

IMPACT OF GUIDANCE SERVICES ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN PUBLIC SCHOOLS, KWARA STATE, NIGERIA

By

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Abstract

This study assessed the Impact of Guidance Services on Senior Secondary School Students' Academic Achievement in public schools of Kwara State. Four research objectives and four hypotheses were formulated and tested in the study. The study adopted correlation research design. The population of the students comprised of 102,112 senior secondary school students from three educational zones of Kwara State. Stratified random sampling technique was used to draw the sample from the study. A sample of 384 respondents was randomly selected out of the population. A 40-item structure questionnaire was used for data collection. The instrument was validated by three (3) experts, one from Measurement and Evaluation and two from Guidance and counselling unit from the Department of Educational Foundations, Faculty of Technology Education ATBU Bauchi. Cronbach Alpha coefficient of reliability was used to determine the internal consistency of the instrument. The data collected were analyzed using mean, standard deviation and Pearson Moment Correlation (PPMC). The results revealed that there exists significance relationship between orientation, information counselling and referral services and academic achievement of senior secondary school students of public schools in Kwara state with $r=.026^*$ for orientation service, $r=.015^*$ for information service, $r=.036^*$ for counselling service and $r=.035^*$ for referral service respectively. Based on the findings, it was recommended that guidance and counselling programmes should be strengthened in order to improve the academic achievement of secondary school students in public schools of Kwara state. Also, Kwara State government should endeavour to establish Guidance and Counselling Departments in all the secondary schools in the state to enable counsellors provide guidance services to students on how to develop, build, and promote their future career.

Keywords: Impact, Guidance Services, Academic Achievement, Public Schools

Introduction

As individuals develop through stages of life in educational attainment, they encounter problems, challenges and conflict situations. These individuals also need to develop value systems, make decisions, set goals and work towards them. All these cannot be achieved without self-understanding and decision-making skills, which are not innate, but need to be developed. The need to address these challenges and to promote educational success and healthy life therefore, call for exposure to guidance services programs by individuals/students. Guidance and counselling is a term usually used together which focus on assisting individuals

to attain self-understanding and direction, although attempts have been made by various authors to define the term separately. Counselling is defined according to Eze (2012), as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counsee) or individuals (counsees) whereby the former utilizes his professional skills to help the latter to be able to solve his educational, vocational and personal social problems. Bark (2003) stated that guidance and counselling are the assistance made available by qualified and trained persons to an individual of any age to help him/her to manage his/her own life activities, develop his/her own points of view, make his/her own decisions and carry his own burden.

Consequently, Secondary school education is the engine room of knowledge acquisition, a stage at which students come in contact with various subjects, which determine the field of study they will like to pursue in higher institution, secondary school education is a level after the primary education and before higher education. Its position in educational system also speaks of its importance (Umar, 2014).

Achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of achievers and also parents, teachers and all those helping to achieve it and thus a result of bidirectional results. Achievement behaviour may be defined as any action directed of gaining approval where public standards of excellence are applicable. Crow and Crow (2009) defined academic achievement as the extent to which a learner is profiting from instructions in a given area of learning. That is, achievement is reflected by the extent to which skill or knowledge has been imparted to him. Aremu and Sokan (2003) submit that the search for the causations of poor academic achievement is unending and some of the factors they put forward are motivational orientation, self-esteem/self-efficacy, emotional problems, study habits, teacher consultation and poor interpersonal relationships.

Academic achievement is the general term for achieving outcomes in intellectual domains taught at school, college and University. By confining the definition to intellectual domains, fields such as music and sport are excluded for which certain motor abilities are more important than intellectual abilities. Academic achievement indicates the level of intellectual education of a person, a group or a whole nation. Academic achievement was defined by two terms. Academic pertains to school subjects or to fields of liberal arts or to the sphere of ideas and abstraction, while achievement is denoted by knowledge attained or skills developed by pupils usually in the schools, measured by test scores or by marks assigned by teachers (Chaudhary, 2004). In other words, an academic achievement is defined as knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in an annual examination. Academic achievement was once thought to be the most important outcome of formal educational experiences and while there is little doubt as to the vital role such achievements play in student life and later (Kell et al., 2013).

Academic achievement refers to how well a student is accomplishing his or her tasks and studies (Scotts, 2012). According to Ward, Stocker and Murray-Ward (2006), academic achievement refers to the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals. Academic achievement is the ability to study

and remember facts and being able to communicate one's knowledge verbally or written on paper (Answers, 2010). So also, Academic achievement refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school. According to Aremu and Sokan (2003), academic achievement has been observed in school subjects especially mathematics and English language among secondary school students.

Guidance programmes for secondary school students are designed to address the physical, emotional, social and academic difficulties of adolescence. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses; their study habits can be improved. Better study habits and study skills lead to better achievement scores. The guidance programmes promote academic, vocational, personal-social and career development. Guidance programmes foster positive attitude towards school learning and work and hence, improve academic achievement.

