and live a productive life in the future. As students' health is arguably a significant factor in the learning process. Physically or psychologically unfit students may not be able to fully engage in

school activities with consequent poor academic performance in the long run (Muktar and Kabiru, 2021). Cognitive performance is often related to physical health, thus children who experience medical distress are at risk for low academic achievement. Moreover poor health impedes participation in daily school activities. Given the crucial role health occupies in students' educational development, it is important for school administrators to become responsible for leading efforts to improve student health and consequently decrease the risk associated with various medical issues. Therefore, improving a child's physical health has the potential to be a valuable protective factor in the improvement of academic performance (Taras and Pohs Datema, 2005; Sallis, 2010).

The prevalence of overweight children and childhood obesity is rapidly increasing in developed and developing countries worldwide. Globally, in 2010, the number of overweight children under the age of five was estimated to be over 42 million. Close to 35 million of these children are living in developing countries. Moreover, the overweight population earns significantly lower grades. There is evidence that interventions that target obesity directly influence meta-academic skills necessary for school success more than core cognitive skills (Shaw, Jankowska and Claro, 2013; World Health Organisation, 2014).

Guidance and counselling happens to be one of the developments in the field of education in Nigeria. It became popular with the introduction of the 6-3-3-4 educational system. Guidance and counselling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. Braddock (2011), states that the purpose of guidance and counselling in schools is to improve academic performance, foster positive study abilities and habits. According to Mutie and Ndambuki (2014), through different types of guidance and counselling services, students are able to plan a suitable academic routine and advancement and also facilitate good learning environment in their schools. Not only that students can easily participate in life activities that build their academic aspirations.

Nyaga (2011) found out in her study on effectiveness of guidance and counselling services in university students' development in Kenya, that effective counselling services assist, particularly university undergraduate students individually or in groups to development academic and societal competencies. That is also in consistent with Biswalo (2016) assertion that effective academic guidance and counselling helps the students develop proper study skill and acquire knowledge on examination techniques. From a study conducted by David and Enose (2016) on guidance and counselling services and their influence on students' academic performance in public secondary schools in Kenya, it was noted that there was positive significant relationship between guidance and counselling services and students' academic performance. This means that increase in counselling services would lead to increase in students' performance in Kenya certificate of secondary education.

Research Questions
The following research questions were formulated to guide the study;
1. What is the level of undergraduate Educational Management students' academic performance in Sokoto State University
2. What is the joint effect of the independent variable (student welfare services, student guidance and counselling services and student health services) on dependent variable-(Student academic performance)
3. What are the relative effects of the independent variables (student welfare services, student guidance and counselling services and student health services) on dependent variable-(Student academic performance)

Methodology
The study adopted a descriptive survey research design. The final year Educational Management (EDM) Students' senate results-Cumulative Grade Point Average (CGPA) were used as a measure of

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academic performance. The CGPA result for 220 graduated students for the past four years (2017-2020) was used. The population for the study comprised of 110 final year undergraduate EDM students in Sokoto State University as at 2020/2021 session. Simple random sampling technique was used to to select 102 final EDM students as respondents. The final year students were purposely selected as respondents because they have spent reasonable number of years in the university, and this makes them to be able to respond to the questionnaires appropriately.

A Researcher self-designed instrument titled: "Student Personnel Services Questionaire"-(SPSQ) was developed on a four-point Likert type rating scale to indicate whether they "Strongly Agree" (SA=4), "Agree" (A=3), "Disagree" (D=2), "Strongly Disagree" (SD=1) with the instrument. The instrument was validated by experts in the field of Educational Management, Measurement, and Evaluation. The reliability indexes of 0.87 and 0.89 and 0.86 were established for the three parts of the instrument, through test-retest method at an interval of 3 weeks. The data were analysed using Analysis of Variance (ANOVA) and Chi-Square statistics.

Results
Research Question One
What is the level of undergraduate Educational Management students' academic performance in Sokoto State University

Table 1: Chi –square analysis of student academic performance in SSU

Academic Performance	Observed Frequency	Expected Frequency
Third class	39	55.0
Second class lower	121	55.0
Second class upper	58	55.0
First class	02	55.0

$$X^2 = 135.091, df = 03, p = 0.000$$

Table 1 presents summary of Chi – square analysis of students' academic performance in SSU. The information shows that two (2) students are on first class against expected frequency of fifty five (55) students, one hundred and fifty eight (58) students are on second class upper against expected frequency of fifty five (55) students, one hundred and twenty one (121) students are on second class lower against expected frequency of fifty five (55) students, and thirty nine (39) students are on third class against expected frequency of fifty five (55) students. The Chi – square $(X2)$ value of 135.091 with degree of freedom 3 and p value of 0.000 is significant at 1% level of significant.

