

STUDENTS' PERSONNEL ADMINISTRATION AND SECONDARY SCHOOL GOALS ATTAINMENT IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

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Abstract

This study examined students' personnel administration and secondary school goals attainment in Calabar Education Zone of Cross River State, Nigeria. The population of the study was 96 public secondary schools and the sample of the study was 58 public secondary schools. Students' Personnel Administration and Secondary School Goals Attainment Questionnaire (SPASSGAQ) was the instrument used for data collection. To establish the reliability of the instrument, the researchers administered the instrument to 50 students who were not involved in the study. Using Cronbach Alpha method, the reliability index was 0.88 which was regarded as high enough to justify the use of the instrument for data collection. Data gathered were coded and analyzed using Pearson Product Moment Correlation statistics. The result of the analysis indicated that, students' personnel administration in terms of provision of guidance and counseling services and library services significantly related to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria. Arising from the results of the study, It was recommended that, secondary school principals should ensure that, they promote, sustain and make guidance and counseling services effective in order to guide students in their career choices and that, the school principals, in conjunction the government and other philanthropists in the school community should make effort to ensure that their respective school libraries are of standard to meet the needs of the students.

Keywords: Students' Personnel Administration, Guidance/Counseling Services, Library Services, Secondary School Goals Attainment

Introduction

Education at all levels has its own goals to attain. The general goals of education in Nigeria include; the development of every individual to become morally sound, patriotic and effective citizen, total integration of individuals into their society and the world at large, provision of equal access to quality educational opportunities for all citizens at all levels of education, inculcation of national consciousness, values and national unity as well as developing appropriate skills, mental, physical and social abilities to enable individuals to live and contribute positively to the growth and development of the society (FRN, 2008). In order to achieve the goals of secondary education, the governments at Federal and State levels have made tremendous efforts in the provision of fund to ensure that both human and material resources, although these resources may not be adequate, are in place in order to achieve the general goals of education in Nigeria. The goals of education are the desired results, aim and objectives of education.

Specifically, secondary education occupies the middle position between primary and tertiary levels of education. Like other levels of education, secondary education has its own specific goals to be accomplished. These goals include but not limited to providing the learners with fundamentals knowledge and skills for entrepreneurship, education advancement, inspiring national consciousness among the learners, inculcating of moral values in the learners for self-improvement, training of man-power in such areas as science, technology and commerce, provision of opportunity for education of a higher level irrespective of differences in religion and socio-economic background, developing and promoting Nigerian languages (FRN,2008).

Attainment of the aforementioned laudable goals of secondary education has been observed as not being effectively attained. This is evidence in situations where many students are still found lacking the acquisition of basic entrepreneurial skills needed for them to be self reliance. Many secondary school students upon graduation are observed to be engaged in learning of one entrepreneurial skill or the other after graduation from secondary school education. This situation is worrisome because under normal circumstance, they are supposed to have acquired these necessary skills before and after graduation from the secondary school level. Besides, many secondary school graduates are also observed to have been finding it very difficult to pass their West African and National Examinations at one sitting so as to gain admission into tertiary institution of their choice. However, it is a common phenomenon to see graduates of secondary school writing West African and National Examinations for more than or three times. This occurrence equally signals that there is a problem of secondary school goal attainment in the area of provision of opportunity for education of a higher. Irrespective of the efforts made by the federal and State government in funding, provision of human and material resources make secondary school goals attainment feasible, the issues of secondary goal attainment still appears not being fully satisfied. It is in this regard that the researchers were motivated with a curious mind to carry out this study to ascertain the extent to which students' personnel administration could relate to secondary school goal attainment.

Student personnel administration has to do with all activities and services apart from the normal instructions, rendered to students by the principals, staff, students themselves and even by the community to facilitate all round development of every students. According to Ukpong (2021), students' personnel administration involves guiding and supervising students in whatever they do, so that they objectives of the school can be achieved. By extension, students' personnel administration has to do with all those special classroom supporting services outside the curricular that are important in the areas of self maturation of the students. According to Oboegblem (2004) as cited Ukpong (2021), the objectives of students' personnel administration include; to select the right type of students for admission with regard to qualification and conduct, to ensure proper orientation and classification of students, to ensure that facilities are available for effective teaching and learning and to make the students think effectively.

