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THE EFFECT OF STUDENTS TUTORING, MENTORING AND COUNSELLING PROGRAMME (STUMEC) ON PUPILS' PERFORMANCE IN INGAWA LOCAL GOVERNMENT AREA OF KANO STATE

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ABSTRACT

Students Tutoring, Mentoring and Counselling programme (STUMEC) is an initiative by United Nation Children's Fund (UNICEF) aimed at improving girls' chances in school by reducing drop-out/failure rates through conscious efforts at tutoring, mentoring and counseling learners especially girls at risk. This paper assesses the impact of this programme on pupils' performances in some selected UNICEF assisted schools in Ingawa L.G.A. by comparing performances of pupils implementing STUMEC and those that are not. Two null hypotheses were tested and significant difference existed in the performances of pupils from schools with STUMEC and those without. It is concluded that STUMEC affect academic performance of pupils positively. Some recommendations were offered such as government to make a policy on implementation of STUMEC at all levels of primary education.

Introduction

The United Nation Children's Fund (UNICEF), rolled-out Students Tutoring Mentoring and Counselling Programme (STUMEC) in the DFID/UNICEF/FGN's Girls' Education Project (GEP) pilot primary schools in 2007. The programme aims at improving girls' chances in school by reducing drop-out/failure rates

through conscious efforts at tutoring, mentoring and counseling learners especially girls at risk. It evolves around the school, community with the active participation of the pupils.

STUMEC is a strategy to get students to stay and learn in school to make learning participatory, involve all stake holders, build capacity of teachers, pupils, women, get communities involved in school decision-making process, improve retention and completion rates and lower drop-out rates.

STUMEC runs alongside Women Economic Empowerment initiative, which is also another UNICEF's initiative that supports identified women groups with income generating activities to enable them release daughters to enroll, attend, complete school and achieve something reasonable. The women are expected to assist the schools in some ways from their money generating activities.

According to Adediran (2008), STUMEC has the following objectives-

a) Improve the internal efficiency of schools by

- reducing the percentages of students who repeat a class,
- reducing the percentages of students who withdraw from school,
- reducing the percentages of students who drop out or are expelled,
- Increase the percentages of students, particularly girls, who transit from Pry 6 to JSS 1
- through the establishment a tutoring programme

b) Increase equity between males and females by-

- targeting the most disadvantaged populations in rural areas where
- internal efficiency indicators are the lowest,
- literacy rates are lower than the national average,
- areas with wide disparities in admission and retention for girls and boys;

c) Institutionalise a school-based mentoring/counselling programme for schools by-

- providing developmental, preventive and remedial services to students, parents and teachers as means of helping people attain their potentials and their goals

d) Raise the awareness of communities and teachers on gender issues by drawing attention to

- Cultural beliefs influence teacher attitudes and behavior towards the girl student;
- Curriculum and textbooks—check biases and distortion;
- Poverty-related factors such as lack of instructional materials, lack of school uniforms, or inadequate clothing, temporary hunger, and need for child labour affect girls more than boys;
- Factors that limit the participation of girls in school and affect their academic performance -Girls spend less time for studying, doing homework but more on house chores

(e) Support Income Generating Activities for women

- Existing mothers'/women associations to be strengthened
- Establishment of new ones where they do not exist
- Give support in form of grants through SBMCs
- Activities of women to include- sensitization, mobilization, monitoring of STUMEC programme & girls' education in general
- A strategy to empower women towards partaking in decision-making in schools.

According to Lucas (2000:1) Counselling is a communication exchange face to face, in which people ask, explore and share feelings and thoughts that may lead them to accept changes in behaviour that will promote different and healthier lifestyles and improve academic performance.

Ali (2002), sees mentoring and tutoring as a process that was able to improve effectively the academic achievement of pupils. Tutoring stimulates pupils' interest in academic work and provides an avenue for pupils to participate in the teaching and learning process.

