

The Administrative Impact of Guidance and Counselling Student's Personnel Support Services on Higher Educational Institutions in Delta State in the Period of Economic Recession

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Abstract

In times of economic recession, nations, institutions, organizations and individuals are affected with the economic, social, psychological and health impacts. Guidance and counselling become a very veritable administrative tool to ameliorate or eradicate such negative impacts. That is the reason this work into the administrative impact of guidance and counselling student's personnel support services on higher education administration in Delta State in the period of economic recession. This research therefore used the descriptive correlational method of the ex-post facto design. The target population was made up of 6,627 academic and senior non-academic staff in the higher institutions in Delta State as at 2014 academic session. The stratified random sampling technique was used to sample 852 academic staff and 848 senior non-academic staff to make a total of 1,700 i.e. 20% of the total population. However, 772 academic staff and 776 senior non-academic staff questionnaires were returned. Thereby making 1,547 the final sample figure. The main instrument was a self-constructed questionnaire on the impact of guidance and counselling students personnel support services on higher education administration. Three research questions were raised and answered while the only hypothesis formulated was tested at 0.05 level of significance using the Pearson Product Moment Correlation Coefficient. The findings from the study reveals that (eleven) 11 items as types of guidance and counselling students personnel support services available in higher educational institutions in Delta State while (twenty-four) 24 items were also revealed as the administrative impacts of guidance and counselling students support personnel services in the administration of higher educational institutions in Delta State. The null hypothesis tested indicated that there was a significant impact of guidance and counselling student personnel support services on the administration of higher education institutions in Delta State. Important and relevant recommendations were given such as that higher educational institutions held and other school/college administrators should be making use of guidance and counselling services to assist students' compliances to institution's rules and regulations so as to address and reduce psychological, social and educational problems which affects the administrator of the schools.

Keywords: Administration; Counselling; Guidance; Adjustment; Economic Recession.

1. Introduction

Education is a very important instrument for national development, in the period of economic recession it becomes more so to nations' plan as all aspect of their development is based on the quality and quantity of educated persons in such for a nation. Education is therefore an instrument for raising the quality of life of individuals and groups in any nation and also a vehicle for preparing and transforming them for better quality and improved services and higher standard of living. Therefore, education is the main source of human resources development for national effectiveness, efficiency and for social-economic and technological progress. According to Amadi (2011), education is the act of systematic development or training of the mind, capabilities or character through instruction or study.

In view of the above, Njoku and Okafor (2011:47) relating the importance of school guidance and counselling service, to human, capital development noted, that the realization of human capital development depends on the pedagogic functions of the school and school guidance and counselling services rendered to learners in the school for effective and efficiency psycho-social and career development of young people.

Guidance and counselling is one of the administrative task area. That is why relating guidance and counselling to administrative, functions, Olayinka (1993), asserted that counselling is a clearing-oriented process which stresses more rational planning, problem solving, decision making, intentionality, prevention of severe adjustment problems and support for situational pressures arising in the everyday lives of normal people (students).

Gorton (1983) Nakpodia (2012) and Peretomode (2014) identifies seven broad categories of administrative taskforces of the school administrator and states than the provision of guidance and counselling services is one of the component activities. The concept of guidance and counselling as an administrative task area of school administrator can also be seen in the works of Anho, (2007) who identified and analysed guidance and counselling as one of the students' personnel support services in Nigerian universities. The purpose of

establishing schools and the efforts of government, school managers, administrators, teachers/lecturers and parents/guardians would be in vain if the students are not adequately guided and counselled to receive maximum benefit from the teaching, instruction and other activities put up in the school especially the period of economic recession.

The Nigerian economy has been in recession with the impacts on socio-economic, educational and political lives in Nigeria. According to Agri, Mailafia and Umejiake, (2016:1) “A recession is an economic crisis in the business cycle contraction, which results in a general slowdown in economic activities in two or more quarters (6 months and above”).