Guidance services have become an essential programme in schools and this cannot be done in isolation. Guidance is therefore designed to help individuals/students in their different problems and concerns, so that they grow up well-adjusted individuals capable not only of living productive lives, but are also prepared to contribute their quota to the development of their society. Gibson (2018) stated that guidance services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices.

In schools, success is measured by the level of the students' academic achievement. Student's achievement remains a top priority for educators. Stakeholders in education have affirmed that the goal of education cannot be achieved without the input of professional counsellors. Though, many school administrators are yet to embrace the programme because they do not see the benefit of appropriate counselling services due to their ignorance and hatred for guidance and counselling programme, not minding concerns/problems students encounter. Students face a lot of academic and personal social challenges which they find difficult to cope with except with assistance of a professional counsellor.

Statement of the Problem

There is no gain saying that poor academic performance of secondary school students in Kwara state can be traced to lack of effective counselling services or non-existent of guidance programme in some schools which in turn affect academic achievement of the students negatively. Guidance and counselling programme cannot be over emphasized in our education sector most especially senior secondary schools, being an integral part of education system that assist student with challenge or concern with their education which can be resulted from many factor ranging from students attitudes and disposition towards academic pursuit, attitudes of teacher that handle some subjects, lack of financial backing to procurement of education material or peer pressure and so on. It on this note that present study sought to investigate the impact of guidance services on senior secondary school students' academic achievement in public schools in Kwara state, Nigeria.

Objectives of the Study

The study sought to determine the impact of:

1. Orientation services on academic achievement among senior secondary school students in Kwara State.
2. Information services on academic achievement among senior secondary school students in Kwara State.
3. Counselling services on academic achievement among senior secondary school students in Kwara State.
4. Referral services on academic achievement among senior secondary school students in Kwara State.

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance

H01: There is no significant relationship between orientation services and students' academic achievement in public senior secondary school students in Kwara State

H02: There is no significant relationship between information services and students' academic achievement in public senior secondary school students in Kwara State

H03: There is no significant relationship between counselling services and students' academic achievement in public senior secondary school students in Kwara State.

H04: There is no significant relationship between referral services and students' academic achievement in public senior secondary school students in Kwara State.

Methodology

This study adopted correlation research design in investigating the impact of guidance services on students' academic achievement among public senior secondary school students in Kwara State. The population of the study comprised of 102,112 students from three Educational Zones of Kwara State, Nigeria. Proportionate sampling technique was used in selecting 384 students; with 154 from Kwara central, 122 from Kwara south and 108 from Kwara north respectively. Guidance Services Questionnaire (GSQ) was used as the instrument for data collection. The GSQ has sections A and B. Section A contained information on bio-data information of the respondents while section B has 40 items on information about impact of guidance services on academic achievement of students. The instrument was validated by three (3) experts, one from Measurement and Evaluation and two from Guidance and Counselling unit in the Department of Educational Foundations, Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi. Test re-test method of reliability was employed and an index of 0.87 was obtained which was considered relevant for use in the study.

Results

Hypothesis One: There is no significant relationship between orientation services and students' academic achievement in senior secondary school students in Kwara State.

Table 1: Relationship between Orientation Services and Students' Academic Achievement

		Orientation Services	Academic Achievement
Orientation services	Pearson Correlation	1	.026*
	Sig. (2-tailed)		.614

*. Correlation is significant at 0.05 levels (2-tailed)

Table 1 indicated that there is positive correlation between orientation services and students' academic achievement ($r = .026^*$, $N = 384$, $p < 0.05$). Therefore, the research concludes that there is positive relationship between the orientation services and student's academic achievement is accepted.

Hypothesis Two: There is no significant relationship between information services and students' academic achievement in senior secondary school students in Kwara State.

Table 2: The Relationship between Information Services and Students' Academic Achievement

		Information Services	Academic Achievement
information services	Pearson Correlation	1	.015*
	Sig. (2-tailed)		.756

*. Correlation is significant at 0.05 levels (2-tailed)

Table 2 indicated that there is positive relationship between information services and students' academic achievement ($r = .015^*$, $N = 384$, $p < 0.05$). Therefore, the hypothesis which states that there is positive relationship between information services and student's academic achievement is accepted.

Hypothesis Three: There is no significant relationship between counselling services and students' academic achievement in senior secondary schools students in Kwara State.

Table 3: The Relationship between Counselling Services and Student's Academic Achievement

		Counselling Services	Academic Achievement
Counselling services	Pearson Correlation	1	.036*
	Sig. (2-tailed)		.487

*. Correlation is significant at 0.05 levels (2-tailed)

Table 3 showed that there is positive relationship between counselling services and student's academic achievement ($r = .036^*$, $N = 384$, $p < 0.05$). Therefore, the hypothesis which states

that there is positive relationship between counselling services and student's academic achievement is accepted.

