

***Influence of Orientation Service on Preservation of School Resources among
JSS 2 Students of Government Science Secondary School, Jalingo***

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Abstract

The study investigated the influence of Orientation Service on preservation of school resources among JSS 2 students of Government Science Secondary School, Jalingo. Two objectives and two hypotheses were formulated to guide the study. Descriptive survey research design was used for the study and a sample of fifty six (56) JSS 2 students, were selected using simple random and purposive sampling techniques. Orientation Service and Preservation of School Resources Questionnaire was used for data collection. The instrument was validated by three experts from Faculty of Education, Taraba State University, Jalingo. Test retest method of reliability was used and a reliability value of 0.87 was obtained. Chi-square and t-test statistics were used to test the two null hypotheses. The results showed that orientation service had significant influence on preservation of school resources. The study concludes that orientation service had significant influence on preservation of school resources among JSS 2 students of Government Science Secondary School, Jalingo. The study recommends, among others, that Taraba State Government should make orientation exercise compulsory for all primary and post primary schools in order to preserve the available resources of the schools.

Keywords: Orientation, Service, Preservation, School, Resources

Introduction

Many students go to the learning environment with little or no idea of what constitutes the learning environment, most especially the fresh students who have been admitted into junior secondary school one. Every new environment to students requires understanding of its rules in order to relate peacefully with the objects of that environment. The objects of every school environment are classified into two

major components. Principals, Teachers, Non-Teaching Staff and Senior Students as the first component, while the second component consists of Laboratories, Dormitories, Dining Halls, Planted Trees among others, as second component of the school environment.

Orientation is defined by advanced learners English Dictionary as the training or information that you are giving before starting a new job, course etc. Bedeian (1987) defines orientation as a process that introduces new employees to their jobs, expectations, superiors and peers. Ogbiji, Eyo and Oko (2011) posit that orientation programme for new student is supposed to be conducted soon after admission has been conducted. It is a programme where newly admitted students are formally introduced to the various programmes of the school. This includes the curricular and co-curricular programmes. At the secondary school level, it requires informing the students of all the subjects they are expected to offer at their own level. It also requires introducing them to various co-curricular programmes, such as clubs, societies and fellowships, maintenance of school facilities and other resources that exist within the school. Also Ogbiji and Ada (2008) identified orientation programme as an opportunity where school heads can employ their creativity in injecting into new staff and students the ideals of the school.

Sambo (2009) reports that orientation service within the school setting is a service that enables new students to adjust to their new environment. Many school administrators which include Principals, Rectors, Provosts and Vice Chancellors do not know the importance of orientation service as regards to school resources. It is a source primarily for students who come to school environment newly without knowing anybody in the new environment. Orientation is required in all schools to help new students become familiar with the new environment and the school rules and regulations. Students should be able to locate facilities such as classrooms, dining halls, libraries, places of conveniences, clinics, social activities, group meetings, values and the conduct required of them, their teachers, classmates and above all the subjects to be offered (Mamman, 2010). Mamman (2010) reports that orientation service will go a long way in reducing the number of mistakes and frustration in the new environment. The service simply helps the students to get adjusted to the new environment gradually and orderly.

Cuthbert and Machatise (2015) discovered that orientation programme has positive effect in preparing students for academic study. The researchers advanced that orientation programme should be put in place to assist students to count on not only the gains of being in an institutions of higher learning but also, on what it takes to make a success of their stay on campus. The researchers further affirm that orientation is understood in the field of counselling as a crucial time of helping to interpret the nature of life in schools and higher institutions for incoming students. Agi (2016) also reports that the importance of students' orientation exercise in institutions of higher learning cannot be over-emphasized.

Davis (2013) reports that orientation programme has positive impact on students' success in schools. The researcher further affirmed that students need to be given orientation for success in their chosen subjects' combination. Sambo (2009) advances the goals of orientation service as:

- a. To help new students become acquainted with the school, its history, traditions and purpose, physical plant and facilities, regulations and policies.
- b. To initiate a basis of useful and friendly conduct and understanding between the new students and staff members and among the students themselves.
- c. To provide the new students with information on conduct, opportunities and responsibilities.
- d. To help the new students develop necessary skills for making desirable adjustments within the new environment where they would be able to make full use of the opportunities available in the school and also make their utmost contribution to the progress of their new community.
- e. To help the new students feel emotionally secure in a new setting and to provide them with the information needed to be successful in that setting.

