

**GUIDANCE AND COUNSELLING AS CORRELATES OF ACADEMIC
PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN OREDO
LOCAL GOVERNMENT AREA OF EDO STATE**

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BENIN CITY**

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**BEING A PROJECT PRESENTED TO THE DEPARTMENT OF EDUCATIONAL
EVALUATIONAL AND COUNSELLING PSYCHOLOGY, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL
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DEGREE BACHELOR OF SCIENCE (EDUCATION) B.SC(Ed) DEGREE IN
GUIDANCE AND COUNSELLING**

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CERTIFICATION

We the undersigned hereby certify that this work was carried out by Ebahi Faith OSUMAH with the Matriculation Number EDU2001786 from the Department Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria In partial fulfilment of the requirements for the award of Bachelor of Education (B.Ed.) Degree in Guidance and Counselling

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DEDICATION

This study is dedicated to the almighty God for His divine mercy, love, wisdom, and understanding and strength granted throughout this study.

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The researcher wishes to express her appreciation to God almighty, who through His infinite mercy and love has made all things work out for her during the course of her studies in the University of Benin.

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ABSTRACT

This study was conducted to examine guidance and counselling as correlates of academic performance among secondary school students in Oredo Local Government.

This study made use of the descriptive survey research design. The population of the study consisted One hundred (100) students which is also the sample respondents for the study. The instrument for data collection for this study was a self-constructed close-ended questionnaire the researcher's supervisors were part of the validation team. Data obtained from the study were analysed using mean score analysis.

It was found in this study that there is a correlation between academic guidance and academic performance among secondary school students in Oredo Local Government Area in Edo state. Vocational guidance and counselling has an influence in the academic performance of students in Oredo Local Government Area in Edo State. Personal and social guidance influence student academic performance in Oredo Local Government of Edo State.

On the basis of the findings, it was concluded that academic guidance, vocational guidance and counselling, as well as personal and social guidance, all play significant roles in enhancing the academic performance of secondary school students in Oredo Local Government Area, Edo State. The positive correlations observed suggest that when students receive comprehensive and targeted guidance in these areas, their academic outcomes improve.

CHAPTER ONE

INTRODUCTION

Background of the Study

Guidance and counseling are two interrelated concepts. According to Makonde (1984) and Patterson (1977) guidance refers to a broad area of all educational activities and services aimed at assisting individuals, students to understand themselves and adjust to school life.

Academic performance can be described as the measure of a student's achievement and progress in their educational pursuits, typically evaluated through various assessments and evaluations. Going by this definition, it literally means how well a student does in school, measured by their grades, test scores, and other educational achievements (Hattie,2009)

Guidance and counseling is therefore aimed at bringing about maximum development and self realization of human potential for the benefit of the individual and society. In schools, or any learning environment, the programme assists in harmonizing their abilities, understand values, also enable them to develop their full potential.

Federal government appreciates the need for guidance and counseling services in our schools and reflected it on its national policy on education (1981).This has helped to

make all the state governments to establish guidance and counseling units in their ministries of education, in addition to counseling units the in the university and other institution.

However, recent trends indicate a decline in academic performance among secondary school students in Nigeria(Federal Government of Nigeria,2017).Oredo local government is not exempt from this challenge. The 2019 west African senior secondary school certificate revealed a 34.6% pass rate in Edo state, below the national average (West African Examinations Council, 2020).

Suffice to say that although guidance and counseling is relatively new to the Nigerian education scene. It is gradually making its impact and still evolving. It is also playing a great role in the implication of the ongoing 6-3-3-4 educational system. But despite the implication of guidance and counseling in all the primary and post primary schools, it has been observed that the academic performance of our students particularly the public schools, seems to be declining, because of poor study habits among students. These necessitated the need to help find out if guidance and counselling can influence the academic performance of students in public secondary schools in Oredo local government area of Edo state, Nigeria.

Vernon, Adamson and verron (1979), suggested that one of such variables that

influence academic performance of students is their study habit. Usually, students adopt various study habits but the strategic question is “how do these study habits relate to their academic performance”?

Effective study simply means the application of one’s mind to the acquisition of knowledge with in-depth and methodical thinking and reflection, attentive observation and careful detailed investigation.

Learning is central to knowledge creation and retention in all works of life. Nwachukwu (2011) observed that a greater majority of secondary school students have their study habit developed and improved through various counseling strategies.

Guidance and counseling play a vital role in enhancing academic performance by improving study habit and skills, which includes setting specific, and achievable goals, creating a study schedule and sticking to it. Enhancing motivation and interest in learning through positive encouragement, supportive environment and extrinsic motivation, fostering positive relationships with teachers and peers.

Counselling services are encompassed by activities of relevant services and also processes of helping persons within and outside the school, to achieve their full potentials in academic, vocational, emotional, moral and social development (Meyer 2011).

According to Stone (2002), counselling services are those services given by a trained counselor or therapist to students in order to help them address their various challenges.

Academic guidance helps students choose courses, plan academic programs, and develop study skills. Improved goal-setting and planning.

Vocational guidance assists students in exploring career options, developing job search skills, and making informed career decisions.

Personal socio guidance addresses students emotional, social, and personal concerns. Also group counseling helps in fostering social skills, teamwork, and problem-solving through group discussions.

As worrisome as the issue of academic performance, it seems, to the best of the researcher's knowledge that a significant study has not been carried out in Oredo local government area of Edo state against this backdrop therefore, this study seeks to examine guidance and counselling as correlates of academic performance among secondary school students in Oredo local government area of Edo state

Statement of the Problem

The grade which a student obtains in his or her academic studies is largely depending on the kind of study habits he or she cultivated and uses. It is believable that a student who cultivates good study habit is likely to perform better in his academics when compared with the one who has poor study habits. Thus, one can safely say that study habit is a key factor in determining degrees of student's academic performance at all levels of education.

Considering the fact that one of the meaningful ways education could be measured is by student's academic performance and it has been observed that students are achieving lower than expectation in their academic performance especially in the secondary level of education due to poor study habit and if counselling services such as group counseling, orientation service, individual counselling and information service is keen to address students academic performance , then there is need to investigate the correlation of guidance and counselling on academic performance among secondary school students in oredo local government area of Edo state.