Hypothesis Four: There is no significant relationship between referral services and students' academic achievement among senior secondary school students in Kwara state.

Table 4: The Relationship between Referral Services and Student's Academic Achievement

		Referral Services	Academic Achievement
Referral services	Pearson Correlation	1	.035*
	Sig. (2-tailed)		.494

*. Correlation is significant at 0.05 levels (2-tailed)

Table 4 revealed that there is positive relationship between referral services and student's academic achievement ($r = .035$, $N = 384$, $p < 0.05$). Therefore, the hypothesis which states that there is positive relationship between the referral services and student's academic achievement is accepted.

Discussion of Findings

The purpose of this study was to investigate the impact of guidance and counselling services on senior secondary school students' academic achievement in public schools in Bauchi state, Nigeria. According to the results, there is great impact of guidance services on students' academic achievement in public senior secondary school in Bauchi state.

The findings of hypothesis one shows that there exists impact of orientation services on students' academic achievement, this is because the correlation of significant of ($r = .026^*$, $N=384$) was found to be lower than 0.05 alpha level of significance. Therefore the null hypothesis which stated that there is no significant relationship between orientation service and students' academic achievement is accepted. This implies that given students' orientation at entry assist them to achieve academically. This finding corresponds with Tokunbo et al (2018) they carried out study on the factors influencing students' academic achievement. The result showed that there is strong positive relationship between the two variables ($r = .026$, $N=384$, $p, < 0.05$). Based primarily on their empirical research, students' usually gain from orientation service provided at the beginning of their academic pursuit.

Similarly, the findings of hypothesis two shows that there exists impact of information services on students' academic achievement, this is because the correlation of significant of ($r = .015^*$, $N=384$) was found to be lower than 0.05 alpha level of significance. Therefore the null hypothesis which stated that there is no significant relationship between information service and students' academic achievement is accepted. This implies that given students' information on how to go about pursuing the studies assist them to achieve academically. This finding corresponds with Abid (2013) who carried out study on the factors influencing students' academic achievement. The result showed that there is strong positive relationship

between the two variables ($r = .015^*$, $N=384$, $p, <0.05$). Based primarily on their empirical research, students' usually gain from information service provided by counsellor to the students' during their academic life. Alemu (2018) had claimed that guidance services have significant effect on the students' study attitude, study habits and academic achievement.

Likewise, the findings of hypothesis three shows that there exists impact of counselling services on students' academic achievement, this is because the correlation of significant of ($r = .036^*$, $N=384$) was found to be lower than 0.05 alpha level of significance. Therefore the null hypothesis which stated that there is no significant relationship between counselling service and students' academic achievement is accepted. This implies that given students' counselling on how to go about pursuing the studies assist them to achieve academically. This finding agreed with MeenuDev (2016) who carried out study to investigate and analyses the relationship of general mental ability as the factors influencing students' academic achievement. The result showed that there is strong positive relationship between the two variables ($r = .036^*$, $N=384$, $p, <0.05$). Based primarily on their empirical research, students' usually gain from counselling service provided by counsellor to the students' during their academic endeavour. Ogunsanmi (2017) had claimed that guidance services have significant effect on the students' study attitude, study materials and academic achievement.

Furthermore, the findings of hypothesis four shows that there exists impact of referral services on students' academic achievement, this is because the correlation of significant of ($r = .035^*$, $N=384$) was found to be lower than 0.05 alpha level of significance. Therefore the null hypothesis which stated that there is no significant relationship between referral service and students' academic achievement is accepted. This implies that given students' referral at the end of the learning activities assist them to achieve academically. This finding corresponds with Sink (2013) who carried out study on improving academic achievement in primary schools through a systematic approach to guidance and counselling services. The result showed that there is strong positive relationship between the two variables ($r = .035$, $N=384$, $p, <0.05$). Based primarily on their empirical research, students' usually gain from referral service provided at the end of their academic pursuit.

Conclusions

Based on the findings of this study, it is concluded that guidance and counselling programme should be strengthened in order to improve the academic achievement of secondary schools Students in Kwara state public schools. Relevant information pertaining choice of fields of study and choice of vacancies among others is presented to students. Students should help to become aware of the many occupations to consider after graduating from school. Students should receive information on the best ways to develop and manage effective friendships with peers and other members of the society.

Recommendations

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

1. Guidance and counselling programme should be strengthened in order to improve the academic achievement of secondary schools Students in Kwara state public schools.

2. Guidance and counselling units need to sensitize both public and private secondary schools in Kwara state the advantages of shun cultism, truancy, rascality and all forms of juvenile delinquencies.
3. Counsellors should guide students properly on how to choose relevant fields of study so as to enable them to be gainfully employed either by themselves or by someone else.

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