Central Bank of Nigeria, (2012) in Agri et al (2016:2) explains that “recession, there is usually a decline in certain macroeconomic indicators such as Gross Domestic Product (GDP), employment, investment, spending, capacity utilization household income, business income, and inflation, with the attendant increase in the rate of unemployment”. The impact of economic recession affects government, the society and individuals including parents/guardians, their children/wards.

There are lots of psycho-social and educational problems that may result from the impact of economic recession dropout for inability to continue with educational career, withdrawal syndrome emotional disequilibrium, involvement of crimes, bullying, lack of intensive among others.

Guidance and counselling services become an important administrative function of educational system with the purpose to address the physical, emotional, social, vocational and academic needs and difficulties of pupils/students, thereby, complementing life in the classroom, the school and outside the school generally. Denga, (2001), pointed out that goals of guidance and counselling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentials. Explaining further, Denga, (2001) noted that there are appraisal, information, placement, orientation, evaluation, referral and follow-up guidance and counselling services. However, guidance and counselling services can be classified into three components which are; educational guidance, vocational guidance and personal/social guidance.

That is the reason Miller (2002), define guidance as a process of helping individual achieve self-understanding and self-direction necessary to make a maximum adjustment to school, home and community. According to Adegoke, (2004), guidance means asserting, piloting, helping an individual to improve creation of awareness and values that will bring about the best in them, maximizing their potentials, and improving the academic performances. This means that guidance includes the administrative assistance offered to individual to enable him fully appraise him/herself, to come to leaving with his actual self, his temperaments, personally traits, potentialities and in-abilities, realization of this nature will enable him to set his goals and objective which will help him to benefit from the opportunities at home, school and the larger community.

Counselling is more individually oriented not exceeding eight (8) in number. Counselling is one of the guidance programme used to meet the educational needs of students through various activities-academic; counselling, orientation programmes, study habit induction, conference, excursions and talks.

According to Alutu (2007), the counselling process is a shared enterprise concerned with change and growth, while Omoni (2013) sees counselling as the centre hub upon which the entire guidance program revolved.

From the various definitions and comments on guidance and counselling, this paper can submit that: Guidance and counselling programme, in higher institutions are aimed at meeting some academic problems such as; class/school phobia, choice of schools/subjects/courses, academic performance, un conducive learning situations/environment, lack of motivation to learn, note taking skills, preparation for test and examinations, writing skills, school dropouts, truancy, absenteeism etc.

Educational Services: Is a major part of the entire guidance and counselling programme. It refers to the assistance given to pupils/students which enable them to function well in the school. It further enables pupils to receive assistance in understanding themselves and how their potential can be developed.

Educational guidance is a very important task area of student personnel administration of a school administrator. Through it, the school head provides to children and their parents/wards help in mapping out appropriate educational goals and vocational choices. Thus, pupils/students are individually or collectively provided with information and assistance to enable them function more effectively in the school system and their immediate environment. According to Okobia (2001), such assistance includes services given in helping the pupils’;

- adjust to the school environment;
- select curricular and co-curricular activities of the school;
- planning and preparing his/her educational endeavours;
- monitoring his progress in his/her educational endeavours.

Appraisal Services: This is a testing programme which involves the collection, analysis and application of a service of objectives and subjective educational personal, psychological and social data for the purpose of understanding individuals and assisting administratively to understand their abilities, interest and disabilities for

the purpose of; selection, classification, certification, prediction, verification, evaluation and counselling.

Information Service: It is the collection and dissemination of valid and usable information relating to the educational, vocational and personal-social needs of the pupils/students to understand, accept and utilize his abilities, aptitude, interests, and attitudinal pattern, in relation to his aspirations, with the purpose to help each pupils/students to adjust to his environment, develop the ability to set realistic goals for himself and improves on his total educational and vocational aspirations.

Educational information relates to location of available educational opportunities, institutions, courses, or subjects offered and entry requirement as well as the fees and the grading system which bear on individual

Placement Services: Placement services is used to make long range plans of studies for further studies, how to place pupils/students in various classes taking into consideration their special abilities and disabilities, assist students and parents in understanding the placements for working application and financial plans for attending or training institutions or for employment. Information is provided to students on probable, location of job opportunities and on available vacancies.

