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The Impact of Counseling Measurements Models for Safety in School and other Contexts in University of Cross River State (UNICROSS) Calabar, Cross River State, Nigeria

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Abstract: The study examined the impact of counseling measurements models for safety in school and other contexts in University of Cross River University (UNICROSS), Calabar, Cross River State, Nigeria. Two null hypotheses were formulated to guide the study. The study adopted the ex-post facto research design. The population of the study consisted of 3,800 students and staff of the University within Calabar campus. The stratified random sampling technique was used to select 208 students and staff from a population of 3800 using proportionality of 1.12% with students and staff as basis of stratification from the population. The sample of this study was two hundred and eight (208) respondents. The questionnaire was designed to measure the two sub-independent variables. Mean and standard deviation were used to answer the research questions, while Simple linear regression analysis statistical tool was employed to test the null hypotheses that were formulated to guild the study at 0.05 level of significance. The findings showed that, there is a significant influence of counseling measurements models on safety in school and other contexts in University of Cross River University (UNICROSS), Calabar, Cross River State, Nigeria; and Counseling measurements models significantly predict accurate decision making in school and other contexts. It was therefore recommended among others that counseling measurements should be carried out after every counseling session for accurate decision making to ensure safety in school and other contexts.
Keywords: Counseling, Measurements, School, Safety.

INTRODUCTION

Guidance and counselling services are essential elements in discipline and management of people in all societies. It could be difficult for any society to function well without the exercise of discipline. Guidance and counselling services as a movement started in America at the beginning of the 20th Century as a reaction to change process in an industrialized society. Guidance and counselling services were set up within the department of education in September 1968 when the recommendations made by Louis, a consultant sent over to Malta by United Nation's Educational Scientific and Cultural Organization (UNESCO), were taken up Summit (1997). Guidance and counselling are formalized actions taken by the school to make operations available to students. These services have been delimited by common agreements to provide a unique action which overlap minimally with other school functions. (Chuang Xu1 and Chia-Ching Tu, 2022). Guidance and counselling service are based on the fact that everybody at one time or the other need helps. So this help should be rendered unconditionally with empathic understanding and free atmosphere. Also these services promote the personal-social planning and programming for student with special skills that helps to achieve the goals needed in the school setting (UNESCO, 2017 in Kabiru, 2020).

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Guidance and counselling services are considered to be an initiative that has the primary objective of making available information and skills to impart self-awareness and optimal use of the student's potential for holistic growth and development. In schools, students basically need guidance and counselling services to perform well academically and to solve their social and emotional challenges. The guidance and counselling services are initiated in schools to lead to improvements in the performances of the students, social and emotional adjustment, quality and standard of education among others (Songok & Mulinge, 2017 in Kabiru 2020).

Inadequate time for guidance and counseling services practice, Lack of suitable space for counseling services, non-provision of counseling activity on the school timetable and lack of parental support during guidance and counseling services and non-availability of facilities both in terms of quality and quantity is necessary for effective and functional education. Counselors need to be supported in carrying out innovative activities such as items response and counseling measurements models towards the provision of counseling services on the students. The main purpose of psychological testing is to gain a better understanding of a person and her/his behaviour. The goals of psychological assessment are to better understand a person's strengths and weaknesses, identify potential problems with cognitions, emotional reactivity, and make recommendations for treatment/remediation.

All types of psychological evaluations measure an individual's functioning at a specific point in time and provide a "snapshot" of a person. Almost all psychological testing is administered by a licensed psychologist (or trainee) and is a formal process that requires extensive training and expertise. Psychologists are the only professionals that are expertly trained in administering and interpreting psychological tests. Psychological testing is not one single test, but a series of scientifically developed tests and procedures that assess various aspects of a person's psychological functioning (Wanjohi, 2016 in Kabiru 2020).