Ukpong (2021) identified students' personnel management to include, guidance and counseling services, library services, health services, boarding services, recreational services, students admission among others. In this study, students' personnel administration is considered in terms of provision of guidance and counseling services and library services. Guidance/counselling services refers to those services that are rendered by specialized professionals (counsellors), in order to assess the psychological and emotional state of the students/teachers, diagnose them and offer to them, proper guidance and assistance based on their individual needs. In addition, the attainment of required moral, ethical and civic values seems to be a mirage due to the dearth of guidance and counselling services in schools (Amalu, Abuo & Basse 2016). With guidance and counseling services students may be assisted to correct their negative behaviour they must have brought from home or trying to acquire by imitating others with bad behaviour around them.

Guidance and counseling services in the school are designed to help students understand themselves in terms of their abilities, aptitudes and interests. provide students with broader views about the world of work, enhance students awareness of the various options opened to them and given them the confidence that they can make a reasonable choice from the various options available, develop in the students the concept of variety of roles in the society, develop the spirit of job satisfaction and motivation as well as self actualization in the students after a choice of career has been made (Modo, Sanni, & Mogbo, 2013; Meremikwu, Ibok, Adie, Tawo & Okri, 2022). It has also been documented that, Guidance and counselling service is supportive to students in aligning their strengths, enhancing their learning outcomes, nurturing their interests and values, and ultimately facilitating the realization of their complete potential (Bhutto, Zafar & Ullah, 2023)

Empirically, Amalu et al. (2016) investigated whether there is a change now that there is the introduction of counseling services Education Program. The result revealed a significant relationship between educational and vocational services and Universal Basic Education. However, it was found that little relationship exists. Modo, Sanni and Mogbo (2013) investigated guidance and counseling services in secondary school as coping strategy for improved academic performance of students in Akwa Ibom State, Nigeria. the result revealed that students who utilized the counseling services performed better than those who did not. It was recommended that all schools should be provided with professional counselors to help the students in their academic performance. Another study was conducted by Anaeto and Ajibo (2023)., Meremikwu, Ibok, Adie, Inah, Tawo, & Okri, (2022) to investigate the influence of guidance and counseling service on the academic achievement of students in secondary schools in Enugu East Local Government Area of Enugu State. The findings from the study showed that; School Counselors assist students to relate the subjects they offer to their career choice. Again, there was a relationship between academic performance and the level of effectiveness of guidance and counseling offered in school. In a study by Bhutto, Zafar and Ullah (2023) on guidance and counseling service: a path to enhance academic achievement for secondary schools' students, the investigation showed the need for strengthening teacher-pupil interaction, considering student subject selection and feelings, and addressing concerns related to exam challenges and curricular relevance.

Irrespective of the importance of guidance and counseling services in the school system, Jacob and Owobamigbe (2021) identified inadequate funding, inadequate professional guidance and counseling teachers, inadequate infrastructural facilities, poor supervision, political instability, lack of guidance and counseling charts, shortage of lesson period, political influence, changes in Educational policy and lack of administrative support as the problems preventing effective delivering of guidance and counseling service in Nigerian public primary schools. This calls for students' personnel management in the area of guidance and counseling services.

Library services entails management of school library to ensure that that there is modern library services in the school. With effective management of school library, the school library will be adequately quipped with current text books and internet connectivity as well being conducive for students learning. School library is important in the learning process as it plays important role as a set for cheering improvement, interest, and difficulty solving. School library is a medium for literacy and reading and for instruction and scaffolding investigation learning. It formulate a distinction to students understanding and attainment and give help for teaching and learning throughout the school. School library is a place for knowledge and thoughts, and play fundamental part in supporting and developing pleasure of reading and multiple illiteracies and so without school library the educational program may not runs effectively (Ayaz, Ali, Khan, Ullah & Ullah, 2017).