The Nigerian Education is in Crises- Institutions are not well managed ... and operating as efficient service deliverers. Basic education is failing to provide many pupils with adequate levels of literacy and numeracy. The education sector suffers from and helps to create socio-cultural problems. Large numbers of teachers are unqualified or under-qualified. Many children are out-of school. Schools are handled by uunqualified or poorly qualified teachers that have poor teaching methods. There is Shortage of space (buildings/classrooms), Lack of basic resources and Minimal community involvement in school governance (Adediran: 2008). These are the reasons for introducing STUMEC. This study determines the effect of STUMEC on pupils' academic performance. It seeks to find out if the objectives of STUMEC are achieved in the schools that are implementing the programme.

In this study two null hypotheses were formed and tested. They are:

1) There is no significant difference in the academic performance of pupils that implement STUMEC and that of those who do not in English Language.

2) There is no significant difference in the academic performance of pupils that implement STUMEC and that of those who do not in Mathematic

The findings of this study will be useful to teachers, parents and community members on the role they have to play to complement the pupils' and the government's efforts towards achieving better academic performance. This would make the pupils to be productive citizens of the society and their immediate family. The study would also make policy makers see the importance of STUMEC and implement in all its schools.

Methodology:

Nworgu (1991: 32) described research design as a "plan, structure and strategy of investigation which guides the collection and analysis of data in any piece of research". There are various methods that a researcher could use in collecting information. Osuala (1982: 43) listed a number of methods which include questionnaire, interview, experimentation, survey among others. The research design used in this study is the experimental design. This is because of the nature of the research which is to compare performances. The schools that implement STUMEC are the experimental group and the schools that do not implement STUMEC are the control group.

Eight schools were randomly selected for this study, four schools that implement STUMEC and four schools that do not. The population of this study consists of all primary four pupils in the eight schools. Primary four pupils were selected for this study because STUMEC is at its pilot stage and is only done with primary four pupils. The total population for this study is two hundred and four.

Out of the above population a sample size of one hundred and thirty two pupils were randomly selected across the eight schools. Krejeie and Morgan (1970) table of sample was used for the sample out of the above population. Simple random sampling was used because literature has shown that simple random sampling is very objectively representative of the population since everyone has an equal chance of being selected, thus there is no bias in the selection procedure (Kolo 1998: 5 & Ali 2002: 46).

The instrument used in this study was a self designed questionnaire. The questionnaire was on two subjects. Questions were set in English and Mathematics with the help of the class teachers. In English Language only comprehension aspect was picked. This is because according to Makarfi (2002: 45) comprehension aspect is the basis of all learning. Two comprehension passages were written and at the end of every passage, questions were asked which pupils answered.

In Mathematics five major areas from their second term syllabus were treated, that is addition, subtraction, multiplication, division and LCM. The researcher with the help of the subject specialists set twenty five objectives questions which pupils answered.

Data Analysis:

Data was analyzed using the t-test statistical technique. This technique was used because is two variables that have been compared and it also indicate the direction of the relation of the variables. The technique was also used because the data required comparison between control and experimental group.

Two null hypotheses were stated for the study. Each hypothesis was tested and the result obtained. The basis of rejecting or accepting the hypotheses was of the significance level of 0.05

Hypothesis 1

There is no significant difference between the academic performance of pupils that implement STUMEC and those that do not, in English Language.

To test this hypothesis t-test was used and below is the result:

Table 1: T-test analysis of Experimental & Control group for English Language.

	No	Mean	SD	T-Calculated	T-Critical	Remark
Experimental Group	66	67.65	13.31	15.94	1.98	Reject H_0
Control Group	66	32.41	11.86			

From the table 1 above, we can see that the mean score for English in the experimental and control group were computed and found to be 67.65 and 32.41 with 13.31 and 11.86 as the standard deviation respectively. We can also see from the result the calculated t-value of 15.94 is greater than its t-critical of 1.98. Therefore, the null hypothesis which states there is no significant difference between the academic performance of pupils that implement STUMEC and those that do not in English Language is hereby rejected.

Hypothesis 2

There is no significant difference between the academic performance of pupils that implement STUMEC and those that do not, in Mathematics.