The problem of this study is to investigate the influence of counseling measurements models on safety in school. Counseling measurements models measures accurate decision making in school, but most counselors are not making use of this psychological measurement tool rather they are only concerned about negative effect of inadequate time for guidance and counseling services practice, lack of suitable space for counseling services and non-provision of counseling activity on the school timetable. It is so alarming to know that, these set of counselors heap blames on their students for lack of attention and poor attitude to counseling section. The students (counselee), on the other hand attribute non-completion to time wastage, poor counseling section. There is need for Counselors to embraced innovative

measurements models activities such as the use of items response theory software for accurate decision making during counseling services. This study seek to examine the impact of counseling measurements models for safety in school and other contexts in University of Cross River University (UNICROSS), Calabar, Cross River State, Nigeria. This study is therefore guided by the following research questions:

1. To what extent does counseling measurements models significantly influence safety in school and other contexts in University of Cross River University (UNICROSS), Calabar, Cross River State, Nigeria
2. To what extent do ccounseling measurements models significantly predict accurate decision making in school and other contexts for safety.

STATEMENT OF HYPOTHESES
Two hypotheses were postulated and tested at .05 level of significance. They are;

Ho1: There is no significant influence of counseling measurements models on safety in school and other contexts.

Ho2: Counseling measurements models does not significantly predict accurate decision making in school and other contexts.

METHODOLOGY
Research Design: The study adopted the ex-post facto research design. The population of the study consisted of 3,800 students and staff of University of Cross River State within Calabar campus.

Instrumentation: A structured questionnaire designed by the researcher was used to collect the needed data in this study. This is titled "The impact of Counseling measurements models for safety in school and other contexts in University of Cross River State (UNICROSS), Calabar, Cross River State, Nigeria (TICMMSSOQ) questionnaire. The reliability of the instrument was determined, using the Cronbach Alpha method which involved 50 non sample staff and students who were not part of the sample used in the study. The reliability of the instrument was 0.85 reliability coefficient.

Sample and Sampling Procedure: The stratified random sampling technique was used to select two hundred and eight (208) students and staff from a population of 3800 using proportionality of 1.12% with students and staff as basis of stratification from the population given the total sample of two hundred and eight (208) respondents used for the study. Contacts were made with the selected respondents and they were briefed on the aim and importance of the study and their cooperation solicited with regards to their responses to the questionnaire items. After two weeks interval the completed questionnaire which numbered up to 208 copies were retrieved.

Validity of the Instrument: The questionnaire was subjected to face validation by experts in Educational Measurement and a Senior lecturer of Educational Research and Statistics all of the University of Cross River State, (UNICROSS), Calabar. These experts scrutinized the relevance of the items in the instrument to the work, suitability of the number of items and appropriateness of the instrument in general to the purpose of the study and made useful correction.

Method of Data Analysis: The research questions were answered using means score and standard deviations, while the hypotheses were tested using Simple linear regression analysis statistical tool at alpha level of 0.05.

RESULTS AND DISCUSSION

This section of the paper considers critical analysis of data collected from the field. Data in Table 1 shows respondents demographic description of the study sample. The result in table 1 shows that there were 127 (56.0%) males and 98 (44.0%) females.

Table 1: Demographic Description of Study Sample

Variable Name	Category	N	%
Respondents	Students	102	49.0
	Staff	106	51.0
Total		**208**	**100.0**
Gender	Male	**110**	**56.0**
	Female	**98**	**44.0**
Total		**208**	**100**

Source: Fieldwork, 2023

The result in table 1 shows that there were 102 (49.0%) student and 106 (51.0%) staff. Hence, the sample was considered heterogeneous enough for the study.

Counseling measurements models significantly influence safety in school and other contexts:

Data in Table 2 shows the regression analysis of the influence of counseling measurements models on safety in school and other contexts.

Table 2: Regression of counseling measurements models on safety in school and other contexts

R-value = .371 Adj. R-squared = .133 R-squared= .138 Standard error = 3.167					
Source of Variation	**Sum of squares**	**Df**	**Mean square**	**f-value**	**p-value**
Regression	329.733	1	329.733	32.873*	.000
Residual	2066.267	206	10.030		
Total	2396.000	207			
Predictor Variable	Unstandardized coefficient β	Std. error	Standard coefficient	t-value	p-value
Constant	7.702	1.206		6.388*	.000
Counseling measurements models	.446	.078	.371	5.734*	.000

* Significant at .05 level.