Referral Service: When the problem brought before the administrator is beyond his knowledge or area of specialization, he/she may refer the client to an appropriate personnel or office for treatment or further handling. Example of this is psychiatric cases arising from depression, accident, drug addiction or failure in life.

Education has a critical function of empowering individuals, societies and nations by transforming their economic mainstay: education contributes to improving individuals and nations' lives through the reduction of poverty and helping people to be more productive strengthen skills, abilities, aptitudes and knowledge.

Therefore, in times of economic recession, as we have in Nigeria and other developing countries of African and Asian, there is need for students or recipients of education to be guided and counselled to be trained to develop a range of technical, behavioural, managerial and entrepreneurial skills to enable them be self-sustainable economically.

The school heard according to Atheta (2015) should understand and appreciate the problems of his student which include environmental influence, peer influence, negligence of parental role, inference, separation, from parents, challenging family background, drop out and substance abuse in and outside the school, sexual harassment among others etc.

Atheta (2015) therefore advocate good understanding and administrative counselling of students/pupil as educational guidance and counselling is neglected by the government and school administrators. This could be said to be accountable for the indiscipline, frustrations, lack of self-esteem by staff and students, poor interaction between staff and students among others.

Administrative student personnel service is therefore a very vital administrative function of the school head which enable students understand, accept and use their abilities, attitude and interest to the utmost and develop into mature, reliable, sustainable, dependable, irresponsible responsive and functional persons to themselves, the school, his/her immediate environment, the nation and the world at large.

2. Statement of the Problem

Educational administrative task areas entail guidance and counselling for students, teachers/lecturers and other non-teaching staff. To attain the aims and objectives of establishing educational institutions, especially in times of economic recession, the recipients/students must learn to adjust themselves to others, society and the institutions, they should understand the school environment and the basics of institutional and national life.

It is a known fact that for a nation to have quality education, the quality of learners must attain an acceptable, measurable, quality standard. To attain such standard demands a lot of administrative input so as to counter the plural problems emanating from students in the course of administration and management of institutions, guidance and counselling is such administration pot.

Guidance and counselling is an administrative, student and staff delivery services, which can be used to eradicate or ameliorate such occurring or re-occurring numerous student's, society trigard, institutional and personal problems, ranging from in-appropriate study habits, adaptation to school environment, societal problems, and other schools, student's and lecturer's related problems,

With the increase demand for educational opportunities, amongst resending national economy, with our student with various different background, beliefs, temperament, interest, aptitudes and abilities, there is need to be properly guided and counselled so as to ensure high, enviable, acceptable education standard with a view to producing individuals who are productive, useful, adaptable, sociable, and emotionally stable to its immediate environment and the nation with minimal cost effect or waste to all stakeholders. That is the reason this research sort to find out the administrative impact of guidance and counselling student's personnel support services on students of higher institutions in Delta State.

3. Purpose of the Study

The main purpose of this study is to find out the administrative impact of guidance and counselling student's

personnel support service on administration of higher institutions in Delta State in the period of economic recession.

Useful suggestions were offered aimed at improving the administrative impact of guidance and counselling student's personnel support services of higher educational institutions in Delta State.

4. Significance of the Study

The study is an investigation into the administrative impact of guidance and counselling student's personnel support services in high educational institutions in Delta State in the period of economic recession. It is therefore very useful for higher institution's management, administrative staff (academic and non-academic) students and parents.

Management of higher institutions i.e. the vice-chancellors/provost/Rectors and their team, will understand better, or reinforce their knowledge of the administrative impact of guidance and counselling student's personnel support services on students, thereby giving it its desired and expected place of place in their institutions.

Guidance and counselling student's personnel support services are capable of assisting students to understand the variety, depth and breadth of personal, inter and intra-personal experiences and relationships available in these institutions. Those staff and students who discover the expected administrative impact of the services, will not only be very much willing to seek, but use the services to resolve their seemingly insurmountable, socio-psychological, economic and educational problems.