Table 2: T-test analysis of Experimental & Control group for Mathematics.

	No	Mean	SD	T-Calculated	T-Critical	Remark
Experimental Group	66	65.79	12.78	17.70	1.98	Reject H_0
Control Group	66	28.94	10.88			

From the table 2 above, we can see that the mean score for Mathematics in the experimental and control group were computed and found to be 65.79 and 28.94 with 12.78 and 10.88 as the standard deviation respectively. We can also see from the result the calculated t-value of 1.98 is greater than its t-critical of 1.98.

Therefore, the null hypothesis which states there is no significant difference between the academic performance of pupils that implement STUMEC and those that do not in English is hereby rejected.

Discussion of Result:

The first null hypothesis which states there is no significance difference between the academic performance of pupils that implement STUMEC and those that do not in English Language, was tested with the t-test statistics. The hypothesis was rejected because the result shows that there is significant difference in the mean score of the experimental and the control group. This shows the treatment given (that is the provision/implementation of STUMEC) to the experimental group has significant impact in their academic performance in English Language. Mueler (1975: 54) suggested that children should be exposed early to English language so as to equip them (in their later years) with vocabulary and language skills necessary for effective studies.

From the result of the analysis of the second hypothesis which states there is no significant difference in the academic performance of pupils that implement STUMEC and those that do not in Mathematics, it was observed that significant difference exist in the academic performance of pupils in the experimental group and that of those in the control group. Therefore the null hypothesis was also rejected. This research is therefore stressing that Students Tutoring Mentoring and Counselling Programme is important to the pupils as it improves/influence their academic performance. Because learning is participatory in STUMEC, pupils learn better, they therefore like school and the risk of drop-out is minimal. We can therefore say that STUMEC reduces drop-out rate and improves retention, completion and transition. STUMEC encourages Community participation in decision making in schools, this enhances community support thus the feeling ownership and responsibility by the community.

Implication for Counselling:

Students Tutoring, Mentoring and Counselling Programme (STUMEC) is a welcomed initiative. It forms a basis of implementing counselling as well as mentoring and tutoring in the primary school and counselling decreases classroom disturbances. Counselling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counselling services indicated that their classes were less likely to be interrupted by other students and that their peers behaved better in school (Lapan 1997).

Primary education is the bedrock and foundation to the education of a child. It forms the baseline of the education of the child. Hence, counsellors should encourage and guide the implementation of STUMEC.

Conclusion:

From the findings of this study, it is concluded that STUMEC assists pupils in improving their academic performance. According to Adediran (2008) tutoring, mentoring and counselling can improve student performance and skills, and provoke student interest in participating fully in the educational process. Tutoring can improve the learning of both the tutor and the tutee. It can also relieve the strain on teachers of trying to teach large, often mixed-ability classes. Counselling on the other hand, facilitates wise choices and decisions and promotes adjustment. It is therefore also concluded that pupils at all levels need STUMEC.

Recommendation:

Based on the findings in this study the following are recommended:

1) The government to make a policy on implementation of STUMEC at all levels of primary education.

2) Government to roll-out STUMEC to all primary schools.

3) SUBEBs, LGEAs, SMoEs, LGAs, FME, UBEC to provide the necessary Policy Framework for the implementation of the programme.

4) In schools where STUMEC is implemented, head teachers to supervise and coordinate the STUMEC activities in their schools.

5) Student tutors and mentors/counsellors to make adequate plan on how to go about their tutoring activities.

6) The teachers of the tutors and other beneficiaries (tutees, mentees) of STUMEC to supervise and advice tutors, to observe changes (adjustment) in the beneficiaries and make a periodic monitoring and evaluation.

7) The teacher(s) in charge of the STUMEC initiative in the school to make adequate plan of activities of STUMEC in their schools e.g. counselling, remediation, giving supports etc.

8) The parents of tutors and the beneficiaries to appreciate the importance of tutoring, mentoring and counseling activities in relation to their wards' educational pursuits and support the programme.

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