

**PERCEPTION OF THE IMPACT OF GUIDANCE AND COUNSELLING
SERVICES AMONG SECONDARY SCHOOL STUDENTS ON ACADEMIC
PERFORMANCE IN OREDO LOCAL GOVERNMENT AREA**

BY

FAVOUR CHIOMA OSEMEKE

EDU1904292

UNIVERSITY OF BENIN

BENIN CITY

MAY, 2024

**THE PERCEPTION OF THE IMPACT OF GUIDANCE AND COUNSELLING
AMONG SECONDARY SCHOOL STUDENTS ON ACADEMIC PERFORMANCE
IN OREDO LOCAL GOVERNMENT AREA**

BY

FAVOUR CHIOMA OSEMEKE

EDU1904292

**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
EVALUATION AND COUNSELING PSYCHOLOGY, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
BACHELOR OF EDUCATION B.SC (Ed) HONOURS DEGREE IN GUIDANCE
AND COUNSELLING**

APRIL, 2024

CERTIFICATION

We, the undersigned names hereby certify that this research work was carried out by **FAVOUR CHIOMA OSEMEKE** with Matriculation Number: EDU1904292 of the Department of Educational Evaluation and Counseling Psychology, Faculty of Education, University of Benin, Benin City

Mrs. U. Atuma
Project Supervisor

Rev. Fr. Dr. A. A. Adubale
Project Coordinator

Date _____

Date: _____

Dr. (Mrs.) M. U. Orheruata
Head of Department

Date: _____

DEDICATION

This work is dedicated to God Almighty the creator of all things.

ACKNOWLEDGEMENTS

All thanks to God for the success of this work. The Researcher is grateful to her supervisor; Mrs U. Atuma for articulate supervision, constructive criticism and suggestions towards the success of this research project writing. She also appreciates the Head of Department, Dr. (Mrs.) M.U. Orheruata and the Departmental Project Coordinator, Rev. Fr. A.A. ADUBALE (PhD) for articulate leadership towards ensuring successful research project works.

The Researcher is grateful to all of her lecturers in the department of Educational Evaluation and Counselling Psychology and in the Faculty of Education for all their support and contributions towards her studies and the success of the project work She is grateful to her parents Mr. Anthony Osemeke and Mrs. Janet Osemeke, for their consistent love, care and financial support towards her education over the years. She appreciates her siblings: Arc (Mrs.) Peace Michael, Mrs Ann oluchi Ezirim and Miss Mercy Osemeke for their support and encouragement towards the success of her study and this project work.

The Researcher, also appreciates her friend Kehinde Uwuigbe for the care, love, and encouragement throughout her studies in the great University of Benin. .

TABLE OF CONTENTS

	PAGE
TITLE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Definition of Terms	4
Statement of the Problem	6
Scope and Delimitation of the study	7
Research Questions	7
Hypothesis	8
Purpose of the Study	8
Objectives of the study	8
Significance of the study	9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Theoretical Framework of the Study	11
Concept of Guidance and Counseling Program	14
Concept of Students Academic Performance	14
Types of Guidance and Counselling Service	15
Perception and Attitudes Towards Guidance and Counselling	21
Factor Influencing Academic Performance in Schools	23
Summary Of the Literature Reviewed.	27

CHAPTER THREE: METHODOLOGY

Design of the Study	29
Population of the Study	30
Sample and Sampling Technique	30
Instrumentation	30
Validation of Research Instrument	31
Reliability of Research Instrument	31
Method of Data Collection	31

Method of Data Analysis	32
-------------------------	----

**CHAPTER FOUR: PRESENTATION OF RESULTS
AND DISCUSSIONS OF FINDINGS**

Presentation of Results	33
-------------------------	----

Discussions of Findings	39
-------------------------	----

**CHAPTER FIVE: SUMMARY, CONCLUSION,
AND RECOMMENDATIONS**

Summary	41
---------	----

Conclusion	41
------------	----

Recommendations	42
-----------------	----

REFERENCES	44
-------------------	-----------

APPENDICES	49
-------------------	-----------

LIST OF TABLES

TABLE 1: Distribution of response by sex

TABLE2: Responses on available guidance and counselling services

TABLE3: Response on impact of guidance and counselling on student

TABLE 4: Perception of the impact of guidance and counselling on students' carrier

TABLE 5: Perception of the impact of guidance and counselling on students' academic performance

TABLE 6: Independent t-test of males and females perception of the impact of guidance and counselling on academic performance

LIST OF APPENDICES

APPENDIX A: Clean copy questionnaire

APPENDIX B: Validated questionnaire copies

APPENDIX C: Reliability print out

APPENDIX D: Data analysis print out

ABSTRACT

The study investigated the Perception of students on the impact of Guidance and Counselling services on academic performance in public secondary Schools in Oredo Local Government area, Benin City, Edo State, Nigeria. Four research questions and one hypothesis guided the study.

The study adopted the survey research design. The population of the study was 2000 SSS2 students from five public schools in Oredo Local Government Area in Edo State Nigeria. The sample size is Seventy-nine (79) 36 males and 43 females SSS2 student selected through simple random sampling techniques. The Instrument used for data collection was a 20-item questionnaire adopted from James 2023. The instrument contains four subscales of Strongly Agree, Agree, Disagree and strongly Disagree (SD). The instrument was validated by three experts from the Department of Educational Evaluation and Counselling Psychology. It yielded an Cronbach Alpha reliability coefficients of .667, .735, .713 and .735 for sub-scale 1,2,3 and 4 respectively. Data collected from the participants were analyzed using mean for research questions. while the independent sample t-test was used to test hypothesis at 0.05 level significance.

The findings from the study reveals that the Guadiance and Counselling services available in schools in Oredo Local public are appraisal services and orientation program. Also, students perceived the Guidance and Counselling services to be impactful in classroom participation activities, career development and academic performance but not

impactful on their attitude towards academic peers. It was therefore recommended that other types of Guidance and Counselling services should be made available in the public schools in Oredo Local Government Area because of its perceived impact on students academic performance

CHAPTER ONE

INTRODUCTION

Background to the Study

Guidance and counselling in education can be traced back to the early 20th century when the focus was primarily on vocational guidance. With the industrial revolution and the increasing complexity of the job market, educators recognized the need to assist students in making informed career choices. This need was a response to the changing economic landscape, and it marked the initial step toward what would become comprehensive guidance and counseling programs. The emergence of guidance and counselling received a significant boost during World War I when Psychologists and educators played a crucial role in assessing and classifying recruits for military service. This experience highlighted the importance of effective selection and placement service, leading to the development of psychological testing and assessment techniques that would later find applications in educational settings.

During the 1920s, the concept of school counselling began to take shape when educators recognized the need not to only cater for the career choice of students but also addressing the challenges of adolescence. The focus extended beyond vocational guidance to include personal and academic support.

The 1960s and 1970s brought about an expanded focus on personal and social development within school counselling. Counselors began addressing a wider range of issues, including mental health, personal growth, and social relationships and continued

to evolve to meet the diverse needs of students. In the 21st century, guidance and counselling programs have evolved to incorporate technology and online resources, allowing students to access information and support more readily.