Ministry of education officers will find the findings from the study very useful in planning education programmes, in recruitment, and in deployment of staff, thus making sure every institution of higher learning have a guidance counselor. Other researchers in school administration and management, including guidance and counselling will benefit immensely from this research as a solution to personal and institutional administrative crises often experienced in the higher institutions constitute administrative problems.

5. Methodology

This research used the descriptive survey and correlational method of the ex-post facto design to investigate the administrative impact of guidance and counselling student's personnel support services on the administration of higher educational institutions in Delta State in the period of economic recession. This research design was considered appropriate since the research looked at existing phenomena hence, not involved in the manipulation of variables.

The target population was made up of all the 6,627 academic and senior non-academic staff of the higher educational institutions in Delta State. (Office of the Commissioner on Higher Education, Delta State, 2014). The research, however used the stratified random sampling technique to sample two higher institutions each from the three senatorial districts in Delta State. Delta North; Federal College of Education (Technical) Asaba and College of Education, Agbor, Delta Central; Delta State University, Abraka and College of Education, Mosogar; Delta South; College of Education, Warri and Delta State Polytechnic, Ozoro. From these institutions a total of 852 academic and 848 senior non-academic staff were sampled making a total of 1,700 i.e. 20% of the total population. However, only 771 academic and 776 senior non-academic staff questionnaires were appropriately filled and returned, therefore, 1,547 is the final sample figure used.

The main instrument used is a self-constructed questionnaire, the reviewed related literature, the research question and the hypothesis formulated for this study form the background from which the instrument was constructed. The questionnaire is tag: the impact of guidance and counselling student's personnel services on higher education administration in Delta State. (GACSPSHIGEDU), the questionnaire has two parts- A & B. Part A consists of demographic variables of the respondents, while part B contains items based on the administrative impact of guidance and counselling student personnel service on higher education administration in Delta State. The respondents were expected to indicate their opinions; Strongly Agreed (SA) 4 points, Agreed (A) 3 points, Strongly Disagreed (SD) 2 points and Disagreed (D) 1 point.

The instrument was subjected to validation, by some colleagues in the Department of Educational Administration and Policy Studies and guidance and counselling who specializes in test and measurement of Delta State University, Abraka.

The reliability of the instrument was obtained by using 10 respondents each from; Federal University of Petroleum Technology, Ugbomro and College of Education, Oghara i.e. 20 respondents. The Grombach's alpha reliability co-efficient formula was then used for the analysis of the scores to obtain 0.82. This reliability coefficient suggests a high reliability of the instrument for the study.

6. Results/Data Presentation and Analysis

The results/data obtained from the research work were analysed using frequency score and percentages to provide answers to research question 1 and 2 and the Pearson Product Moment Correlation Coefficient (r) was used to test the only hypothesis for significant relationship at 0.05 level of significance. The data obtain were

presented and analysed on tables.

Research Questions

To guide the research the following research questions were raised:

1. What are the guidance and counselling student personnel support services available in higher educational institutions in Delta State?
2. What are the importance of guidance and counselling student personnel support services on administration of higher educational institutions in Delta State?
3. What strategies can be used to improve the guidance and counselling student personnel support services in higher institutions administration in Delta State?

Research Hypothesis

One research question is formulated and tested to assist the research:

Ho: There is no significant relationship between the impact of guidance and counselling student personnel support services and higher education administration in Delta State.

Research Question One: What are the guidance and counselling student personnel support services available in higher educational institutions in Delta State?