The result in Table 2 shows that an r-value of .371 was obtained giving an r-squared value of .138. This means that about 13.8% of the total variance counseling measurements models is explained by the variation in safety in school. The p-value (.000) associated with the computed f-value (32.873) is less than .50. Hence, the null hypothesis was rejected, this means that there is a significant influence of counseling measurements models on safety in school and other contexts in University of Cross River State (UNICROSS), Calabar, Cross River State, Nigeria, with both regression constant (7.702) and coefficient (.446) making significant contribution in the prediction model (t=6.388 & 5.734 respectively, P=.000≤.05).

Counseling measurements models predict accurate decision making in school and other contexts:

Data in table 3 shows the regression analysis on how counseling measurements models significantly predict accurate decision making in school and other contexts.

Table 3: Regression of counseling measurements models predict accurate decision making in school and other contexts

R-value = .876 Adj. R-squared = .766 R-squared= .767 Standard error = 1.645					
Source of Variation	**Sum of squares**	**df**	**Mean square**	**f-value**	**p-value**
Regression	1838.500	1	1838.500	679.337	.000
Residual	557.500	206	2.706		
Total	2396.000	207			
Predictor Variable	Unstandardized coefficient β	Std. error	Standard coefficient	t-value	p-value
Constant	-.084	.571		-.148	.883
Counseling measurements models	.987	.038	.876	26.064*	.000

* Significant at .05 level.

From Table 3, an r-value of .876 was observed, giving an r-squared value of .767. This means that about 76.7% of the total variance in aids in the analysis of accurate decision making in school and other contexts is accounted for, by the varieties in counseling measurements models. The f-value (.000) associated with the computed f-value (679.337) is less than .05. Consequently the null hypothesis was rejected. This means that Counseling measurements models significantly predict accurate decision making in school and other contexts, with only the regression coefficient (.987) making significant contribution in the production model (t=26.064, P= .000≤.05) with the contribution of the regression constant (-.084) being negative though not significant (t=-.148, P=.883≤.05).

DISCUSSION OF FINDINGS

The results of this study shows there is a significant influence of Counseling measurements models on safety in school and other contexts in University of Cross River State (UNICROSS), Calabar, Cross River State, Nigeria, Calabar, Cross River State, Nigeria and Counseling measurements models significantly predict accurate decision making in school and other contexts. This observation is confirmed by study by Egbo, (2012) who maintain that the need for utilization of tests in counselling cannot be overemphasized. This finding is also in tandem with findings from a study by Kabiru (2020) that shows that some of the problem of utilization of counselling in school is due to shortage of qualified personnel and inadequate support from school administration and stakeholders. This shows that most school lacks the ability to deploy counseling practices in school and other contexts as a safety measures.

The finding of the present study shows that counselors have adequate knowledge and can ultilize counseling tools. This supports earlier finding in a study by Christiana and Umudike (2022) who investigated school counsellors' level of knowledge and perception on the utilization of psychological tests (PTs) as tools for transforming counselling principles (policy) into result oriented practice using descriptive survey design. The study revealed that counsellors serving in the schools have high level knowledge of psychological tests, their perception on the utilization of the tests in counseling was low and the constraints they perceived included non-availability of the tests, negative attitude of principals to counselling, lack of fund to procure the tests among others. The mean scores of the counsellors differed significantly on their knowledge of the tests. Thus experienced influenced the perception of the counsellors.

CONCLUSION AND RECOMMENDATIONS

The study concludes that, there is a significant influence of counseling measurements models on safety in school and other contexts in University of Cross River (UNICROSS), Calabar, Cross River State, Nigeria and Counseling measurements models for accurate decision making in school and other contexts. Based on the conclusion, it was recommended among others that Counseling measurements should be carried out after every counseling session for accurate decision making to ensure safety in school and other contexts in University of Cross River (UNICROSS), Calabar, Cross River State, Nigeria. It was recommended among others that Counseling measurements should be carried out after every counseling session for accurate decision making to ensure safety in school and other contexts in University of Cross River State (UNICROSS), Calabar, Cross River State, Nigeria.

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