Guidance and counselling are two closely interrelated concepts and each determines the availability and efficiency of the other. As exposé by (Makinde, 2021), Counselling is a helping relationship where a person is assisted in a face-to-face interaction. Guidance refers to a broad area of all educational activities and services aimed at assisting individual students to understand themselves and adjust to school life. Counselling as a learning-oriented process usually occurs in an interactive relationship with the aim of helping the client learn more about him/ herself.

Guidance and counselling is aimed at bringing about maximum development and self-realization of human potential for the benefit of the individual and the society. Incorporated within a school, the programme assists students in harmonizing their abilities, interests and values and enables them to develop their full potential. It directs students on appropriate career and subject choices; solving discipline, education, social and psychological problems; and general adjustment to school life (Lawal, 2020). Building off of this premise, (Umoh, 2021) asserts that guidance and counselling therefore, is a profession which aims at assisting individuals to overcome challenges that are related to academics, career and life in general. It is a special kind of relationship that involves an interaction between the counsellor and the client in which the counsellor diagnoses the client's problem and helps in solving the problem to the best

of his/her ability. As one of the educational services, guidance and counselling facilitates the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of educational system. One of the goals of educational services is to make learning experiences more meaningful for learners thereby, helping students especially those in secondary schools to succeed in their educational pursuit and academic performance.

Students' academic performance is the ability of students to study and remember facts and being able to communicate one's knowledge verbally or written on paper (Asike, 2020). One could also say it is the learning outcomes of the child, which includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation. Academic performance refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school. It represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Sanusi, 2021).

The impact of guidance and counselling on students' academic performance cannot be overemphasized. The objective of guidance and counselling programme is to bring about the maximum development and self-realization of students' potential for the benefit of students and society at large (Ugbo, 2021). The school guidance counsellor is concerned with facilitating the optimum development of students. Guidance and counselling programme often develop the learners' intellectual abilities, develop a

balanced personality and to have a complete person intellectually, spiritually, morally and socially. An organized guidance and counselling programme will offer right environment for the growth and development of the student and offer quality education. Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers hence, the need for the school counsellor to assist the child in molding his/her future through counselling therapy (Amoko, 2020). The school counsellor is seen as a role model and highly respected by students. The counsellors by their training are expected to be friends with the school child, listen to the child's complaints and shortcomings without being judgmental and proffer guidance to the child thereby directing the child in the right part to take in life's pursuit.

According to Ibrahim (2021), The purpose of guidance and counselling in schools is to improve the academic performance and foster positive study habit, increase acquisitions and application of conflict resolution skills and decrease school dropouts. Through effective guidance and counselling, students can explore various unlimited opinions in educational, vocational, and social activities.

Definition of Terms

Terms operationally used in this study is defined as follows:

1. Academic Performance: Academic performance pertains to the achievement and success of secondary school students in their educational endeavors. It is typically

measured through indicators such as grades, test scores, and class rankings, representing the central outcome under scrutiny in this study.

2. Guidance and Counseling Services: Guidance and counseling services refer to the professional support and assistance provided to secondary school students to help them navigate academic, personal, and career-related challenges. These services encompass academic guidance, personal counseling, and career counseling. Within this research, they constitute the primary focus of analysis.

3. Impact: Impact refers to the positive influence or effect that Guidance and counseling service have on an individual personal, academic or career development.

4. Perception: Perception, in the context of this study, refers to the way secondary school students, parents, teachers, and school administrators subjectively interpret and understand the availability, accessibility, and effectiveness of guidance and counseling services in their respective educational institutions. It encapsulates their personal viewpoints and cognitions regarding these services.

5. Secondary School Students: Secondary school students are individuals typically between the ages of 10-18years enrolled in an educational institution offering junior and senior secondary education. They are the primary beneficiaries and participants in this research.

Statement of the Problem

The academic performance of secondary school students is of paramount importance, as it directly influences their future educational and career opportunities. Guidance and counseling services help to improve students' academic performance and other adjustment to life situations such as career and vocation. According to the research carried out by (Okorodudu, 2020) in Oredo Local Government Area, it could be seen that there is growing concern about the academic outcomes of secondary school students.

Guidance and counseling services have gained recognition for their potential to positively impact students' academic performance. Within the multifaceted landscape of factors influencing academic outcomes, A robust body of literature has demonstrated that effective guidance and counseling programs can lead to improved academic performance. These programs are designed to provide students with academic and personal support, assisting them in overcoming challenges, making informed decisions, and setting realistic educational goals.

Guidance and counseling services could be more impactful when individual perception about it is ascertained to be positive. What could be the perception of students of the impact of Guidance and counseling services on their academic performance in Oredo Local government area of Edo State is a concern to the researcher. (Egbe, 2021) also opined that despite concerted efforts by educational authorities and stakeholders, the quality of education and academic performance remains a significant challenge. Right perception could translate to optimal utilization of Guidance and counseling services.

Scope and Delimitation of the study

The study examines the perceptions of the impact of Guidance and counseling services on students' academic performance. It encompasses the services available and provided within the educational context, including aspects such as accessibility, effectiveness, impact on career choice, vocation and utilization among senior secondary school students in Oredo Local Government Area of Edo State. This study is delimited to all students in Senior secondary school one students (SSS1) in Oredo Local Government Area of Edo State, Nigeria..

Research Questions

The four (04) research questions were raised to guide the study:

1. What are the types of Guidance and counselling services available in secondary schools in Oredo Local Government Area?
2. What is the perception of the impact of Guidance and counselling on student participation in classroom activities in Oredo Local Government Area?
3. What is the perception of students on the impact of Guidance and Counselling on student career development?
4. What is the perception of the Impact of Guidance and Counselling on student's academic performance.

Hypothesis

One corresponding null hypothesis was formulated to guide the study.

1. There's no significant difference in the perception of students of the impact of Guidance and counseling on student academic performance based on sex. In Oredo local government area of Edo State.

Purpose of the Study

The primary purpose of this study was to investigate the perception of the impact of Guidance and counselling on the academic performance of secondary school students in Oredo Local Government Area of Edo State, Nigeria

Objectives of the study

These specific objectives of the study were:

1. To ascertain how secondary school students in Oredo Local Government Area perceive the availability, accessibility, and effectiveness of guidance and counselling services within their educational institutions.
2. To explore the student's viewpoints on the beliefs of guidance and counselling services classroom on students participation within their schools.
3. To explore the student's viewpoints on the beliefs of guidance and counselling services on career development within their schools.
4. To explore the student's viewpoints on the beliefs of guidance and counselling

services on their academic performance in their schools.

5. If there is a significant difference in the perception of students of the impact of Guidance and counseling on student academic performance g based on sex. In Oredo local government area of Edo State

Significance of the study

The research on "The Perception of the Impact of Guidance and Counselling on Academic Performance of Secondary School Students in Oredo Local Government Area" holds substantial significance across several dimensions, encompassing educational improvement, informed decision-making, student support, and local relevance. This research project finding when made available through publication is of paramount importance to researcher, Counsellors, teachers, government and students.