A study was conducted by Tetteh and Nyantakyi-Baah (2019) on library value through user satisfaction as a case of academic libraries in Ghana. It was discovered that, library services, information resources and the physical library environment have value because users have shown high satisfaction with library services in the areas of material lending, photocopying, library space and staff conduct recorded. It is however recommended that academic libraries in Ghana should be equipped with online resources, adequate and knowledgeable staff, and computer systems with high broadband. In a similar vein, Onabe and Akpan (2016) investigated students' personnel library services and sustainable secondary education in Calabar Education Zone of Cross River State. The result of the study revealed that students' personnel library services significantly related with sustainable secondary education in terms of learning environment, instructional strategies and curriculum relevance. Although the study by Onabe and Akpan was on students' personnel library services, it was not in relation to secondary school attainment. As such this study was conducted to breach the gap in the area of secondary school attainment which the previous studies did not address.

Sejane (2017) also carried out a research to access the use of electronic information resources in the academic libraries of the Lesotho library consortium in nine institutions namely, the National University of Lesotho; Lesotho College of Education; Lesotho Agricultural College; Lerotholi Polytechnic; Centre of Accounting Studies; National Health Training College; Lesotho Distance Teaching Centre; Lesotho Institute of Public Administration and Management and Institute of Development. The study established that, e-resources which were accessed and used include; e-mail, search engines, websites, Online Public Access Catalogue (OPAC), e-journals, full-text databases, reference databases, institutional repositories (IRs), Compact Disc-Read Only Memories (CD-ROMs). In a similar line of thought, other e-resources in educational system include but not limited to a personal computer, a Laptop, tablet, MP3 player, Projector, Google Drive, Zoom etc (Owan, Asuquo, Makuku, & Etudor-Eyo, 2021; Asuquo, Ekpoh & Udeh, 2022).

Other empirical studies on personnel management have dominated literature in recent times. For instance, Owan and Ekaette (2019) investigated students' personnel management and academic effectiveness of secondary school students in Calabar Education Zone of Cross River State, Nigeria. The result revealed among others that; students' counseling, healthcare, and discipline management significantly related to students' academic effectiveness in terms of punctuality to classes, study habits, attitudes during classes, note taking, attitudes towards assignment, examination results and attitudes towards co-curricular activities.

Statement of the problem

Secondary school education was designed for the purpose of ensuring that learners are provided with fundamental knowledge and skills for entrepreneurship, education advancement, inspiring national consciousness among the learners, inculcating of moral values in the learners for self-improvement, training of man-power in such areas as science, technology and commerce, provision of opportunity for education of a higher level irrespective of differences in religion and socio-economic background, developing and promoting Nigerian languages. Although the government and other stakeholders are making efforts to ensuring attainment of educational goals, it has however been observed by the researchers that, attainment of secondary school goals still appear has not being effectively accomplished. This is evidenced in the observation that, many students are still found lacking the acquisition of basic entrepreneurial skills that are needed for them to be self reliance. Again, secondary school students upon graduation are found to have engaged in learning of one entrepreneurial skill or the other after graduation from secondary school education. This situation is worrisome because under normal circumstance, they are supposed to have acquired these necessary skills before and after graduation. All these point to the fact that, the goals of secondary education is still not being effectively attained.

Also, many secondary school graduates are also observed to have been finding it very difficult to pass their West African and National Examinations at one sitting so as to gain admission into tertiary institution of their choice. Again, it is a common phenomenon to see graduates of secondary school writing West African and National Examinations for more than or three times. This occurrence equally signals that, there is a problem of secondary school goal attainment in the area of provision of opportunity for education of a higher. Irrespective of the efforts made by the federal and State government in funding, provision of human and material resources make secondary school goals attainment feasible, the issues of secondary goal attainment still appears not being fully satisfied. It is in this regard that the researcher was motivated with a curious mind to carry out this study to ascertain whether student personnel administration could facilitate secondary school goal attainment in Calabar Education Zone of Cross River State, Nigeria.