Table 1: Frequencies and percentages of responses on the types of Guidance and Counselling Student Personnel Support Services available in Higher Educational Institutions in Delta State

S/N	ITEMS/STATEMENTS	RESPONSES								Decision
		Academic staff N= 776				Senior non-academic staff N= 776				
		Agreed		Disagreed		Agreed		Disagreed		
		No.	%	No.	%	No.	%	No.	%	
1	Education Services	627	81	144	19	483	62	293	38	Available
2	Appraisal Services	630	82	141	18	485	63	291	37	Available
3	Information Services	463	60	308	40	615	79	161	21	Available
4	Vocational Services	458	59	313	41	615	79	161	21	Available
5	Job Placement Services	484	63	287	37	634	82	142	18	Available
6	Follow up Services	620	80	149	20	479	62	299	38	Available
7	Orientation Services	624	81	151	19	470	61	302	39	Available
8	Research Services	615	80	156	20	469	60	307	40	Available
9	Socio-Personal Services	630	82	141	18	480	62	296	38	Available
10	Community Services	465	60	306	40	613	79	163	21	Available
11	Referral Services	453	59	318	41	615	79	161	21	Available

Source: Field Work, 2014

The table shows the types of guidance and counselling student personnel support services available in the higher educational institutions in Delta State. The table revealed that over 59% and above from the responses of the academic staff and 60% and above from the senior non-academic staff of the total 1547 sampled population, indicated that the eleven items are the types of guidance and counselling student personnel support services available in their respective institutions.

This high response, indicates that educational services, appraisal services, information services, vocational services, job placement services, follow up services, orientation services, research services, socio-personal services, community services and referral are among the types of guidance and counselling student personnel support services available in higher educational institutions in Delta State, Nigeria.

Research Question Two: What are the impact of Guidance and Counselling, student personnel support services on administration of higher educational institutions in Delta State.

Table 2: Percentage and Mean Rating of Responses on impact of Guidance and Counselling Student Support Personnel Services on administration of Higher Educational Institutions in Delta State

S/N	Items/Statements	RESPONSES								Decision
		Academic staff N = 771				Senior non-academic Staff N = 776				
		Agreed		Disagreed		Agreed		Disagreed		
No.	%	No.	%	No.	%	No.	%			
1	Higher compliance to institutions rules/regulations	629	82	142	18	485	63	291	37	Impact
2	Improved student communication skills	482	63	289	37	639	82	147	18	Impact
3	Better academic/cognitive attainment	471	61	300	39	650	84	284	16	Impact
4	Improved student self-study awareness	640	83	136	17	479	62	297	38	Impact
5	Removal of barriers in learning habits	469	59	302	41	635	82	141	18	Impact
6	Reduction in student general acts of indiscipline	627	81	147	19	462	60	314	40	Impact
7	Reduction in students drop-out rate	466	65	306	35	636	82	160	18	Impact
8	Reduction in student psycho-social problems	621	80	150	20	473	61	303	39	Impact
9	Help meet student's financial needs	307	40	307	46	163	21	613	29	Impact
10	Assist in student's adjustment problems	613	79	158	21	463	60	312	40	Impact
11	Improved student's self-analysis/ understanding	640	83	131	17	479	62	297	38	Impact
12	Improved student's problem-solving skills	464	60	307	40	613	79	163	21	Impact
13	Improved students' decision-making skills	465	60	307	40	636	82	140	18	Impact
14	Improved students' decision-making skills	469	59	302	41	635	82	141	18	Impact
15	Improved students-student relations	482	63	289	37	639	82	137	18	Impact
16	Improved students-staff relations	629	82	142	18	485	63	291	37	Impact
17	Improved students-management relations	471	61	300	39	650	84	284	16	Impact
18	Improved students-community relations									
19	Improved understanding of institutions' administrative responsibility	621	80	150	20	473	61	303	39	Impact
20	Students sub-ordination of individual interest to institutions common goal.	466	60	305	40	636	82	140	18	Impact
21	Improved understanding of institution issues/programme	464	60	307	40	613	79	163	21	Impact
22	Students understanding of justice, fair-play & equity	628	81	143	19	462	60	314	40	Impact
23	Student's improved use of initiatives	469	59	302	41	613	79	163	21	Impact
24	Student's improved leadership skills/rate expectations	471	61	300	39	650	84	284	16	Impact
25	Student's improved coping mechanism	629	82	142	18	485	62	291	37	Impact
	Improved recognition of institution's administrative structure.	469	59	302	41	635	82	141	18	Impact

Source: Field Work, 2014

The table above shows the frequencies and percentage scores of responses on the administrative impact of guidance and counselling students personnel support services higher educational institutions administration in Delta State.