The education industry in Oredo Local Government Area would be aware of the perception of students on the impact of Guidance and Counselling on academic performance and available services, utilization, perceived benefits on classroom participation, career development and academic performance. By delving into the perception and impact of Guidance and counselling services on academic performance, it has the potential to unveil profound insights.

The findings could provide evidence-based strategies for educational advancement in the area. These insights will contribute to the evolution of policies and

practices within the local educational system, fostering an environment conducive to academic excellence.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

. In this chapter, the literature is reviewed under the following subheadings:

- Theoretical Framework of the Study
- Concept of Guidance and Counselling Programs
- Concept of Students' Academic Performance
- Types of Guidance and Counselling Services
- Perceptions and Attitudes Towards Guidance and Counseling
- Factors Influencing Academic Performance in schools
- The role of Guidance and Counselling services in schools
- Summary of Reviewed Literature

Theoretical Framework of the Study

The current study is hinged on the Social Cognitive Theory (SCT) propounded by Albert Bandura in 1977. Bandura in his SCT, explores the intricate dynamics between personal factors, behaviors and the environment, which can explain how Guidance and Counseling programs influences academic performance.

Bandura postulated observational learning as a key principle of Social Cognitive Theory. He illustrated observational learning with a classic Bobo Doll experiment conducted by Bandura

(1961). In the bobo experiment, Bandura studied how, children observed adults aggressively interacting with a Bobo doll, leading to the children subsequently imitating the aggressive behavior they had witnessed. Similarly, when secondary school students perceived that utilizing guardian and Counselling services would improve their academic positively, they will want to observe the professional school counselor guardian and Counselling services within the context of teaching and learning to imitate behaviors that tend to improve their academics and career choices. This concept posits that students in Oredo Local Government Area of Edo State can acquire academic skills and strategies through the observation of their educators, counselors, and peers. Studies by Schunk and Hanson (1985) demonstrate the impact of observational learning in the acquisition of academic behaviors and strategies.

Bandura posits that self-efficacy, the belief in one's ability to perform tasks and achieve goals, plays a pivotal role in shaping human behavior. To illustrate this concept, Pajares and Schunk (2001) conducted research in the field of education, demonstrating that students with higher self-efficacy beliefs tend to persist in challenging academic tasks and are more likely to set ambitious goals. In this study, the researcher aims to examine how guidance and counselling interventions can enhance students' self-efficacy, influencing their motivation, effort, and persistence in their academic pursuits.

Reciprocal determinism, a central concept within Social Cognitive Theory, is supported by Bandura's (1986) assertion that personal factors, behaviors, and environmental influences are intertwined in a continuous interplay. In the educational context, scholars found that student's

beliefs about their own abilities (personal factors) influenced their study behaviors (behaviors), which, in turn, impacted their academic outcomes (environmental feedback). This reciprocal determinism provides a comprehensive lens through which we can analyze how Guidance and counselling interact with student's beliefs and behaviors in Oredo Local Government Area.

Self-regulation, as proposed by Zimmerman (2002), entails setting goals, monitoring progress, and adapting strategies to achieve these goals. For example, a study by Pintrich and De Groot (1990) in educational psychology illustrates how students who set specific academic goals and employ effective self-regulatory strategies tend to outperform their peers. Our research will investigate how guidance and counselling programs can equip students with self-regulation skills, enabling them to plan their study routines, stay organized, and persist in their learning.

Bandura (1986) discussed outcome expectations, involve individual's predictions regarding the outcomes of their actions in the field of education. Therefore, perception of the impact of academic outcome expectations on students' motivation. For instance, students who perceived that their efforts will lead to favorable academic outcomes are more likely to engage in learning tasks that impact their studies. Hence this current study is related to the Bandural social cognitive theory because the study explores how students perceived guidance and counselling programs impact their academic achievement in Oredo Local Government Area, Benin City of Edo State Nigeria.

Concept of Guidance and Counseling Program

The terms “Guidance” and “Counselling” have been used either individually or synonymously by various scholars. As a result, much text interchangeably used the term guidance for counselling and counselling for guidance. Guidance is common language involves personal help given by someone; it is designed to assist a person to decide where he wants to go; what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life. Counsellors support students directly in their academic life to foster, promote, and increase interpersonal competencies and academic achievement (Omokheni,2020).

According to Ebizie, (2020), counselling is a learning process in which individuals learn and understand themselves and their environment and make the right choice of behaviors that will help them develop, grow, progress, ascend, mature, and step up in educational, vocational and social activities. Guidance and Counselling refer to the activities of relevant services and processes of helping individuals in the school or society to achieve their goals in their emotional, moral, social, academic, and vocational developments (Okobiah, 2020).

Concept of Students Academic Performance

The concept of student academic performance, as elucidated by Smith (2020) and Johnson (2019), embodies a comprehensive evaluation of student’s tangible accomplishments within the educational domain. It encompasses a diverse array of quantifiable metrics, including but not

limited to grades, standardized test scores, class participation, and an overarching mastery of academic subjects (Brown, 2018).

Multifaceted assessment serves as indicator of student cognitive proficiency, learning aptitude, and the practical application of acquired knowledge. Individual determinants such as intrinsic motivation, effective study habits, and cognitive capabilities intertwine with external factors, including the quality of educational resources, institutional support, and familial encouragement (Johnson, 2019).

Johnson explained that students' academic performance is the outcome of education. That is, it is the extent to which students has achieved their educational goals. Academic achievement is commonly measured by examination or continuous assessment. Students' academic performance basically connotes a student's attainment in a learning situation. Every student wants to excel in one way or the other and this could be directed towards academic, occupation or social achievement. The measure of academic achievement of a student may be discover to be high, good, average, poor or low when assess or evaluated.

Adode (2020) conducted a study on the level of students' academic performance in junior secondary schools in Umuahia, Abia state, Nigeria. The researcher sought to examine the level of students' academic performance in junior secondary schools. Four research questions were gilded that researcher in order to guide the study. The study adopted the descriptive survey design. Simple random sampling technique was used by the researcher to select 150 respondents which constituted the sample size for the study. A structured questionnaire on the level of

students' academic performance was used to collect data for the study. Frequency count and simple percentage were used to answer the four research questions. The findings reported by the author shows high level of students' academic performance in junior secondary schools in Umuahia, Abia state, Nigeria.

Types of Guidance and Counselling Service

Guidance and counseling services involve trained professionals, such as counselors or therapists, who utilize their expertise to assist individuals in addressing and overcoming challenges. They may offer career advice, emotional support, and coping strategies, fostering personal and professional development. These services include: appraisal services; Counseling services and placement and follow up services.

Appraisal Service: An appraisal service involves the systematic assessment of an individual's skills, personality traits, and potential for personal and career development. Trained professionals use various tools and methods to gather information, providing clients with insights that can inform decisions related to education, career choices, and personal growth.

Atsuwe and Albert (2018) reported that secondary school students were aware of the role and importance of career guidance and counseling in their academic performance. Also, the students showed positive attitude and readiness to make themselves available for Guidance and counseling service. The author investigated the influence of Guidance and counseling on academic performance of secondary school student in Makurdi Local Government area, Benue

state. The study adopted an ex-post facto research design. The population of the study was 5464 of SS2 students from 52 public secondary schools. The sample size was 196 selected through random sampling techniques. questionnaires were the instrument for data collection used which was validated by experts while the data coefficient used was Cronbach's alpha and the coefficient of 0.795 was acquired for the questionnaire. The data was analyzed using means and standard deviation.