Purpose of the study

The purpose of this study was to examine students' personnel administration and secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria. Specifically, the study sought to find out whether there is a relationship between:

1. Provision of guidance/counseling services and secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria.
2. Provision of library services and secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria

Research questions

1. To what extent does provision of guidance/counseling services relate to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria?
2. To what extent does provision of library services relate to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria?

Statement of hypotheses

The following hypotheses were tested in this study:

1. Provision of guidance/counseling services do not significantly relate to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria.
2. Provision of library services do not significantly relate to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria.

Methodology

Ex-post facto research design was adopted for this study. Isangedighi, Joshua, Asim and Ekuri (2004) opined that ex-post facto research design basically studies phenomena after they have occurred. In this study, administration of students' personnel had already occurred and impacted on secondary school goals attainment in Calabar Education Zone of Cross River State. The study area was carried out in Calabar Education Zone of Cross River State, Nigeria. The population of this study was 96 while the sample was 58 public secondary across the study area. The study was made up of 7 Local Government Areas (Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South and Odukpani Local Government Areas all in Cross River State).

In each of the LGA, the researchers used 60% in selecting the required number of schools in each of the 7 LGA. As such, the sample of the study was 58 public secondary schools. In each of the selected schools, the researchers further stratified SS two students into males and females for the purpose of proportionality. Finally, simple random sampling technique was used to select

a total number of 180 SS 2 students to assess students' personnel administration and secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria

An instrument for data collection was developed by the researchers and was entitled: "Students' Personnel Administration and Secondary School Goals Attainment Questionnaire (SPASSGAQ)." The instrument comprised two sections, A and B. Section A of the instrument measured students' personnel administration in terms of guidance and counseling services and library services with 12 items. On the, Section B was designed to measure secondary school goals attainment with 6 items. The questionnaire was designed such that, the respondents were required to ticked Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) against each item.

The instrument was validated by three lecturers in the Department of Educational Management and another three lecturers in Test and Measurement the Department of Educational Foundations, University of Calabar. To establish the reliability of the instrument, the researchers administered it on 50 SS two students who were not involved in the study. Using Cronbach Alpha method, the reliability indices ranged from .82 to .89 and were regarded as high enough to justify the use of the instrument for data collection. The instrument was administered by the researchers and the research assistants to the respondents in their various schools after due permission from their principals. Data gathered were coded and analyzed using Pearson Product Moment Correlation statistics.

Presentation of result

Hypothesis 1

Provision of guidance and counseling services do not significantly relate to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria.

Table 1

Pearson product moment correlation analysis of the relationship between provision of guidance and counseling services and secondary school goals attainment(N= 58)

Variable	N	Mean	SD	R	Sig.
Provision of guidance and counseling services	58	14.35	3.117		
Secondary school goals attainment	58	20.41	11.6111	.86*	.000

Significance at .05; df=56; critical= .250; r =.86

Pearson product moment correlation analysis was performed at a significance level of .05 to test the hypothesis 1. The result as presented in Table 1 reveals that, provision of guidance and counseling services significantly related to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria. Therefore, the hypothesis which states that provision of guidance and counseling services do not significantly relate to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria was rejected. With this result, the null hypothesis was rejected result because the calculated r-value of 0.86 is greater than the critical value of .250 at 56 degrees of freedom. This means that provision of guidance and counseling services significantly related to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria.

Hypothesis 2

Provision of library services do not significantly relate to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria.