Research Questions

The following research questions were raised to guide the study:

1. What is the correlation between academic guidance and academic performance among secondary school students in Oredo local government area in Edo state?
2. what is the correlation between vocational guidance and academic performance among secondary school students in Oredo local government area in Edo state?
3. What is the correlation between personal socio guidance and academic performance among secondary school students in Oredo local government area in Edo state?

Research Hypothesis

The following null hypothesis were used to guide this study;

1. There is no significant difference in academic guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State.
2. There is no significant difference in vocational guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State.

3. There is no significant difference in personal socio guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State

Purpose of the Study

The purpose of the study is to find out the correlation of guidance and counseling and academic performance among secondary school students in Oredo local government area in Edo State. Specifically, the study seeks to find out the;

1. The correlation between academic guidance and academic performance among secondary school students in Oredo local government area in Edo state.
2. The correlation between vocational guidance and academic performance among secondary school students in Oredo local government area in Edo state.
3. The correlation between personal socio guidance and academic performance among secondary school students in Oredo local government area in Edo state.

Significance of the Study

This study will be beneficial to students experiencing difficulties in studying, educational stakeholders, researchers, and professionals in the field and society at large.

The primary beneficiaries of this study are secondary school students in Oredo

local government area in Edo state. Helping them improve on their academic performance that will justify the commitment of huge portion of the nation's scarce resources to secondary education and also have focus in life and achieve their aims and objectives in life.

Secondly, the study will also be useful to the classroom teachers and counselors, to improve in their guidance and counseling services to the students.

Thirdly, the study would shed light to educational stakeholders about the significance of guidance and counseling in upholding and promoting the academic performance of students

Lastly, by shedding light on the causes of poor academic performance among secondary school students, the study can help counselors teach students how to prioritize tasks, set realistic goals, and avoid procrastination. It will also help students develop effective study habits, time management, and organization skills.

Scope of the Study

This study is concerned with guidance and counseling as correlates of academic performance among secondary school students in Oredo local government in Edo state.

The study is delimited to investigate the influence of guidance and counseling on the academic performance of students in public secondary schools in Oredo local

government in Edo state.

Definition Of Terms

1. **Guidance and counseling:** These terms are used in the study to refer to counseling activities in schools, organized by professional school counselors.
2. **Establishment of realistic academic goals:** This is used in the study to refer to students ability to use the counseling services and plan academic programmed that would influence the students future aspirations.
3. **Academic performance:** A measure of a student's academic achievement, typically express through grades, or other academic metrics.
4. **Correlates:** The statistical relationship between guidance and counseling services and academic performance.

CHAPTER TWO

LITERATURE REVIEW

This section contains the review of the Guidance and Counselling as Correlates of Academic Performance Among Secondary School Students in Oredo Local Government Area in Edo state. The literature is reviewed under the following sub-headings:

- Concept of Academic Performance Among Secondary School Students
- Concept of Guidance and Counselling
- Academic Guidance and students' Academic Performance
- Vocational Guidance and Students Academic Performance
- Personal-Social Guidance and Students' Academic Performance
- Summary of Literature Reviewed

Concept of Academic Performance Among Secondary School Students

Scholars have characterized academic performance in a number of ways. According to Abe, (2005), academic achievement is the extent to which an individual can finish a task, trade, vocation, training, and education. A person's ability to realise their full potential is determined by their performance, which is a measure of the actions of a group or groups assigned a learning task. It is how students manage their homework and how they finish the tasks that their lecturers provide them, claim McMillan and Adeyemi

(2008). It also encompasses the ability to acquire, remember, and communicate knowledge. Academic performance is a complex idea that encompasses students' achievements on various tasks as well as their ability to meet learning goals. A range of abilities, including critical thinking, application, and information intake, are measured using grades, scores on standardised tests, and other evaluation criteria. To understand academic performance, one must look at how many institutional, social, and psychological factors combine to influence learning results. The phrase "academic performance" refers to a wide range of elements that affect a person's ability to succeed in learning environments. Academic performance is commonly used to describe a student's achievement in a range of academic domains, including grades, test scores, class ranks, and overall academic accomplishments. The performance outcome known as academic achievement indicates how well an individual has met specific goals that were the primary focus of activities in educational environments, especially in school, college, and university. Most educational systems contain cognitive objectives that either apply to several subject areas (like critical thinking) or cover the learning and understanding of a specific intellectual domain (like science, history, literacy, or numeracy). As a result, it is critical to consider academic achievement as a multifaceted idea that spans several learning domains. The concept of academic achievement depends on the measures used

to measure it because academic performance includes a broad variety of educational outcomes, Steinmayr et al. (2014).

Academic performance essentially shows how effectively pupils have understood the curriculum's learning objectives. This could encompass a variety of topics, including academic habits, subject-specific knowledge, critical thinking, problem-solving strategies, and cognitive abilities. Academic performance is influenced by a complex interplay between individual characteristics such as cognitive capacity, motivation, self-regulation, and prior knowledge, as well as environmental influences including parental support, teaching quality, and school climate (Hattie, 2009). Assessing academic performance is an essential part of education since it provides valuable information for monitoring student growth, identifying areas that require work, and directing instructional decisions. Assessment methods used to measure academic performance and provide feedback to instructors, students, and stakeholders include standardised examinations, classroom assessments, projects, and portfolios. According to Heckman and Kautz (2012), academic achievement has a significant influence on a person's future paths because it often determines educational attainment, occupational possibilities, and socioeconomic status. Additionally, academic achievement is essential for developing a knowledgeable and competent workforce, fostering innovation, and promoting social and economic progress

on a societal level. Academic performance is defined by Hailikari, Nevgi, and Erkki (2008) as a hierarchical, dynamic state of knowledge at a given time that includes declarative and procedural knowledge that is present and available before a specific learning task. Adeyemi (2008) further defines academic performance as a student's present academic status, which reveals their distinct intellectual abilities. Based on the reasons kids took, quiz or test scores might be utilised to show their academic performance. Academic performance can be measured in a variety of ways, such as more curriculum-based criteria like grades or test scores, more general indicators like declarative and procedural knowledge acquired in an educational system, and cumulative indicators of academic achievement like degrees and certificates. Since they all take into account intellectual interests, the criteria all roughly represent a person's ability for thought. In industrialised nations, academic achievement is an important part of everyone's life. The academic performance of a student, as measured by their grade point average (GPA) or by standardised examinations used for selection, such as the SAT (Scholastic Assessment Test), determines their eligibility to continue their education. In Nigeria, senior secondary school pupils' academic achievement is evaluated through the Senior School Certificate Exam, which is conducted by NECO (an external examination body), and the West African Senior School Certificate Examination (WASSCE), which is

administered by WAEC. Exam results for candidates were graded using a system in which distinction grades were denoted by A through B3.