Counseling Services: Counseling service is a professional intervention that involves offering guidance, support, and assistance to individuals dealing with personal, emotional, academic, or career-related challenges. This service aims to facilitate self-exploration, coping strategies, and decision-making, often provided within a confidential and empathetic therapeutic relationship. The school bears the responsibility of providing the necessary resources--time, space, and qualified personnel--to offer adept assistance to individual students in navigating and resolving their personal challenges. These support services are intricately designed to facilitate self-understanding through personalized or group interactions.

Ogonoja (2021), described the importance of effective guidance and counseling in secondary schools and other educational settings. The scope of whose guidance encompasses steering students in comprehending the interplay between health and the environment, imparting essential life skills, and instilling the knowledge and attitudes pivotal for success or failure in life's endeavors. The author further stated that, a well-executed counseling service is anticipated

to play a transformative role by aiding to the enhancement of students' self-image and also serving as a catalyst for improved academic performance.

Ogunwole (2019) study examined the impact of Counselling services on students' psychosocial development in some selected private secondary schools in Kaduna metropolis. The study adopted survey research design. The population of the study was 18,500 students. Sample size of 184 students was drawn by random sampling technique and based on the availability of schools with established Guidance and Counseling services. A self-developed instrument titled "Impact of Counseling Services on Students' Psychosocial Development" was used to collect data. The validity of the research instrument was carried out by three experts in the area of Educational Guidance and Counseling.

The reliability coefficient was 0.78 using split half reliability method. Two hypotheses were formulated and tested at 0.05 level of significance. ANOVA and T-test statistical methods were used to analyze the data obtained. The result of the study revealed that counselling services is capable of helping students develop a healthy psychosocial life. Based on the findings of the study, it was recommended that private schools' owners should ensure that Counselling services are rendered in effective ways that will ensure the overall psychosocial development of the students.

Muraina&Suleiman (2019) emphasized that there is no human being that has never got a problem at one point or another. This study focused on the assessment of perception of guidance and Counseling services among educational stakeholders in selected secondary schools in Oyo

State, Nigeria. Descriptive research design of ex-post-facto type was used in the study. Simple and purposive sampling techniques were used in sampling 300 participants from 10 local government areas (50 schools) in Oyo state. The respondents were measured with validated scale of 0.91 reliability coefficient and the data obtained was analyzed using simple percentage statistical analysis. Three (3) research questions were raised and answered. The results showed that school administrators, teacher and parents (educational stakeholders) had negative perception of guidance and Counseling services. In view of these findings, the study recommended that educational stakeholders need guidance in order to understand and appreciate guidance and Counseling services.

Placement And Follow Up Services: Placement and follow-up services focus on helping individuals transition into educational or career settings successfully. This involves assisting with job placements, educational program choices, or internships, and subsequently providing support to ensure the individual's ongoing success and adjustment. The follow-up component is crucial for addressing challenges, evaluating progress, and offering guidance as needed to promote sustained personal and professional development.

Ubong and Udom (2019) put forth a comprehensive perspective on the myriad services offered by professional guidance and counseling to students. These encompass educational, vocational, and personal-social domains. Within the realm of educational services, they expounded on the inclusive care of issues associated with the school environment, including physical aspects, activities, structural makeup, student intake, progress, and adaptability. The

duo studied vocational services, characterizing it as a multifaceted process involving guiding students in occupational choices, preparing them for entry and progress in their chosen field. Notably, vocational guidance and counseling were underscored as instrumental in fostering self-understanding, aptitude recognition, and interest awareness, broadening students' perspectives on the professional landscape and instilling confidence in making informed career choices.

Studies carried out by researchers has shown that there exists a relationship between guidance and counseling and students' career development. Isiaka (2021) carried out a study on relationship between guidance and counseling and students career development in public secondary schools in Ibadan metropolis, Oyo State. The researcher sought to examine whether there exists a significant relationship between guidance and counseling and students' career development in public secondary schools.

Five research questions and a null hypothesis guided the study. The study adopted the descriptive survey research design. The researcher used quantitative and qualitative methods to collate data from the field. Notwithstanding, the researcher used questionnaires and interviews specifically semi-structured interviews to get data from the participants.

The findings from the study revealed that there is a significant relationship between guidance and counseling and students' career development in public secondary schools in Ibadan metropolis, Oyo State.

2.5. Perception and Attitudes Towards Guidance and Counselling.

Perception and attitudes towards guidance and counselling could play a crucial role in shaping the effectiveness and acceptance of the various guardian and Counselling services within the educational contexts. Perception refers to how individuals interpret and make sense of the role and significance of guidance and counselling in their lives especially their academic performance while attitudes encompass the feelings and evaluations individuals hold towards guardian and Counselling services.

The understanding of the perception of guidance and counselling is crucial. Some individuals may view it positively, recognizing its value in providing support for personal, academic, and career development. They may see it as a resourceful avenue for addressing challenges, gaining self-awareness, and making informed decisions.

Afasa (2018) reported a study that was intended to examine practices of Perception of Teachers and Students for Guidance and Counselling services in South west Ethiopia Secondary Schools. The research design was a descriptive survey research. The total participants of study were 500 and among total participants 108 were teachers and 394 were students. The study used Multi stage sampling techniques. At first stage among 78 secondary school in south west Ethiopia, 8 secondary schools were selected by random sampling techniques using lottery methods. On the second stage 392 students and 108 teachers were selected by systematic sampling techniques. The instruments of data collection were Likert scale closed-ended self-

administered questionnaire used and validation of the instruments was done by using experts review and discussion.

The study used quantitative methods of data analysis. The analysis of data was done using descriptive statistical measurements like, percentage, mean, standard deviation, and independent t-test were computed to analysis the response from students, and teachers. The results of study indicated that the students and teachers mean perception scores to needs of guidance and counseling for students learning was positive. The perceptions of both students and teachers toward school guidance and counseling services working on students future career, personal problems and students empowerments and decision making was negative. The computed independent T-test result revealed that there was no statistically significant difference between students and teachers means perception scores guidance and counseling services which was implies both teachers and students had the same perception for services of guidance and counselling in their schools. The mean perception of the students toward the non-trained individuals could be of guidance and counselor officers were average while perception teachers were negative.

Conversely, others might perceive counselling with skepticism, associating it with stigmas or misconceptions about mental health. Addressing these perceptions is vital in fostering a more inclusive and supportive environment for those who may benefit from counselling services.

Attitudes towards guidance and counselling also influence engagement and outcomes. Positive attitudes often lead to a more open and receptive approach to the counselling process.

Individuals with favorable attitudes may actively seek guidance, view it as a valuable resource, and actively participate in sessions. On the other hand, negative attitudes can act as barriers, hindering individuals from seeking help or fully engaging in the counselling process. Overcoming these negative attitudes involves dispelling myths, reducing stigma, and emphasizing the proactive role that counseling can play in personal growth and well-being. Cultural and societal factors can significantly shape perceptions and attitudes towards guidance and counselling. In some cultures, seeking help for personal or emotional challenges may be stigmatized, impacting how individuals approach counselling services. Bridging cultural gaps and promoting cultural competence within counseling practices can contribute to a more inclusive and effective service delivery. Educational institutions and counselors themselves play a crucial role in influencing perceptions and attitudes.