On the other hand, school resources are the resources which are freely accessible, openly licensed text, media and other digital assets which are used for acquiring knowledge, teaching, sharing of knowledge, and learning as well as for research purposes (Mamman, 2010). School resources are classified into two main groups, human and material resources. Ango (2001) discusses human resources as human beings who have specialty in a particular area to direct the activities of an organisation and modern approaches; while material resources include any item the school currently owns including school furniture, equipment, technology, curriculum materials, textbooks, buildings and any other material within the school.

The present study is concerned with material resources that aid teaching and learning situation. The study aimed at investigating the influence of orientation service on preservation of school resources among JSS 2 Students in Government Science Secondary School, Jalingo.

Statement of the Problem

Experience revealed that students go to learning environment with a lot of experiences gathered in either primary or junior secondary schools. But a significant number of students have little or no idea of other relevant information that helps them to do well in their new school environment. The decay of moral virtues and non-compliance to societal and school norms, especially with regards to respecting and protecting public opinion and property within their domains, has become an issue of concern to governments, school administrators and parents. As observed keenly, many schools (primary, junior and senior secondary schools) have no concern with creation of awareness to make their newly admitted students understand the method of healthy and profitable living in academic environment through orientation service given to students in respect to the rules and regulations of the school, as well as protecting and preserving the school resources for public use, which constitutes the problem of the study. The problem has led to the decline of

moral values among secondary school students by not attaching positive values to school resources, in which replacement becomes difficult.

Objectives of the Study

The following objectives are raised for the study:

1. To investigate the influence of orientation service on preservation of school resources among JSS 2 Students of Government Science Secondary School, Jalingo
2. To find out gender difference on the interest of orientation service among JSS 2 Students of Government Science Secondary School, Jalingo

Research Hypotheses

Ho1: Orientation service has no significant influence on preservation of school resources.

Ho2: There is no significant difference between male and female students on their interest on orientation service.

Methodology

The research design used for the study was descriptive survey design. The rationale behind choosing the design was that the study intended to investigate the entire population of students in JSS2 in Government Science Secondary School Jalingo, using representative sample of the same population and the findings were generalized to the entire population. Another justification for the research design was that the study intended to cover the sociological and psychological variables that worth generalization (Sani, 2013).

The population of the study was the population of students in JSS two covering all arms of the level. This was done considering the experience and their level of entry to the school, from JSS one after spending one academic session. The number of students in JSS 2 was seventy five (75) which was given by the school authority using the classroom registers for JSS2 students. Purposive and simple random sampling techniques were used for the study. The study used purposive sampling technique, because purposive sampling is a form of non-probability sampling in which researchers rely on their own judgment to choose members of the population with certain characteristics to serve as population sample. Therefore, respondents were selected based on their common characteristics as members of the same set with uniformity of gender, as male and female. Meanwhile, Simple random sampling technique was used to pick the required number of the sample respondents. Krejcie and Morgan's table (1970) was used to determine the number of sample respondents, using their total population for study. Therefore, the study made use of fifty six (56) JSS2 students as the sample of the study.

Ball and draw approach of simple random sampling technique was used to draw a total of fifty six (56) respondents for the study, using probability sampling method without replacement. Pieces of paper were used with indication of 1 to 100 and were thoroughly folded, squeezed and later placed in a bowl, before asking students to pick in their respective classes, until those papers were all selected by the students.

Students who randomly picked numbers 1 to 56 were selected to serve as sample of the study.

Orientation Service and Preservation of School Resources Questionnaire (OSPSRQ) was used to elicit responses from the respondents. The instrument had three sections, A - C. Section A dealt with the bio-data of the respondents and had one item; section B dealt with the orientation service and preservation of school resources which had ten (10) items, and section C covered the students interest for orientation service with five (5) items. The instrument had a total of sixteen (16) items. The OSPSRO was validated for both content and face validity, using three Senior Lecturers in the Department of Educational Foundations and Guidance and Counselling, Taraba State University, Jalingo. Their suggestions were considered in the upgrade of the instrument. The instrument was made up of four points scale, SA, A, DA and SDA. Test retest method of reliability was used in order to ascertain the consistency score of the instrument. The test-retest was conducted within an interval of two weeks at Government Secondary School, Jalingo which was used for pilot testing using twenty students of JSS two. The two schools are comparable with the same attributes. The reliability coefficient of 0.87 was found. Kolo (2003) (as cited in Sani, Emmanuel & Abdulkadir, 2018) affirms that reliability value of 0.5 and above is reliable for research purpose in education; this indicated that the instrument was reliable.