Table 2

Pearson product moment correlation analysis of the relationship between provision of library services and secondary school goals attainment (N= 58)

Variable	N	Mean	SD	R	Sig.
Provision of library services	58	15.32	3.337		
Secondary school goals attainment	58	20.41	11.611	.88*	.000

Significance at .05; df=56; critical =.250; r =.88

Pearson product moment correlation analysis was performed at a significance level of .05 to test the hypothesis 2. The result as presented in Table 2 reveals that, provision of library services significantly related to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria. Therefore, the hypothesis which states that provision of library services do not significantly relate to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria was rejected because the calculated r-value of .88 is greater than the critical value of .250 at 56 degrees of freedom. This means that, provision of library services significantly related to secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria.

Discussion of findings

The first finding of this study is that students' personnel administration in terms of provision of guidance and counseling services significantly related to secondary school goals attainment in Calabar Education Zone of Cross River State, Nigeria. This finding suggests that, when students' personnel administration in terms of provision of guidance and counseling services are effectively practiced and implemented, there every tendency that effectiveness in secondary school goals attainment may be manifested. This finding is in support of the position of Ukpong (2021) who documented that, guidance and counseling services are those services provided by the administrators to students to assist them in overcoming those problems that might stop them from maximizing the benefit of instructional experiences the follow students and teachers. This means that, with guidance and counseling services, students are assisted to correct their negative behaviour they must have brought from home or are trying to acquire by imitating others around them and that the rate of school drop-out in the Nigerian school can be reduced if adequate guidance and counseling services are provided to students. Again, the finding is also in line with, Modo, Sanni, & Mogbo (2013), Egbule (2006), who stated that, guidance and counseling services in the school are designed and provided to help students understand themselves in terms of their abilities, aptitudes and interests.

The result also means that, with the provision of guidance and counseling services, students may be imparted with broader views about the world of work, enhance students awareness of the various options opened to them and given them the confidence that they can make a reasonable choice from the various options available, develop in the students the concept of variety of roles in the society, develop the spirit of job satisfaction and motivation as well as self actualization in the students after a choice of career has been made.

The second finding of this study is that students' personnel administration in terms of library services significantly related to secondary school goals attainment in Calabar Education Zone of Cross River State, Nigeria. This finding indicates that, when students' personnel administration in terms of provision of library services are adequate, many students may have the opportunity of read wider as well as being exposed to the emerging technologies in the area of e-library facilities to enable them meat up with the best practice in the contemporary society.

The finding is in line with Ayaz, Ali, Khan, Ullah, & Ullah (2017) who stressed that, school library is a place for knowledge and thoughts, and play fundamental part in supporting and developing pleasure of reading and multiple illiteracies and so without school library the educational program may not runs effectively. The second finding also aligned with the result of an empirical study by Tetteh & Nyantakyi-Baah (2019) who found that, library services, information resources and the physical library environment have value because users have shown high satisfaction of them. The result is also in line with finding Onabe & Akpan (2016) who documented that, students' personnel library services significantly related with sustainable secondary education in terms of learning environment, instructional strategies and curriculum relevance.

Library services entails management of school library to ensure that that there is modern library services in the school and with effective management of school library, the school library will be adequately quipped with current text books and internet connectivity as well being conducive for students learning. The possible explanation of this second result arising from the second hypothesis is that, with the adequate provision of library services students may improve their learning tendency toward acquisition of the necessary knowledge and skills to enable advance to education of higher level as well as acquiring the necessary skills for self dependent and as such, it portrays attainment of secondary school goals.

Conclusion

This study primarily examined students' personnel administration in terms of guidance/counseling services, library services and secondary school goals attainment in Calabar Education Zone of Cross River State Nigeria. Both position and empirical papers have provided evidence of importance role of students' personnel administration of guidance/counseling services and library services in relation to secondary school goals attainment in terms of preparing students for academic advancement, entrepreneurial skills, ICT skills, making students to make good career choice among others.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Secondary school principals should ensure that, they promote, sustain and make guidance and counseling services effective in order to guide student in their career choice.
2. The school principals, in conjunction the government and other philanthropists in the school community should make effort to ensure that their respective school libraries are of standard to meet the needs of the students.

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