Research Question Two
What is the joint effect of the independent variable (student welfare services, student guidance and counselling services and student health services) on dependent variable-(Student academic performance)

Table 2: Composite contribution of the Independent Variables to the Dependent Variable

Multiple R	R^2	Adjusted R square	Std Error of the Estimate
0.065	0.004	-0.010	0.68772

Analysis of Variance

Source of Variation	Sum of Squares	Df	Mean Square	F - ratio	P
Regression Residual	0.436	03	0.145	0.308	0.820
	102.159	216	0.473		
Total	102.595	219			

$P > 0.05$

Table 2 shows a combination of the three independent variables (welfare services, guidance and counseling services and health services) in predicting students' academic performance in SSU. Students' academic performance correlated persistently with the three prediction variables to yield a

coefficient of multiple regression (R) of 0.4% and a multiple R- square of 0.065. This means that less a unit percent of the variation in the students' academic performance is accounted for by all the three predictor variables when taken together. The significance of the composite contribution or the prediction was tested at P = 0.820, producing the F – ratio of 0.308 at the degrees of freedom (df = 3/216). This implies that the joint contribution of the independent variables to dependent variable was not significant and that other variables not included in this model have accounted for the remaining variance. The degree of association between the joint independent variables and dependent variable is low but positive.

Research Question Three

What are the relative effects of the independent variables (student welfare services, student guidance and counselling services and student health services) on dependent variable-(Student academic performance)

Table 3: Relative contribution of the Independent Variables to the Dependent Variable

Variables	B	Std. Error	Beta(β)	T	P
Welfare services	0.018	0.026	0.054	0.704	0.482
Guidance and counseling service	-0.001	0.021	-0.002	-0.027	0.978
Health service	0.006	0.021	0.002	0.279	0.781

Table 3, reveals the contributions of each of the three independent variables to the dependent variable, expressed as beta weights. Using the standard regression coefficient of the dependent variable, welfare services (B=0.018, T = 0.704, P>0.05) was the highest contributor to students' academic performance; followed by health service (B=0.006, T=0.279, P=0.781); and followed by guidance and counseling service (B=-0.001, T=-0.027, P=0.978). This logically implies that two of the independent variables exert positive, while one was negative in predicting students' academic performance.

Discussion

Findings from Table 1 shows that greater percentage of undergraduate Educational Management students fall within second class, however only two students passed out with first class honours. Very few students came out with third class degree. This implies that academic performance of the students is good enough. Also, findings from Table 2 indicated that students' academic performance correlated persistently with the three prediction variables (students' welfare services, guidance and counselling services and health services) to yield a coefficient of multiple regression 0.004; (F-ratio=0.308, df =3/216 at p=0.820). This means less than a unit percent (0.4%) of the variation in the students' academic performance is accounted for by all the three predictor variables when taken together. This implies that joint contribution of the independent variables to dependent variables was not significant. In this case, the indication is that the task of producing quality graduates in our universities do not depend largely only on the identified student personnel services (i.e student welfare, guidance and health services). Other personnel services not mention could be instrumental to student academic performance.

The study is in line with Raychaudhuri, Debnath, and Nyomder (2010) that academic performance of students depends on a number of socio-economic factors such as presence of teachers in schools, students' attendance in the class and their ability to effectively utilize the academic resources provided on campus. The study corroborates that of Francis (2012) that the need for students to be properly admitted, provision of up to date student record services and adequate financial aid will help them in their educational pursuit in this era of globalization.

Findings from Table 3 revealed that welfare services is the most potent factor of student academic performance, followed by health services. This implies that only two independent variables (welfare and health) exert positive influence while guidance and counselling exerts negative influence in

predicting students' academic performance. The study corroborate that of Joy and Joshua (2017) on influence of accommodation on the academic performance of architecture students in Ahmadu Bello University, Zaria. Result reveal living conditions notably cleanliness, electricity, water supply, and other welfare service provisions most influence academic performance.

The study is in line with UNESCO (2012) that activities relating to games and athletics help create a healthy learning environment that promote student cognitive, affective and psychomotor development. The study also support that of Spernak, Schottenbauer, Ramay and Ramey (2006), children who experience medical distress are at risk of low academic achievement. Moreover poor health impedes participation in daily school activities. This necessarily implies that frequent absence, discomfort, sleepiness limit students' abilities to engage in the education process.

Conclusion

Higher education in Nigeria is expected to contribute to national development through high level manpower training and the provision of accessible and affordable quality learning opportunities in response to the needs and aspirations of the citizenry. In order to achieve this objective, effective management of students' personnel services need to be provided. This is important, particularly in the face of decline in the quality of graduates produced in our higher institutions. Adequate provision and effective management of students' personnel services make students to behave in a desirable manner that will enhance their academic services, while ineffective management of these services may result to undesirable behaviours that can impact negatively on their academic performance.

Recommendations

The following recommendations are made;

1. Universities have the responsibility to provide decent accommodation for students that are admitted to pursue various programmes of study. Therefore, government through the university authority and private investors should provide more affordable hostels with adequate facilities to accommodate ever increasing students' population.

2. School administrator must ensure adequate supply of water, regular supply of electricity and reliable transportation system in the university.

3. Given the crucial role health occupies in a students' educational development, it is important for school administrators to play a leading role towards improving students' health and consequently decrease the risk associated with various health issues. Therefore, school administrator must not only ensure reliable health services but also educate students on various measures and practices to reduce health issues and subsequently improving their health status

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