Academic achievement can be greatly influenced by a number of elements, some of which include socioeconomic factors, motivation, self-efficacy, and cognitive ability. Academic performance is mostly dependent on cognitive qualities including memory, focus, and problem-solving abilities. These skills help students absorb and remember knowledge, do well on tests, and finish homework efficiently (ScienceDirect, 2023). Another important factor is motivation, which encourages students to participate in their education and persevere in the face of difficulties. Extrinsic motivation is fuelled by outside rewards like grades or other people's acceptance, but intrinsic motivation is derived from an innate interest in the subject matter. According to research, motivated students typically perform better and show higher levels of academic engagement (Acosta-Gonzaga, 2023).

Expectations, attitudes, and cultural norms all have an impact on academic achievement. Research by Stevenson (1992) highlighted how cultural views on education affect students' academic performance and motivation. Self-efficacy is also very important. High academic self-efficacy students are more likely to use successful learning techniques, establish ambitious objectives, and persevere through setbacks. Research has

demonstrated that self-efficacy influences both effort and tenacity, making it a powerful predictor of academic success (Frontiers, 2023). Academic achievement is also greatly impacted by socioeconomic factors, including parental education, household income, and access to educational resources. Better academic results are often the result of students from wealthier socioeconomic backgrounds having more access to educational resources, extracurricular activities, and encouraging learning environments (ScienceDirect, 2023).

Concept of Guidance and Counselling

Guidance

Guidance refers to the whole pedagogical thrust of the school. Simply put, Guidance refers to everything the school does to help the learner maximize the opportunity of being in school. The word Guidance emanates from the word “guide” which is to direct, to lead and to help. Fundamentally, the school is set up to help the learner to gain mastery of himself/herself, understand the world system and transfer such skills to impact the society for the benefit of all. Guidance services are for everyone in the school system, irrespective of whether the child has problem or not, just as everyone sees a medical doctor, whether ill or well. Also, it is expedient that all school personnel must get involved in the running of the school and fully understand that all duties are interdependent and respect must of necessity be reciprocal. While it is a known fact that

counsellors generally don't find it easy penetrating the ranks of teachers and administrators in Nigerian schools, the guidance counsellor must endeavour to endear him/herself to the hearts of both students and staff, using all ethically and socially acceptable means. Generally, guidance services in the school system include a combination of services which include orientation services, information services, placement services, counselling services, appraisal services, referral services, follow-up services and evaluation services Donald (2017). According to Bennet, as cited in Fentaw (2007), the term "guidance" is used here to refer to any services, whether provided individually or in a group setting, that help a person better understand themselves, their physical, mental, and social maturity, as well as their personal and social needs for the best possible development and accomplishment as a unique individual and a democratic citizen. All of the planned activities offered by the entire educational system that are meant to support each student's unique developmental needs are considered guidance services. Because every school has different needs, the school counsellor can co-lead, coordinate, or start important programs. Coordination varies widely throughout schools. Guidance services are provided by teachers, administrators, and other staff members at the school. Guidance programs may also engage parents, community organisations like welfare, recreational agencies, and various religious groups in addition to non-school

personnel (Yusuf, 1998).

The Guidance Services

1. Educational Guidance

Educational guidance as it can be distinguished from any other form of guidance is concerned with the provision of assistance to pupils in their choices in and adjustment to the schools' curriculum and school life in general. Educational guidance is therefore essential in counselling service.

2. Vocational Guidance

Vocational Guidance is a process of helping individuals to choose an occupation, prepare for, enter into and progress in it. Vocational happiness requires that a person's interests, aptitudes and personality be suitable for his/her work. It plays its part by providing individuals with a comprehension of the world of work and essential human needs, thus familiarizing individuals with such terms as 'dignity of labor' and 'work value'.

3. Personal and Social Guidance

Personal and social guidance is the process of helping an individual on how to behave

with consideration to other people. Primarily, personal and social guidance helps the individual to understand oneself, how to get along with others, manners and custom, leisure time activities, social skills, family and family relationships and understanding masculine and feminine roles.

Counselling

According to McLeod (2009), Counselling is a beneficial professional interaction between a client and a qualified counsellor. It is often a one-on-one relationship, but occasionally it may involve more than two persons (group therapy). Its purpose is to assist clients in comprehending and elucidating their perspectives on their life space, as well as in learning how to achieve their own goals by making thoughtful, educated decisions and resolving interpersonal or emotional issues. On the other hand, other professionals defined counselling as it is a principled relationship characterized by the application of one or more psychological theories and a recognized set of communication skills, modified by experience, intuition and other interpersonal factors, to clients' intimate concerns, problems or aspirations. Its predominant philosophy is one of facilitation rather than of advice-giving or coercion. It may be of very brief or long duration, take place in an organizational or private practice setting and may or may not overlap with practical, medical and other matters of personal welfare. It is both a

distinctive activity undertaken by people agreeing to occupy the roles of counsellor and client (Feltham and Dryden as cited in McLeod, 2009). That means Counselling is an activity that is different from advice-giving, guiding, caring and teaching, even though it embraces aspects of all these helping processes (McLeod, 2009).

McLeod (2009) further defined counselling as it is both a process and a relationship. It is a process by which concerted attention is given by both counsellor and counselee to the problems and concerns of the students in a setting of privacy, mutual acceptance and confidentiality. As a process, it utilizes appropriate tools and procedures which contribute to the fruitfulness of the experience. Counselling is also a relationship characterized by trust, confidence, and intimacy in which the student gains intellectual and emotional stability from which he can resolve difficulties, make plans and realize greater self fulfilment.