Procedure for data collection started with the presentation of staff identity cards of the researchers' place of work to the secondary school in question. After which permission was granted to have access to students for data collection. The researchers administered the questionnaire to the students with the cooperation and assistance of the form masters/mistresses of the various classes in the sample school. The researchers guided the respondents on how to fill the instrument without bias and fear of intimidation from school authority. All the copies of the questionnaire given were retrieved instantly giving a 100% return rate. The generated data was analyzed using chi-square and t-test statistics.

Presentation of Results

Ho1: There is no significant influence of Orientation Service on preservation of school resources.

Table 1: Chi-square statistics on the influence of orientation service on preservation of school resources

N	χ^2_{cal}	df	P-value	Decision
56	18.471	1	0.000	Rejected

The chi-square was calculated to determine the influence of orientation service on preservation of school resources. The table of analysis showed a significant influence

of orientation service on preservation of school resources. The calculated chi-square value (χ^2 value) is 18.471 with $P = 0.000$. As the P – value is less than the alpha level, the null hypothesis was rejected. This implies that orientation service has significant influence on preservation of school resources.

Ho2: There is no significant difference between male and female students on their interest on orientation service.

Table 2: t-test of students’ interest on orientation based on gender

Sex	N	Mean	SD	SE	df	t.cal	P
Male	30	86.623	7.6501	1.2636	54	1.12	0.056
Female	26	79.988	8.9290			1.7276	

The t-test of difference between male and female students is not significant at $t=1.12$, $P = 0.056$; which means that significant difference does not exist between male and female students on their interest on orientation service. On the basis of the analysis, the null hypothesis is retained. Male and female students have equal interest on orientation service.

Discussion of findings

A finding of the study revealed that orientation service has significant influence on preservation of schools resources in Government Science Secondary School, Jalingo. The responses of respondents to the questionnaire indicated that orientation service is properly taking place or given to students as they arrive newly in the school environment as new intake of the school. The school has been so prompt and serious in preserving the available resources, through organizing orientation service to the newly admitted JSS one students of the school. It also indicated that a lot of useful information is being given to them in respect of the protection and preservation of the school resources for their betterment, which contributes to the present finding. The finding corroborates that of Cuthbert and Machatise (2015), which revealed that students’ orientation has positive role in school adjustment. The finding also tallies that of Davis (2013), which revealed that students’ orientation programme has positive impact on students’ success in various areas. The finding also corroborates that of Agi (2016), which revealed that effective orientation programme prepares students for academic study, in both open and distance learning.

Another finding of the study revealed that significant difference does not exist between male and female students’ interest on orientation service. Respondents indicated that orientation exercise is being conducted annually by their school management; both male and female students show their interest on the activities done during the exercise. Both male and female students derive pleasure during the conduct of the exercise as a lot of things have been said by different presenters, including relevant examples given for those who obeyed the schools rules and

regulation and succeed in their chosen careers. Also those who disobeyed ended their lives as failure. The finding corroborates that of Ogbiji, Eyo and Oko (2011), which revealed that orientation service is one of the services that is being practiced by public secondary school annually, but activities displayed in the private schools are significantly higher than the public schools. The finding is in accord with that of Owusu, Tawiah, Kpegio and Onyame (2014), which revealed that participation in orientation significantly and positively impacted on students' academic performance with variation in academic performance among student who attended the 2012 orientation exercise and those who did not attend. As a result of that, both male and female students developed positive interest on orientation exercise for academic improvement.

Conclusion

The study concludes that orientation service had positive influence on preservation of school resources among JSS two Students of Government Science Secondary school, Jalingo. Both male and female students show equal interest on orientation exercise among JSS two students of Government Science Secondary School, Jalingo. The school emphasizes mainly on the preservation of school resources for the benefit of current and future students. The orientation exercise centred on verbal presentation and there is absence of pictures and other forms of orientation exercise.

Recommendations

1. Government of Taraba State should make orientation of newly admitted students compulsory for all primary and post primary schools in the state, in order to preserve the schools available resources.
2. School proprietors should endeavour to extend the number of times of orientation exercise, to cover the period of two times in a year, for more inclination into the mainstream of the school rules and regulation, and for development of positive interest of both male and female students in the schools.

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