Factor Influencing Academic Performance in Schools

A well-structured counselling system can foster positive study habits, enhance motivation, and provide students with the tools to overcome academic challenges. Although, other factors influence students' academic performance, Guidance and Counselling services have been reported to impact students' academic performance.

Ndidibuiké and Nwaduiso (2019) investigated the impact of guidance and counselling on the academic performance of secondary school students in Udi Education Zone. The study adopted survey research design. Simple random sampling technique was used in selecting 253 SS2 students from 4 intact classes in 6 randomly selected schools. Out of the 253 students used

for the study, 101 are males while 152 are females. A questionnaire instrument developed by the researcher and validated by experts was used for data collection. The reliability of the instrument was established using Cronbach alpha technique and its reliability index was found to be 0.88. The study was guided by two research questions and two hypotheses.

The hypotheses were tested at 0.05 significant level. One of the results of the finding showed that guidance and counselling has great influence on the improvement of student's study habit. More so, it influences the ability of students to manage their time effectively in order to enhance their academic performance. Moreover, the quality of teacher-student relationships is crucial. Supportive and engaging interactions between teachers and students can create a conducive learning environment. This, in turn, positively influences academic performance by fostering a sense of belonging and encouraging active participation in the educational process.

Parental involvement also emerges as a significant factor. Parents who actively participate in their children's education, attend parent-teacher meetings, and provide a supportive home environment contribute to improved academic outcomes. The guidance and counseling program could extend its reach to involve parents in understanding and reinforcing positive academic behaviors at home. Socio-economic background also impacts students' academic performance. Students from different socio-economic backgrounds may face varying challenges.

A study by Kalagbor (2016) reported the factor that positively influence student academic performance in public and private secondary school in River state, Nigeria. The study was basically a descriptive survey design. The population of study comprised of 3,252 and 1,420 SS3

students in the 245 public secondary schools and 620 approved private secondary schools in the 23 Local Government Areas of Rivers State. The sample size of the study consisted of 489 and 213 SS3 students representing 15 percent of the total population of respondents in 37 and 93 public/private secondary schools in 4 Local Government Areas in Rivers State. The selection of the sample size was done through the simple random sampling technique, with element of stratification.

The instrument for data collection was Students' Academic Performance Questionnaire" (SAPO). The response scale was structured in line with the 4-point Likert scale of measurement: strongly agree (SA) = 4 points; (A) = 3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The SAPQ designed by the researcher was validated by the judgement of some lecturers in the Department of Educational Foundations and Management, Ignatius Ajuru University of Education, Port Harcourt - Rivers State. The instrument was subjected to reliability test with the use of Pearson-Product Moment Correlation Coefficient, which yielded r coefficient value of 0.80.

Out of the 489 copies of questionnaire administered to respondents in public secondary schools, 335 copies representing 68 percent of the sample size were retrieved and used. And out of the 213 copies of questionnaire administered to the respondents in private secondary schools, 136 representing 64 percent of the sample size were also retrieved and used. The simple descriptive methods of analyses: frequency counts, percentage and mean were used. Tables were

constructed and deductions from the results of the analyses were used in providing answers to the researcher question in the study.

The guidance and counselling program should be attuned to these differences, offering tailored support to address issues related to financial constraints, access to educational resources, and career guidance that aligns with the economic landscape of Oredo local government.

A comprehensive understanding of the factors influencing academic performance, within the framework of guidance and counselling, involves a nuanced exploration of study habits, teacher-student relationships, parental involvement, and socio-economic considerations. The academic performance of students has been subject of discourse among social scientists from a wide range of disciplines in the last two decades. But unfortunately, very insufficient number of studies in this area has been conducted in Nigeria. This study was undertaken to fill this obvious research gap. Possible factors affecting students' academic performance in Nigerian universities were examined in this study. They were grouped into student related factors, lecturer related factors, institutional related factors and home related factors. A descriptive method was adopted and data was collected via a survey of 400 respondents selected by means of stratified random sampling technique to ensure a balanced representation of age and gender. Data collected were analyzed using percentages, means, t-test and multiple regression analysis with the aid of Statistical Package for Social Science (SPSS) version 21.

The findings indicated that the major factors affecting students' academic performance in Nigerian universities are student, lecturer and institutional related factors. The study also

revealed a significant joint contribution of student, lecturer, institutional and home related factors on poor academic performance of students in Nigerian universities.

Kalu (2019) carried out a study on the influence of guidance and counselling on students' career choice in public secondary schools in Uyo, Akwa Ibom state, Nigeria. The study sought to find out if guidance and counseling selling has any impact on students career development. The study was guided by four research questions while the descriptive survey research design guided the study. The sample size for the study was made up of 100 respondents. Analysis of data was done using frequency count and simple percentages. The study among others revealed that guidance and counselling constitute a major factor influencing students' career development in public secondary schools in Uyo, Akwa Ibom state, Nigeria.

Summary Of the Literature Reviewed.

The literature reviewed critically examined the concepts of students' academic performance and guidance and counseling. Students' academic performance could be seen from the reviewed literature as the ability of students to study and remember facts and being able to communicate one's knowledge verbally or written on paper.

Guidance and counselling on the other hand connote a set of task and activities designed to assist students to cope with some problems and challenges as well as to adjust and improve their academic activities in schools. The nature and types of guidance and counselling highlighted in

the literature reviewed include appraisal service, educational and occupational informational services, counseling service, educational, vocational and personal-social services among others.

The literature reviewed was concluded with an examination on the role of guidance and counselling service in schools, it emphasizes that guidance and counselling services in schools contribute to creating a supportive and inclusive learning environment. Counselors often work collaboratively with educators and parents to identify and address students' individual needs, promoting a holistic approach to education. The research also discusses the evolving role of counselors in helping students navigate personal challenges, mental health issues, and peer relationships, emphasizing the crucial role they play in fostering resilience and emotional well-being.

In summary, the literature underscores that effective guidance and counselling services are integral to the overall educational experience, influencing both academic achievement and the personal growth of students.

CHAPTER THREE

METHODOLOGY

In this chapter, the methodology of the study is organized under the following subheadings:

- Design of Study
- Population of the study
- Sample and sampling techniques
- Research Instrument for data collection
- Validation of Research instrument.
- Reliability of Research instrument.
- Method of Data collection.
- Method of Data Analysis.

Design of the Study

The study adopted survey design to assess The survey designed is considered appropriate for the current study because only a sampled representative of the population will be study to make draw conclusions and make inferences about the target population.

Population of the Study

The target population of the study is 2000 which consists of all SSS2 students in five public schools Oredo Local Government area, Benin City of Edo State. (Source is the Ministry of Education, Benin City 2024)..

Sample and Sampling Technique

The sample size is 79 SSS2 Students from five secondary public schools in Oredo Local Government area Edo State Nigeria. The sample size was selected through simple random sampling techniques to ensure equal chance of participants in the study.