Even if counselling is a helping profession, it only happens if the person seeking help, the client, wants it to happen. Counselling takes place when someone who is troubled invites and allows another person to enter into a particular kind of relationship with them. If a person is not ready to extend this invitation, they may be exposed to the best efforts of expert counsellors for long periods of time, but what will happen will not be counselling. The person seeking counselling is regarded as actively engaged in finding

ways of overcoming his or her problems, and as a co-participant in the counselling process, rather than as a passive recipient of interventions (McLeod, 2009).

Counselling helps individuals to get better understanding of themselves and their environment for the purpose of adjustment and attaining optimal personal goals. This is done in a process whereby the trained individual (the counsellor) assists the individual with a problem or a need (the client) to gain insight into his/her problem and his/her potential to resolve it. It is concerned with the creation of opportunity and conducive environment for educational, vocational, social and personal growth of the individual. Donald (2017).

Academic Guidance and students' Academic Performance

Guidance and counseling is a human oriented programme which is based on helping the individual to define and redefine his goals and aspirations in life pursuits for greater productivity (Cook & Kaffenberger, 2003). Guidance and counseling services are very important tools in human development especially during adolescent stage. Adolescent stage is characterized by rapid growth and change: physically, socially, spiritually, morally and intellectually. In the process of growing up, many young people globally are faced with numerous social problems. The need to explore and understand oneself increases during adolescence and early adulthood. This is also the period when

young people are preoccupied with issues of sexuality, truancy, and experiment with drugs and at times have a trouble with authority (Bemak & Cornely., 2002). Personal relationships such as dating, love and sex gain importance in their life yet majority lack adequate knowledge on these issues in addition to coping and decision making skills. A substantial number also lack courage or self-esteem needed to seek explanations or dialogue with significant others (Khamasi, 2007). Palmer (2009) also notes that young people today live in a complex world, are exposed at a much earlier age to pressures of the adult life and do not have the same familial supports as students in the eighties or sixties. The outcome of the above problems is summarized by Davis (2003) who viewed the school as a hive of activity where teenage difficulties and peer group tension arise. According to Bark (2013), guidance and counselling are services provided to people of any age by qualified and trained individuals to help them manage their own life activities, form their own opinions, make their own decisions, and bear their own burdens. Herman (2015) asserts that counselling and guidance Services are intended to assist people with mental health issues in willingly alter their conduct and help them make informed judgements in the future by making their thoughts, attitudes, perceptions, and objectives more clear. Additionally, according to Anagbogu (2012), guidance and counselling is the process of assisting a person in overcoming barriers to their own development, whether

they be social, educational, or personal. The word process refers to the fact that guidance entails a sequence of steps or acts that culminate in an objective.

The majority of secondary schools in Nigeria have seen a rise in the function of guidance and counselling throughout time; pupils' academic achievement is mostly impacted by this. Counselling and guidance are closely related ideas, and one influences the other's effectiveness and accessibility. "Guidance" encompasses a wide range of educational activities and services meant to help each student better understand themselves and adapt to school life, according to Makinde (2014). Due to student behaviour patterns in the majority of Nigerian secondary schools, guidance and counselling programs were implemented. The schools environment, peer group and their relationship with teachers has a role to play in the Academic Achievement of students. Guidance and Counseling is therefore aimed at bringing about maximum development and self-realization of human potential for the benefit of the individual and the society. In a school, the programme assists students in harmonizing their abilities, interest and values and enables them to develop their full potential. It directs students on appropriate career and subject choices, selecting discipline, education, social and psychological problems and general adjustment to school life, (Gerardo, 2016). Also Gibson, (2012), states that Guidance and Counseling services prepare students to assume increasing responsibility

for their decisions and grow in their ability to understand and accept the result of their choices.

Nwoye (2011), define Guidance as an educational programme of a school through which group of specialized services are provided in the school to enrich the educational experience of each student. According to Ifelunni (2013), educational Guidance and Counseling is aimed at assisting both the students and their parents to develop educational plans that will help them plan their school work such as how to choose subject, study habit, learning strategies, educational opportunities beyond school, examination techniques, test taking skills, promoting and achievement. The planning is such that they benefit from their present school work and be able to progress to the next level of schooling. Also educational Guidance and Counseling service helps the students to discover areas of weakness in their academic endeavor. Graham-Miges (2014), reiterated that comprehensive school Guidance and Counseling services address the development need of students in secondary schools in the three domains of learning mentioned above. The most function of school Guidance and Counseling services is to discover the student's abilities, interests and needs, thereby helping them to make effective to their future plans. Thus, the primary mission of a school's Guidance and Counseling program is to provide a broad spectrum of personnel services to the students.

Denga (2011), referred to the services as ‘cluster of formalized educational services designed by the school to assist students to achieve self- knowledge or self-understanding which is necessary for them to attain the fullest self – development and self-realization of their potentials. These services include: student appraisal serve, information service, Counseling service, placement service, orientation service, referral service, follow-up and evaluation service, and research service. Appraisal service involves the use of tests and non-test instruments to collect, analyze and interpret data on students to understand themselves better. It also affords counselors and significant others, the opportunity of having insight into the strengths and weakness of students. Information service is tailored towards equipping students with the necessary information in the areas of educational, vocational and personal social. These information are very important because they assist students to make wise decision about life. Counseling service is a face to face interaction between the counselor and the students, through which students are assisted towards overcoming obstacles to their academic, vocational, personal social progress and other life needs. Placement service is concerned with assisting students to adjust to the next stage of development whether in school or on the job. Orientation service is designed to familiarize fresh students with their environment. It is a process of initiating an individual to a work or learning situation and of instructing him about rules, regulations and

responsibilities, as an introduction to a new situation. Referral service affords the school counselor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioner, therapist, psychiatrics and others. Follow-up and evaluation service is designed to ascertain the extent to which the Guidance programmed previously carried out by the school is meeting the objectives for which it was established and also to monitor the program of students in their work places. Research service helps the school counselor to discover relevant information that can improve students learning and understanding. The service should be an ongoing process which professional counselors should embrace and encourage. These services constitute the core of any Guidance programme and should be organized to facilitate the growth and development of all students from kindergarten through post high school experiences. (Erford, 2013, Erford, 2014, Neukrug, 2015).