The table indicates that all the items except item 9 – help meet students financial needs have administrative impact, with the percentage scores, all far above 60% from academic and non-academic staff, the items are considered to be of administrative impacts of guidance and counselling students personnel support services in higher educational institutions in Delta State.

Thus, research question two which asked of what administrative impact guidance and counselling student personnel support services have in the administration of higher educational institutions in Delta State is answered.

Test of Hypothesis

There is no significant relationship between the administrative impact of guidance and counselling student personnel support services and the administration of higher educational institutions in Delta State.

Table 3: Pearson product ‘r’ analysis of significant relationship between the administrative impact of guidance and counselling student personnel support services on higher educational institute administration in Delta State

Variables	N	Means	SD	df	r-crit.	r-cal.	Decision
Guidance and counselling student personnel support services.	1547	26.04	163.40	1545	0.062	0.75	Significant Reject Null Hypotheses
Administrative impact in higher educational institution administration in Delta State		16.53	137.20				

> 0.05 level of significance

Table 3 shows the Pearson ‘r’ analysis of significant relationship between guidance and counselling student personnel support services and its administrative impact on higher the administration of higher educational institutions in Delta State. The total number of respondents is 1,547, the degree of difference 1545, the ‘r’ critical is 0.062 and ‘r’ calculated is 0.75, since the ‘r’ calculated value is higher than the ‘r’ table value, the null hypothesis of no significant relation is hereby rejected as there is a significant relationship. It therefore means that there is significant impact of guidance and counselling students supports services on the administration of higher educational institutions in Delta State.

7. Discussion of Problems

The finding from table indicates the types of guidance and counselling students personnel support services available in higher education institution. These are; educational, appraisal, information, vocational job placement, follow up, orientation, research, socio-personal, community and referral services. This supports the earlier work of Denga (2001), Adegoke (2004), Anho (2007), and Obiunu (2013) who cited CASSON (2003) identified orientation, educational, vocational personal/social and referral counselling services as being available in schools.

The second findings, is on the administrative impact of guidance and counselling student personnel support services on the administration of higher educational institutions in Delta State. All the items except item 9, 1 to 25 are admitted as of impact. This supports the work of Naowel, (2008) who noted that guidance and counselling in higher education are needed to reduce and possibly eliminate anti-social activities on our campuses, while Odebumi (1992) talks of expanding student’s self-understanding and others, Egbuchuku and Alika, (2010) guidance and counselling services describe essential services for effective inter-personal relationship and equitable instant to one’s environment.

The third finding, arose from the presentation and analysis of results/data from the only hypothesis raised and tested. It reveals a positive significant impact of guidance and counselling student personal support services on the administration of educational institutions in Delta State.

Student personnel support services is a key task/functional area of the school administrative which include providing welfare among others to assist student to acquire self-fulfillment. This supports the writings of Aθοja, (2015) who noted that guidance and counselling service assists school administration in minimizing cases of indiscipline and promote administrative effectiveness.

Higher educational institutions are places for socialization and sensitizing, your adolescence to become great, self-reliant, productive, and sustainable leaders of tomorrow. According to Omoni (2013) it is disheartening, that the school environment has become a breeding ground for violence crime perpetrators and training ground for miscreants of various degrees. In times of economic recession as we are presenting experiencing in Nigeria much administrative and security challenges manifest such as; cultism gansterism, vandalism, intimidation, bullying, destruction and stealing of personnel and school properties, arson, truancy, organized, prostitution, examination malpractice, abduction, rudeness, fighting, rape, rumour mongering loss of interest in education, inability to pay school fees, and drop out among others. According to Omoni (2013) and Aθοja (2015) These poses great administrative security challenges which can be eradicated or ameliorated through proper provision and implementation of guidance and counselling student personnel support services in Nigeria higher educational institutions.