Instrumentation

The instrument used for data collection 20-item questionnaire adopted from James 2023. The instrument was divided into section A and section B. Section A contains demography factors such as sex and age while section B contains four subscales of 5-items each of Strongly Agree(SA), Agree(A) Strongly Disagree (D) and Strongly Disagree (SD). The subscales 1-4 elicited information on types of available Guidance and Counseling services, perceived impact of Guidance and Counseling on students class participation, career development and academic performance respectively.

Validation of Research Instrument

The instruments were validated by three experts from the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. Suggestions observations and corrections recommended concerning the research instrument was thoroughly considered and effected before the final copy of the instrument was written and administered.

Reliability of Research Instrument

The reliability of the questionnaire was established using the Cronbach Alpha reliability coefficient. The questionnaire was administered to 20 respondents which are part of the population but not part of the study. Their responses were used to determine the reliability of the instrument. The reliability was .667, .735, .713 and .735 for sub-scale two, three and four respectively, Cronbach Alpha reliability coefficients respectively. The proforma and interview were not subjected the reliability test because it was accepted as naturalistic form of data collection instrument.

Method of Data Collection

The copies of the questionnaire were administered to the respondents by the researcher closely overseeing the process with clear explanation to the participants of the study. All the questionnaire administered were collected on the spot to ensure high return rate and avoid loss and omission..

Method of Data Analysis

Data analysis was done using descriptive and inferential statistics. Research question one to four were analyzed and answered using mean. A mean score of 2-5 and above was accepted as agreed to an item while a mean score of less than 2.5 was considered as disagreed to an item. Hypothesis one was tested using independent sample t-test at the 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSIONS OF FINDINGS

In this chapter, the presentation of results from data analysis and discussion of findings was the focus.

Presentation of Results

Table 1: Distributions of Responses by Sex

S/N	Sex	N	%
1.	Males	36	45.57%
2.	Females	43	54.43%
Total		79	100%

The distribution of responses by sex reveals that the participants in the study are 36 males and 43 females representing 45.57% and 54.43% respectively.

Question One: What are the types of Guidance and Counselling services available in Oredo local government area of Edo State?

Table 2: Responses on Available Guidance and Counselling Services

S/N	Items	N	Mean	Decision
1.	There is availability of appraisal services in my school	79	3.2658	Agreed
2.	There is availability of counseling service in my school		2.0127	Disagreed
3.	My school often organize orientation programmes		2.7089	Agreed
4.	There is availability of occupational information services in my school		2.4177	Disagreed
5.	There is provision of follow-up services in my school		2.1772	Disagreed

Table 2, show that, the types of Guidance and Counselling services available in oredo local government area are appraisal services and orientation programmes.

The decision criterion was based on a mean score of 2.5 and above. It implies that every item with a mean score of 2.5 and above is accepted as Agreed and available while a mean of less than 2.5 is accepted as disagreed and unavailable.

Question Two: What is the perception of the impact of Guidance and Counselling services on students' participation in classroom activities in Oredo local government area?

Table 3: Responses on impact of Guidance and Counselling on Student

Participation in Classroom Activities

S/N	Items	N	Mean	Decision
6.	Guidance and counseling services enables me boost my self-confidence to partake in classroom activities	79	3.3797	Agreed
7.	I am able to overcome my fear of asking questions in class during lessons as a result of guidance and counseling services		3.3544	Agreed
8.	Guidance and counseling services help me to respond to other students without offending them.		3.3671	Agreed
9.	Guidance and counseling services could encourages me to have positive attitude towards learning		3.1266	Agreed
10.	Guidance and counseling services could greatly assist me in making curricular adjustments according to my learning ability		3.3924	Agreed

Table 3, reveal that participants in the study perception of the impact of Guidance and Counselling on students' participation in classroom activities in Oredo local government area are: boost of self-confidence to partake in classroom activities, ability to overcome fear of asking questions in class, to respond to others students without offending them, positive attitude towards learning and making of curricular adjustments according to their learning ability.

Question Three: What is the perception of the impact of Guidance and Counselling on students' career development in Oredo local government area?

Table 4: Perception of the impact of Guidance and Counselling on Students Career

Development				
S/N	Items	N	Mean	Decision
11.	School guidance counsellors could provide me with information on vocational training	79	2.9620	Agreed
12.	School guidance counsellors could help me in subject selection for various courses of study.		2.8481	Agreed
13.	School guidance counsellors could help me plan and prepare for our work roles after secondary school		3.3038	Agreed
14.	Guidance and counseling services could help to provide information in the selection of institution of higher learning		3.2785	Agreed
15.	School guidance counsellors could give me information on available educational opportunities and Scholarships		3.4810	Agreed

Table 4, reveal that participants in the study perception of the impact of Guidance and Counselling on students 'career development in Oredo local government area are: provision of information on vocational training, for subject selection, ability to plan and prepare for work roles after secondary school, provision of information in the selection of institution of higher learning and on available educational opportunities and Scholarships.

Question Four: What is the impact of Guidance and Counselling students' academic performance in oredo local government area?

Table 5: Perception of the impact of Guidance and Counselling Student Academic

Performance				
S/N	Items	N	Mean	Decision
16.	Guidance and counseling could help me to be serious with my studies	79	2.5443	Agreed
17.	If I engaged the services of my school counsellor, my academic performance could improved		2.9873	Agreed
18.	Guidance and counseling assist me to develop high aspirations towards my academic pursuits		2.5316	Agreed
19.	Guidance and counseling encourages someone to have positive attitude towards learning.		1.9494	Disagreed
20.	Guidance and counseling help in developing study habits and attitudes needed for better academic performance		3.5823	Agreed

Table 5, reveal that participants perception of the impact of Guadiance and Counselling on students 'academic performance in Oredo local government area includes: to be serious with my studies, improved academic performance, to develop high

aspirations towards my academic pursuits, positive attitude towards learning and development of study habits and attitudes needed for better academic performance.

Hypothesis One: There is no significant difference between males and females perception of the impact of Guidance and Counselling on students' in Oredo local government area.

Table 6: Independent t-test of Males and Females Perception of the Impact of Guidance and Counselling on Students Academic Performance

Sex	N	t-value	Sig	DF	Mean	SD	Decision
Males retained	36	.693	.920	77	45.6389	6.18825	Ho
Females	43						
Total	79						

Table 6 shows the independent t-test of the null hypothesis (Ho) .The independent sample t-test value of .920, DF 77, and a p-value of . 920 testing at an alpha level of 0.05, the p-value is greater than the alpha level ($p > 0.05$). Therefore the null hypothesis which states that ‘There is no significant difference males and females perception of the impact of Guidance and Counselling on students’ academic performace’ in Oredo local government area of Edo State is retained” . Consequently, there is no there is no significant difference between males and females perception of the impact of Guidance and Counselling on students’ academic performance.

Discussions of Findings.

Findings from the study revealed that the types of guidance and counselling services available in senior secondary schools in Oredo Local Government Area of Edo State include appraisal services, counselling service, orientation services and follow-up services. In support of the findings, Makinde (2020) asserted that appraisal and counselling service constitute some of the types of guidance and counselling services available in senior secondary schools in Nigeria.