In 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. In Nigeria, the need for Guidance and Counseling in survey was done on 20 school counselor's selected from different states of the federation and the main problems examined. It was noted that, there

is guidelines for Guidance and Counseling programs, and also the Guidance counselors. The main goal is to help the counselee learn to deal more effectively with himself anytime he/she is in trouble and the reality of his environment so as to improve the Academic Achievements. Allis, Kanue (2012), conducted a survey in Alexandria in Egypt on indiscipline among 2170 preparatory and secondary school students attending main-stream governmental schools. In this study indiscipline among school students and its predictors were investigated. Few indiscipline cases were related to family background where as the majority was related to the children themselves and according to the research it has a major effect on the Academic Achievement of these students. Schools are social organizations which have several objectives to achieve and role in Guidance of students in shaping their Academic Achievement. The objective of Guidance and counseling programme is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (2014), observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (2014), and Mutie and Ndambuki (2012) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counseling programme is therefore aimed

at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic. In secondary schools, there is need for students to make proper subject and career choices after the four year course.

Vocational Guidance and students' Academic Performance

Vocational Counseling includes information about course requirements, post-secondary or tertiary institutions, potential employers, job hunting, career path, planning which will help the students and the parents to consider their choice of the career. Okeke in Anene (2019), sees vocational Guidance as the process of helping a person match his personal attributes and his background with suitable jobs and employment opportunities. The process of vocational guidance involves helping students identify their skills, interests, values, and personalities in order to make well-informed judgements about their potential future careers and further education. There are several ways to provide vocational and professional guidance, but the most popular ones are self-assessment exercises, questionnaires, interviews, and psychometric testing (García, 2018). In this regard, the orientation also aims to research the labour market and educational opportunities and create a plan of action to reach career objectives (Espinal, 2022; Gualteros, 2021). Before engaging in a reflective analysis of various features and

characteristics known as vocational maturity, students must make decisions based on work activities that require them to meet certain standards that demand countless challenges, commitments, and obligations. Choosing a career is one of the biggest challenges facing adolescents, young adults, and adults because it requires self-awareness and analysis of one's potential, which includes not only activity consideration but also a way of life and a means of contributing to the development of society through the work one does throughout one's lifetime (Bálsamo, 2023). Since selecting a career is one of the most important decisions that will affect a person's life for a long time, getting vocational guidance is seen to be crucial. This can improve a person's contentment with their academic pursuits and lead to future success in the workplace (Badely Doria, 2022). By boosting stability, productivity, and job satisfaction, these activities can have a favourable social impact (García Llor, 2021). In situations where a student's desired careers are not offered by the local universities or the university of their choice is located in a different location, vocational guidance should support professional projection and offer information about personal interest characteristics, the family environment that occasionally influences the profession to choose, and the social environment characteristics.

Additionally, a student's vocational orientation can help them explore their

interests, skills, aptitudes, and values as well as gain a better understanding of the career options in their community that can be tailored to their unique characteristics. This will enable them to feel fulfilled in their academic pursuits and professional endeavours. Additionally, it can give students pertinent knowledge regarding development, higher education options, and the labour market (Lema, 2020). Before deciding on a higher education career, students should seek out trustworthy vocational guidance services to voice their concerns and consider their interests and objectives. This will allow the process to proceed sensibly and thoughtfully and ensure that the choice fits with their personality (Espinal, 2022).

Vocational guidance for people belonging to Generation Z represents a significant challenge given their characteristics, such as their social media usage, self-taught capacity, curiosity, and the necessity for learning through digital media. They are also collaborators since they are used to creating links with unknown people and have a high capacity for cooperation and communication, especially within the virtual environment (Toledo-Vita, 2020). These young people are creative, overexposed to information, innovative, and enterprising; they prefer a learning style that demands responsibility, high social value, flexibility, and participation, with essential and positive commitments towards society and the planet. In addition, they feel motivated in educational and work environments

that meet the characteristics of immediacy, flexibility, the balance between personal and work life, digital fluency, practicality, and the ability to perform multiple tasks (Gómez y Montero, 2003).

Technological innovation and the changing environment have resulted in new professions, such as influencers. Influencers are people who, with their publications on YouTube (YouTubers), Instagram (Instagrammers), and other social networks, influence the way of thinking and acting of young people, turning them into their referents and models to imitate (Gutiérrez et al., 2022). The effectiveness of vocational guidance can vary depending on various factors, such as the quality of guidance services, training and experience of the professionals who provide it, the receptivity and participation of students, and other contextual elements such as the generational characteristics (Céspedes et al., 2020). The absence or ineffectiveness of vocational guidance may drive young people to face various challenges and potential consequences, such as inappropriate career choices, frequent career changes, stress, anxiety, academic difficulties, lack of direction, purpose, and lack of motivation in their daily activities (Cabrera et al., 2006). Lack of self-knowledge, inadequate perception of their abilities and aptitudes, lack of financial resources, motivation, and lack of academic or emotional support influence university dropouts. Educational institutions and governments often work on policies and

programs to reduce college dropouts and improve student retention to ensure academic completion and achieve educational and professional goals (Ulloay Ulloa, 2022).

Vocational guidance is instrumental in improving academic performance. It offers clarity, direction, and motivation to students so that they would harmonize their academic activities with their future career goals. Vocational guidance helps students in identifying their skills, interests, values, and personality and facilitates informed decision-making about their academic paths thereby providing a sense of purpose and investment in studying. Such a relationship between education and careers fosters motivation and focus on achieving academic excellence. Vocational guidance also helps students define requirements for courses, job market trends, and opportunities for higher education and prepares them with the right information to navigate their paths to being successful both academically and professionally. The congruence of personal goals with those of academic efforts would thus reduce uncertainty and stress and less likely push one to dissatisfaction with the academic pursuit or dropout. Furthermore, guidance services that touch upon personal characteristics like flexibility, digital fluency, and social value for Generation Z in education enable environments where students feel supported and empowered to achieve their academic goals. Vocational counseling also alleviates issues such as poor or poorly directed career choice within the learning process, causing poor

academic performance. Self-awareness with tools for making insightful decisions keeps students focused on their studies while preparing them for a more fulfilling professional future through vocational guidance.