8. Summary

This research used the descriptive survey and correlational method of the ex-post facto design to investigate the administrative impact of guidance and counselling student personnel support services on students of higher educational services in Delta State in the period of economic recession from a target population of 6,627 academic and senior non-academic staff of the higher educational institutions in Delta State, the researcher used the stratified random sampling technique to sample a total of 1,700 i.e. from the three senatorial districts of Delta

State. The type of institution was also considered – universities, colleges of education and polytechnics.

The main instrument used was the questionnaire. It was well validated and subjected to reliability test using the Cronbach's alpha reliability co-efficient formula, for the analysis to obtain 0.80. However, due to inappropriately filling and loss of the questionnaire the final sample figure used was 154.8

Three research questions were raised as guide one null hypothesis was formulated and tested at 0.05 level of significance.

The results were presented on tables using frequencies and percentage for presentation and analysis of research questions while the Pearson product moment coefficient 'r' statistics was used to test for significant between the administrative impact of guidance and counselling personnel support services and the administration of higher educational institutions in Delta State.

9. Findings

The following findings emerged from the study:

1. That the types of guidance and counselling student personnel support services available in higher educational institutions in Delta state are: Educational, appraisal, information, vocational, job placement, follow up, orientation, research, socio-personal, commitment and referral services.
2. That the administrative impact of guidance and counselling student personnel support services on the administration of higher educational institutions in Delta State include:
 - ❖ Higher compliance to institutions rules/regulations
 - ❖ Improved student communication skills
 - ❖ Better academic/cognitive attainment
 - ❖ Improved student self-study awareness
 - ❖ Removal of barriers in learning habits
 - ❖ Reduction in student general acts of indiscipline
 - ❖ Reduction in students drop-out rate
 - ❖ Reduction in student psycho-social problems
 - ❖ Assist in student's adjustment problems
 - ❖ Improved student's self-analysis/understanding
 - ❖ Improved student's problem-solving skills
 - ❖ Improved students' decision-making skills
 - ❖ Improved students-student relations
 - ❖ Improved students-staff relations
 - ❖ Improved students-management relations
 - ❖ Improved students-community relations
 - ❖ Improved understanding of institutions' administrative responsibility
 - ❖ Students sub-ordination of individual interest to institutions common goal.
 - ❖ Improved understanding of institution issues/programme
 - ❖ Students understanding of justice, fair-play & equity
 - ❖ Student's improved use of initiatives
 - ❖ Student's improved leadership skills/rate expectations
 - ❖ Student's improved coping mechanism
 - ❖ Improved recognition of institution's administrative structure.

There is a significant relationship between administrative impact of guidance and counselling student personnel support services and the administration of higher educational institutions in Delta state.

10. Conclusion

The period of economic recession, the tendency is to optimise the available services. Therefore, guidance and counselling is a key tasks area/function of the school administrator, which include provision of welfare, socio personal information, job placement, research services, and assist student to acquire self-fulfillment among others, it assist school administration, minimizing cases of indiscipline and promote administrative effectiveness.

This research therefore submits that guidance and counselling student personnel support services have great administrative impact on the administration of higher educational institutions in Delta State.

11. Recommendations

The campuses are duplication of the complex nature of our society, with multi socio-cultural and ethnic diversity. Economic recession of the nation is bitten hard on parents, staff and students. It is hereby recommended that guidance and counselling services should be made more available to students in schools generally and in higher educational institutions in particular.

12. Administrative Implication of the Study

This research has come up with the very important administrative impact of guidance and counselling student personnel support service in higher educational institutions in Delta State. This research has made higher educational institutions' head and indeed other school administrators (primary and secondary schools) to be aware of the need to be making use of guidance and counselling student personnel support services to help students' compliance to institutions roles and regulations. The services will promote administrative ineffectiveness, improve student communication skills, improve cognitive attainment, improve student discipline, reduce drop-out rate, address and reduce psycho-social problems, assist in student's self-adjustment problems, student decision making skills, improve student – student-student-staff and student-administration relations subordination of individual interest to institutions common goal, improved understanding of institutions programmes, leadership skills and recognition of institutions administrative structure among others.

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