Findings also show that there is high perception on the impact of guidance and counselling on students participation in classroom activities in senior secondary schools in Oredo Local Government Area of Edo State. This findings is in line with Abubakar (2020) who in his study found out that there is a significant relationship between guidance and counselling and students' engagement in classroom activities in secondary schools. Also supporting the findings, Ugoji (2021) found out that there exist a significant influence of guidance and counselling on students' involvement in classroom activities in secondary schools.

Findings from the study further revealed that there is a high perception on the impact of guidance and counselling on students' career development in public by senior secondary schools in Oredo Local Government Area of Edo State. Corroborating the findings, Usman (2020) found out that there is high impact of guidance and counselling on students' career development in secondary schools. Also corroborating the

findings, Kalu (2019) found out that guidance and counselling constitute a major factor influencing students' career development in public secondary schools.

Findings from the study also show that there is a perception on the high impact of guidance and counselling on students' academic performance in senior secondary schools in Oredo Local Government Area of Edo State. In line with the findings, Omoko (2019) found out that there is a significant relationship between guidance and counselling and students learning and academic performance in secondary schools. Also supporting the findings, Kumuyi(2018) found out that there is a significant relationship between guidance and counselling and students' academic achievement in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In this chapter, the summary of the study, the conclusions drawn, and recommendations were stated.

Summary

This study examined the impact of guidance and counselling on students academic performance in public senior secondary schools in Oredo Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and answered which one hypothesis was formulated and tested. . The sample size for the study was made up of 79 SS3 students. The instrument used for data collection was a questionnaire The study adopted survey research design. An analysis of data was done using mean and independent sample t-test

Findings from the study include:

- That the types of guidance and counselling services available in public senior secondary schools in Oredo Local Government Area of Edo State include appraisal services, and, orientation programmer. Other types of guidance and counselling service were perceived not to be available by students.
- That the perception of the impact of guidance and counselling on students participation in classroom activities in public senior secondary schools in Oredo Local Government Area of Edo State is above average

- That there is a high perception on the impact of guidance and counselling on students' career development in public senior secondary schools in Oredo Local Government Area of Edo State is above average.
- That there is a high perception on the impact of guidance and counselling on students' academic performance in public senior secondary schools in Oredo Local Government Area of Edo State is above average.
- That males and females student perception of the impact of guidance and counselling on students participation in classroom activities in public senior secondary schools in Oredo Local Government Area of Edo State is not significantly different.

Conclusion

Based on the findings of the study, the researcher concluded that there is the perception of the impact of guidance and counselling on students' participation in classroom activities, career development and academic performance in public senior secondary schools in Oredo Local Government Area of Edo State is above average. It was also concluded that the types of guidance and counselling services available in public senior secondary schools in Oredo Local Government Area of Edo State include appraisal services, and orientation services

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward;

1. There should be provision of other types of Guidance and Counsellors services such as vocational and career services to meet up with global best practices in guidance and counselling services.
2. Government should endeavor to employ more Counsellors especially in schools where the population is large. Basic counselling infrastructure should be provided, commensurate to the school population size.
3. School counsellors should put more effort into making the effect of counselling on academic performance known to the students. The counsellor should provide students with a variety of education opportunities by organizing motivational career conferences.
4. Guidance and counselling programme should be strengthened in order to improve the academic performance of secondary school students.

Contribution to Knowledge

This study has contributed to the available depth of knowledge of literature. It has indicated the types of guidance and counselling services available in Oredo Local Government Area, Edo State.

Suggestion for Further Studies

1. The study should replicated in other local government areas
2. The study could be carried out using same instrument and achievement scores

REFERENCES

- Abubakar, O. (2019). Relationship between guidance and counselling and students' engagement in classroom activities in secondary schools in Makurdi, Benue state, Nigeria.
- International Journal of Advanced Research in Education and Society*, 1(1), 1932.
- Academic performance of secondary school student in Markudi Local Government Area, Benue state. *International journal of educational studies* 05(02), 2018.
- Academic performance of secondary school students in Ud Education zone, Enugu state”
International
Journal of Education & social sciences Vol 6, No 6, 2019.
- Ahmad, F. E. (2022). Promoting mental health and psychological well-being through
- Aminu, Jibru Arfasa (2018). Perception of students and teachers towards Guidance
- Amoko, R. A. (2020). Impact of career counselling on academic achievement of secondary school students in Nigeria. *Nigerian Journal of Counselling and Applied Psychology*, 18(2), 45-58. and counseling service in south west Ethiopia Secondary Schools. *International Journal of multicultural and multi religious understanding* 5(6), 2018. and Counseling: Educational, Vocational, and Personal-Social Dimensions." *Journal of Counseling Psychology*, 44(2), 167-183. and education: The self-determination perspective. *Educational psychologist*, 26(3-4), 325-346.
- Anderson, R. (2017). "Individual Determinants of Academic performance:
- Asike, P. J. (2020). Quality assurance in Nigerian universities: a teacher educator's perspective. *The Journal of Higher Education in Africa*, 6(1), 115-134.
- Atsuwe B.A & Albert A.O (2018). Influence of Guidance and counseling on

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral career development in public secondary schools in Ibadan metropolis, Oyo State. *International Journal of Advanced Research in Education and Society*, 1(1), 19-32. change. *Psychological Review*, 84(2), 191-215. counseling services among Educational Stakeholders in selected secondary school in oyo state, Nigeria. *Indonesian Journal of Educational Counseling*, 3(1):31-42.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation Development." *International Journal of School Counseling*, 30(4), 321-335.
- Ebizie, A. (2020). "Counseling as a Learning Process: Understanding Self and Educational Resources and Familial Support." *International Journal of Educational Research*, 35(2), 150-168. Environment." *Journal of Educational Psychology*, 45(2), 123-145.
- Esther, A.O (2019). "Counseling services on psychosocial Development among in public & private secondary school in River state, Nigeria" *Journal of Education & practice* Vol 7, no 28. in public secondary schools in Uyo, Akwa Ibom state, Nigeria. *Journal of Behavioral Sciences*, 6(2), 48-59. into Practice, 41(2), 64-70.
- Intrinsic Motivation and Study Habits. C *Journal of Educational Psychology*, 42(3), 215-230.
- Isiaka, O. (2021). Relationship between guidance and counselling and students'
- Johnson, M. (2019). "External Factors Influencing Academic Achievement:
- Kalagbor (2016) "An Analysis of Factors influencing students academic performance
- Kalu, A. O. (2019). Influence of guidance and counselling on students' career choice
- Kalu, A. O. (2019). Influence of guidance and counselling on students' career choice in public secondary schools in Uyo, Akwa Ibom state, Nigeria. *Journal of Behavioral Sciences*, 6(2), 48-59.