Personal-Social Guidance and Students' Academic Performance

The development of students' personal-social guidance and counselling is greatly aided by guidance and counselling. Additionally, they must be able to create a guidance and counselling program to address the academic, emotional, spiritual, and social issues of pupils. Personal, social, tutoring, and career help are all included in school guidance and counselling programs. Experts have stated a variety of guiding meanings. These include the concept of guidance by Crow (2009), as cited in Mamat and Dina (2019), which defines guidance as support given by a person with a suitable personality and training to each person of any age to help him plan his own activities, create his own perspective on life, make his own decisions, and carry his own burdens. Social guidance, according to Sukardi (2007), enables students to understand and relate to their social surroundings in a way that is founded on morality, social responsibility, and statehood. Understanding cultural diversity or customs, having healthy social attitudes, and being able to interact well with parents, teachers, friends, and other school communities are all components of social guidance.

Generally speaking, the goal of personal-social counselling is to assist students in reaching their full potential and achieving parts of their personal, social, academic, and professional growth. As stated by Rosdakarya and Yusuf (2014), The goal of guidance service providers is to help students: (a) plan their study completion activities, future career and life developments, (b) maximise their potential and strengths, (c) adapt to the educational, social, and professional environments, (d) overcome challenges and difficulties encountered, and (e) adapt to changes in their surroundings. Social guidance aims to build individuals to achieve the tasks of social development and to be able to solve problems that occur in their lives. The purpose of social guidance is related to the development of social character, that is, students are able to actualize attitudes and behaviors in daily life, in the life of the community and state students can have an attitude of respect for others, empathy, tolerance, and responsibility The scope of personal-social guidance requires detailed strategies to facilitate the provision of personal-social guidance services. Strategy is basically the structure of service delivery that is carefully planned to achieve the objectives of a programme. The social-personal guidance programme provides services that are integrated with development programmes on personal and social aspects. Personal-social guidance strategies include the objectives of activities, parties involved in activities, material activities and other matters relating to

the implementation of personal-social guidance activities. (Mamat and Dina, 2019).

One area of guidance that helps students develop psycho-social abilities is the field of personal-social guidance. Through social-personal guidance programmes, family, community and school teachers are expected to be a driver for students to be able to show their emotional, intellectual, spiritual, and social, wellness. Yusuf et al. (2017) as cited in Mamat and Dina (2019) [6] formulates personal-social guidance as individual assistance that solves problems related to psychological situations, atmosphere and etiquette of life in the family, and social, so that individuals strengthen protection and develop individuals in their own problems. The field of personal-social guidance itself can be interpreted as assistance to participants to overcome social problems that tend to occur to individuals. Support can be a person who is independent and sensitive to the surrounding environment. The field of personal-social guidance includes the aspects of family, community and school through social-personal guidance programmes this is cited in National Open University of Nigeria {NOUN} (2016).

Family Orientation: Murdock (1949) as cited in Mariam (2018) stated that a family is a universal social institution found in all societies his claim is based on his study of 250 societies of all kinds, from small hunting community up to industrial societies. He defines family as a social group that lives together, shares resources, works as a unit and rears

children. A family includes a householder and one or more people living in the same household who are related to the householder by birth, marriage or adoption. All people in a household who are related to the householder are regarded as members of his or her family. A family household may contain people not related to the householder, but those people are not included as part of the householder. She further stated that the family is one of the many small face-to-face groups that are called primary groups saddled with the responsibility of giving the offspring a qualitative and decent pattern of living. The family is expected to satisfy “sex needs” (reproduction), economic needs – feeding, clothing, shelter, medical provision, and so on. It is also expected to transmit the cultural values and norms to the young generation in order to be fully integrated into the society. She also expound that family is indeed the foundation of socialization because that is the first contact of the child. The inculcation of basic social values, desirable character traits and norms are learnt first in the family. The home assists in laying the foundation for personality and character development of a child. The success or failure of an individual depends on the type of social take-off acquired in the family setting. The child is trained in language, positive character traits, fundamental intellectual knowledge, and vocational skills and so on, through the initiation by the adult members of the family like father, mother and other siblings at home. These people are expected to be role models worthy

of emulation in all ramifications as the younger generation look up to them as examples for moral standard. Freud and other psycho-analysts believe that the impressions made upon the child's mind at home determine the child's personality. This is because the child's mind is very flexible and susceptible to any influence. The parents love for the child makes a deep impression on him. The cordial relationship between both parents has significant influence on the personality development of the child. Parents need to ensure that they display high level of moral maturity in relating with each other to serve as shining examples to their offspring.

Peer group Influence: Peer influence cannot be underestimated as it was found to be influential in individual's counselling and his career choices. The following empirical studies were reported by Mtemeri, (2020). that these researchers; Failer and Failer (2013) and Alike (2010) in America; Abbasi and Sarwat (2014) and Edwards and Quinter (2011) in Nigeria; Shumba and Naong (2012) in South Africa; and Kimiti and Mwova (2012) in Kenya found that students were influenced by their peers in a variety of ways, such as peer counselling, peer interaction, peer advice and peer relationships. As also reviewed that peer counselling is a way of relating, responding and helping, which is aimed at exploring feelings, thoughts and concerns with the hope of reaching a clear understanding Odirile, (2012) stated that schools, peer counselling is a phenomenon that was established

to help students in schools solve problems Bett, (2013) enunciated that the main goal of peer counselling is to enable students to appreciate each other, as well as to understand the importance of education Students' interactions with peers play a central role in how students think about themselves (Yi-Hui, 2006). He also revealed that students' interactions with peers of diversified interests, races and backgrounds have the potential to stimulate reflection, knowledge and beliefs which may lead to new ways of thinking about the world, other peers and eventually themselves. For peers to understand the world of work, their interaction makes it possible for them to venture into careers they were unaware of. In the absence of proper career guidance and teacher mentorship, students resort to peer-mentorship. Peer relationships were also found to be influential in students' choices of careers. Kiuru (2008) purports that, in Finland, peer group members who are closely related are likely to end up in similar educational trajectories as they are likely to accept opinions from members who are similar to themselves.

Cultural Orientation: the layman's language, guidance is a way of helping, guiding and teaching individuals to make a better living. This then shows that this practice had been in existence in one form or the other since man came to be, as cited in Module of {NOUN} (ads) Igborgbo (1991) pointed out that guidance and counseling is the essential process involved in the raising of offspring within the family or bringing up young people in the

community. He has further claimed that Nigerians are well known for their extended family system; in this way they see themselves as their brothers' keepers and are always ready to help one another out of problem situations. This cultural spirit of theirs, affected the techniques they use in solving their social, personal, educational, health and occupational problems. They usually depend or rely on their so-called knowledgeable persons as their "guidance persons". Such traditional guidance persons include parents, elders, friends, teachers, principals, title holders, traditional rulers, religious heads such as priest/pastors, imams and native doctors such as babalawo (Yoruba), Dibia (Igbo) Duba (Hausa), Obochi (Igala), Uzenakpo (Ibibio) to mention a few. These guidance persons render their services from either the wealth of knowledge, experience, status or the type of confident placed on them due to their ages. In the home, parents, son, elders in the family assist in giving some guidance services to children on how to succeed in life and grow to become respectable members of the community.

Personal-social guidance and counseling are really effective in contributing to the improvement of student performance by helping students cope with many personal and social issues they face. Counseling helps students become emotionally stable because emotional stability gives students the ability to effectively concentrate and learn. Students receive help from counseling in managing their stress, anxiety, and interpersonal conflicts,

thereby strengthening the mindset needed for academic engagement. Furthermore, guidance programs also avail students with much-needed critical social skills that are useful in developing empathy, learning to tolerate others, and communicating effectively with others, which are all pivotal in better interaction with peers, teachers, and family. These abilities facilitate a collaborative environment within learning and further ensure needed cooperation, proving crucial for the student in his academic quest. Guidance that is culturally and family oriented keeps students well grounded in values that ensure discipline, responsibility, and self-motivation. Empowering the students through counseling proves that students can break the shackles of societal and family expectations to make wise decisions about their education and future careers. Peer counseling completes the whole by creating a network of support for students with whom to explore knowledge, advice, and motivation collectively.

Summary of Literature Reviewed

Academic performance among secondary school students-their ability to achieve learning ends-is measured by assessment results, participation, and total achievement. In this case, engagement in activities is influenced by motivation, resources, environment, and personal challenges. Guidance and counselling provide a framework through which structured support is extended to students as addressing academic, emotional, social, and

even career-based needs toward personal development and educational success. Academic guidance enables students to improve their study habits, manage their time wisely and choose wisely as a contributory factor to academic success. It links the many variegated courses and options directly to the possible occupational destinations through which the students' performance and abilities he aims towards will engage their interest and focus. Personal-social guidance, by and large addresses the emotional and interpersonal problems that may have otherwise incapacitated students in terms of well-being and engagement with their studies, peers, and teachers. In all these forms of guidance, it helps build a very strong framework under which students develop towards academic success at the end.

CHAPTER THREE

METHODOLOGY

This chapter is an outlined explanation on information about the research methodology and strategy adopted for this study. In this vein, this chapter will be discussed under the following sub-headings:

- Research Design
- Population of Study.
- Sample and Sampling Techniques.
- Research Instrument
- Validity of Instrument
- Reliability of Instrument. -
- Method of Data Collection
- Method of Data Analysis

Research Design

The chosen methodology for this research is a descriptive survey design. This approach entails observing and gathering data on a specific subject without manipulating variables. This type of research design affords the researcher the opportunity or get the

general assessment of opinions, attitudes or feelings of people about the problem under study.

Population of the Study

The study population comprises students across secondary schools in Oredo Local Government Area.

Sample and Sampling Technique

The study will employ simple random sampling technique. A sample of 100 students from 4 public secondary schools in Oredo Local Government Area of Edo State will be randomly selected to achieve a representative sample.

Research Instrument

The questionnaire will be used to collect data for the study. The questions will be formulated based on the research questions raised and the information gathered in the course of the Literature review. The research Instrument designed for collecting data will be divided into two sections namely: Section A and Section B. Section A contains information of personal data of respondents such as gender, age and class while Section B focuses on the issues raised in the research questions and other information considered important to the study.

Validity of the instrument

In order to ensure that the questionnaire is valid, the drafted questionnaire will be given to my project supervisor who is a lecturer in the Faculty of Education, University of Benin, who is experienced in the construction of the instrument. The comment and suggestions will help to improve the face and content validity of the instrument.

Reliability of the Instrument

To determine the reliability of the instrument, the test re-test reliability will be used. This involves administering questionnaire to about 20 respondents. Their responses will be correlated and subjected to Pearson product moment correlation test to obtain its reliability.

Method of Data Collection

The questionnaires will be administered to the respondents by the researcher. Attempt will also be made to explain the questions to the respondents in such a way that enables them respond to each question as objective as possible. The questionnaires will be duly collected after ascertaining that they have been completed.

Method of Data Analysis

The collected data will be analysed using the descriptive statistics. This would involve using the frequency count, percentage and mean score analysis. A criterion mean

of 2.50 will be set for accurate decision making.

CHAPTER FOUR

PRESENTATION OF RESULTS, INTERPRETATION AND DISCUSSION OF

FINDINGS

In this chapter, the results that emanated from the analysis are interpreted and presented in tables and are arranged according to the order of research questions raised in the study.

Research Question 1: what is the correlation between academic guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State?

S/N	Items	Mean Score	Criterion Mean	Remark
1	School counsellors expose students to subjects they are expected to offer in schools	3.23	2.50	Accepted
2	School counsellor assist students to develop their personal study time table	3.28		Accepted
3	School counsellors assist students to relate the subjects they offer to their career choice.	3.78		Accepted
4	School Counselors help students to develop interest on how to carry out school assignments	3.25		Accepted

Accepted mean value is 2.50 for positively worded items

Table 3 display the mean responses on correlation between academic guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State. This conclusion is drawn from them meeting the mean score criterion

of 2.50. From the table above, it can be inferred that there is a correlation between academic guidance and academic performance among secondary school students in Oredo Local Government Area in Edo state.

Research Question 2: What is the correlation between vocational guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State?