- Kamilu, O.M & Suleiman (2019) “perception Assessment of Guidance and
- Kumuyi, A. (2018). Emotional intelligence and academic performance among Nigerian university students: The mediating role of counselling services. *Journal of Educational Psychology*, 15(2), 67-79.
- Lawal, F. E. (2022). Promoting mental health and psychological well-being through school- based counselling in Nigerian schools. *Journal of Counselling Research and Practice*, 3(2), 1-10.
- Makinde, M. A. (2021). Role of Guidance and Counseling Services in Enhancing
- Makinde, M. A. (2021). Role of Guidance and Counselling Services in Enhancing Students' Academic Achievement in Nigerian Tertiary Institutions. *Nigerian Journal of Educational Psychology*, 5(1), 45-56.
- Makinde, M. A. (2021). Role of Guidance and Counselling Services in Enhancing Students' Academic Achievement in Nigerian Tertiary Institutions. *Nigerian Journal of Educational Psychology*, 5(1), 45-56.
- Nurturing Life Skills and Academic Success." *Journal of Educational Psychology*, 48(1), 87-102.
- Nwodo, D.N & Nnadi D.N (2019). “Impact of Guidance and counseling on the
- Ogonoja, A. (2021). "Effective Guidance and Counseling in Secondary Schools:
- Okobiah, J. (2020). "Guidance and Counseling in Educational and Vocational
- Okorodudu, A. O. (2020). Cultural Considerations in School Counselling: A Nigerian Perspective. *Nigerian Journal of Guidance and Counselling*, 3(1), 119-133.
- Omoko, A. (2019). Relationship between guidance and counselling and students’ learning and academic performance in secondary schools in Yenogoa, Bayelsa state, Nigeria. *Journal of Educational Psychology and Counselling*, 26(2), 112-124.
- Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy,

- Sanusi, T. (2021). Socioeconomic Status and Academic Achievement in Nigeria: Implications for Effective Pedagogical Practices. *The Nigerian Journal of Educational Management*, 15(2), 50-62. school- based counseling in Nigerian schools. *Journal of Counseling Research and Practice*, 3(2), 1-10. selected private secondary school in kaduna metropolis” International Association of African researchers & reviewers, Vol 13(4), 2019. self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), *International Perspectives on Individual Differences* (pp. 239-265). Psychology Press.
- Students' Academic Achievement in Nigerian Tertiary Institutions. *Nigerian Journal of Educational Psychology*, 5(1), 45-56.
- Ubong, S., & Udom, E. (2019). "Comprehensive Services of Professional Guidance
- Ugbo, I. O. (2021). The Role of Guidance and Counselling in Enhancing Academic Performance in Nigerian Secondary Schools. *Nigerian Journal of Educational Research*, 2(1), 45-58.
- Ugoji, F. E. (2021). Promoting Mental Health and Psychological Well-being through School-Based Counselling in Nigerian Schools. *Journal of Counselling Research and Practice*, 3(2), 1-10.
- Umoh, O. (2021). The impact of guidance and counselling services on career development in Nigerian universities. *Journal of Educational and Social Research*, 5(3), 73-81.
- Umoh, O. (2021). The impact of guidance and counselling services on career development in Nigerian universities. *Journal of Educational and Social Research*, 5(3), 73-81.
- Zimmerman, B. J. (2002). *Becoming a Self-Regulated Learner: An Overview*. Theory

APPENDIX A

**DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING
PSYCHOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN**

BENIN CITY, EDO STATE, NIGERIA

Date:

**SECONDARY SCHOOL STUDENTS PERCEPTION OF THE IMPACT OF
GUIDANCE AND COUNSELLING ON ACADEMIC PERFORMANCE
QUESTIONNAIRE (SSPIGAP) QUESSTIONNAIRE**

Dear respondents,

I am an undergraduate currently carrying out research on the Topic: The perception of the impact of Guidance and Counselling on Academic Performance of secondary school students in Oredo LGA, Edo state, Nigeria.

Please tick the questionnaire sincerely as all information gathered shall be used purely for research purposes with utmost confidentiality.

Yours Faithfully

OSEMEKE FAVOUR CHIOMA

Researcher

SECTION A: Demographic Data

School: _____

Class: _____

Sex: _____

Age (in years) _____

SECTION B: Questionnaire Data

Please, indicate the extent to which you agree or disagree with each statement.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Types of Guidance and Counselling Services Available.	SA	A	D	SD
1.	There is availability of appraisal services in my school.				
2.	There is availability of counselling service in my school				
3.	counselor orientation programme is available in my school				
4.	There is availability of occupational information services in my school				
5.	There is provision of follow-up services in my school				

S/N	Perception of the Impacts of Guidance and Counselling on Students participation in Classroom Activities	SA	A	D	SD
6.	Guidance and counselling services enables me boost my self-confidence to partake in classroom activities				
7.	I am able to overcome my fear of asking questions in class during lessons as a result of guidance and counselling services				
8.	Guidance and counselling services helps me to respond to other students without offending them.				
9.	Guidance and counselling services could encourages me to have positive attitude towards learning.				
10.	Guidance and counselling services could greatly assist me in making curricular adjustments according to my learning ability				

S/N	Perception of the impact of Guidance and Counselling on Students Career Development	SA	A	D	SD
11.	School guidance counsellors could provide me with information on vocational training				
12.	School guidance counsellors could help me in subject selection for various courses of study.				
13.	School guidance counsellors could help me plan and prepare for our work roles after secondary school				
14.	Guidance and counselling services could help to provide information in the selection of institution of higher learning				
15.	School guidance counsellors could give me information on available educational opportunities and Scholarships.				

S/N	Perception of the Impact of Guidance and counselling on student's Academic Performance	SA	A	D	SD
16.	Guidance and counselling could help me to be serious with my studies				
17.	If I engaged the services of my school counsellor, my academic performance could improved				
18.	Guidance and counselling assist me to develop high aspirations towards my academic pursuits				
19.	Guidance and counselling encourages someone to have positive attitude towards learning.				
20.	Guidance and counselling help in developing study habits and attitudes needed for better academic performance				

Thank you for your Responses, Osemeke

APPENDIX C

Reliability

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	0.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.667	.681	5

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
.735	.749	5

a. CODINGS

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.713	.762	5

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
.735	.949	5

APPENDIX D

Descriptive Statistics

	N	Mean	Std. Deviation
item1	79	3.2658	.92969
item2	79	2.0127	.98050
item3	79	2.7089	1.08783
item4	79	2.4177	1.13914
item5	79	2.1772	1.24817
item6	79	3.3797	.80549
item7	79	3.3544	.71679
item8	79	3.3671	.78736
item9	79	3.1266	.93873
item10	79	3.3924	.66829
item11	79	2.9620	1.05543
item12	79	2.8481	1.13328
item13	79	3.3038	.86757
item14	79	3.2785	.98627
item15	79	3.4810	.78219
item16	79	2.5443	1.26893
item17	79	2.9873	1.09185
item18	79	2.5316	1.11901
item19	79	1.9494	1.21843
item20	79	3.5823	.74434
Valid N (listwise)	79		

T-Test

Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
sex					
perception	MALE	36	46.6389	6.18825	1.03138
by sex	FEMALE	43	45.6279	6.66913	1.01703

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
perception by sex	Equal variances assumed	.010	.920	.693	77	.490	1.01098	1.45822	-1.89271	3.91467
	Equal variances not assumed			.698	76.155	.487	1.01098	1.44848	-1.87382	3.89578