S/N	Items	Mean Score	Criterion Mean	Remark
1	Vocational guidance assist students to choose subject combinations	2.78	2.50	Accepted
2	Vocational guidance informs students on available career opportunities	3.12		Accepted
3	Vocational Guidance motivates students to honor their educational pursuit	3.68		Accepted
4	Vocational Guidance inform me on training/employment opportunities	3.00		Accepted
5	Vocational Guidance assists students in becoming aware of their educational abilities, skills.	3.03		Accepted

Accepted mean value is 2.50 for positively worded items

Table 4 display the mean responses on the correlation between vocational guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred , vocational guidance and counselling has an influence in the academic performance of students in Oredo Local Government

Area in Edo State

Research Question 3: What is the correlation between personal/social guidance and academic performance among secondary school students in Oredo Local Government Area In Edo State

S/N	Items	Mean Score	Criterion Mean	Remark
1	Personal-Social Guidance contributes to emotional stability in the course of my study enhancing academic achievement.	3.53	2.50	Accepted
2	Personal-Social Guidance improves interpersonal relationships among fellow students fostering better academic collaboration.	3.43		Accepted
3	Personal-Social Guidance boosts motivation and goal-setting, positively impacting academic performance.	3.18		Accepted
4	Personal-Social Guidance helps improve behavior, thereby especially in class leading to better academic outcomes.	3.20		Accepted
	Personal-Social Guidance enhances self-reliance, supporting independent learning and academic success	3.12		Accepted

Accepted mean value is 2.50 for positively worded items

Table 5 display the mean responses on the correlation between personal/social guidance and academic performance among secondary school students in Oredo Local Government Area In Edo StateThis conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred personal and social guidance influence student academic performance in Oredo Local Government of Edo

State.

Discussion of Findings

Firstly, table two shows there is a correlation between academic guidance and academic performance among secondary school students in Oredo Local Government Area in Edo state. This is supported by Bennars (2014), and Mutie and Ndambuki (2012) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counseling programme is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. Self-knowledge helps one to formulate life goals and plans which are realistic.

Secondly, vocational guidance and counselling has an influence in the academic performance of students in Oredo Local Government Area in Edo State. Okeke in Anene (2019) defines vocational guidance as the process that assists individuals in aligning their personal traits and background with appropriate job and employment options. This process aids students in recognizing their skills, interests, values, and personality traits, enabling them to make informed decisions about their future career paths and further

educational opportunities. Various methods exist for delivering vocational and professional guidance, with the most common being self-assessment activities, questionnaires, interviews, and psychometric evaluations (García, 2018). In this context, the guidance also seeks to explore labor market trends and educational possibilities while formulating a strategic plan to achieve career goals (Espinal, 2022; Gualteros, 2021). Prior to conducting a reflective analysis of the various attributes and traits associated with vocational maturity, students must make choices based on work tasks that necessitate meeting specific standards, presenting numerous challenges, commitments, and responsibilities. Career selection represents a significant hurdle for adolescents, young adults, and adults, as it demands a heightened level of self-awareness and an evaluation of one's abilities, encompassing not just professional activities but also lifestyle choices and contributions to societal development throughout one's career (Bálsamo, 2023). Given that career selection is among the most consequential choices impacting a person's life for an extended period, obtaining vocational guidance is viewed as essential. Such guidance can enhance a person's satisfaction with their educational journey and pave the way for success in their professional life (Badel Doria, 2022). By fostering stability, productivity, and job satisfaction, these initiatives can yield positive societal effects (García y Loor, 2021). In instances where students' preferred careers are unavailable at

local universities or their desired university is situated in a different geographic area, vocational guidance should facilitate professional aspirations and provide insights into personal interests, the family environment that can sometimes influence career choices, and the characteristics of the social environment.

Lastly, table four infers that personal and social guidance influence student academic performance in Oredo Local Government of Edo State. According to García, 2018 Personal and social guidance, along with counseling, play a significant role in enhancing student performance by assisting them in dealing with various personal and social challenges they encounter. Counseling aids students in achieving emotional stability, which is crucial for their ability to focus and learn effectively. Through counseling, students can manage their stress, anxiety, and interpersonal conflicts, thereby reinforcing the mindset needed for active engagement in their studies. Moreover, guidance programs provide students with essential social skills that help foster empathy, promote tolerance, and improve communication, all of which are vital for better interactions with peers, teachers, and family members. These skills contribute to a collaborative learning environment, ensuring that students receive the necessary support to succeed academically. Culturally and family-oriented guidance helps students stay rooted in values that promote discipline, responsibility, and self-motivation. By empowering

students through counseling, they learn to overcome societal and familial expectations, enabling them to make informed choices about their education and future careers. Peer counseling further enhances this system by creating a supportive network where students can share knowledge, advice, and motivation together.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the study alongside the conclusion drawn from the analysis of data collected and the results obtained in the course of this study. The recommendations offered based on the findings of the study are also highlighted.

Summary

The study investigated The influence of classroom environment on the learners effectiveness in public secondary schools oredo local government. Therefore, in order to achieve the objectives of the study, four research question were raised. In investigating this study, the descriptive survey design was adopted. A sample size of 100 respondents and a simple random sampling technique was used. A structured questionnaire designed with modified Likert Scale method made up of a-four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was the instrument used for the study. The data collected were analysed using descriptive statistics. The descriptive statistics involved criterion mean of 2.50.

Findings

Findings from the study revealed that:

- There is a correlation between academic guidance and academic performance among secondary school students in Oredo Local Government Area in Edo state.
- Vocational guidance and counselling has an influence in the academic performance of students in Oredo Local Government Area in Edo State
- Personal and social guidance influence student academic performance in Oredo Local Government of Edo State.

Conclusion

In conclusion, the findings indicate that academic guidance, vocational guidance and counselling, as well as personal and social guidance, all play significant roles in enhancing the academic performance of secondary school students in Oredo Local Government Area, Edo State. The positive correlations observed suggest that when students receive comprehensive and targeted guidance in these areas, their academic outcomes improve.

Recommendations

- Specialized training in academic, vocational, and personal/social guidance is recommended to be provided for teachers and counselors.
- Comprehensive guidance programs are advised to be integrated into the school curriculum.
- Monitoring and evaluation systems for guidance programs are recommended to be implemented.
- Adequate funding and resources are advised to be allocated to support guidance and counseling services.

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APPENDIX

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

Dear Respondents,

I am a student of the above-named department and I am carrying out research on topic, **GUIDANCE AND COUNSELLING AS CORRELATES OF ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA IN EDO STATE**. Therefore, your candid opinion to this question will be highly appreciated as they will help the research. Be rest assured that all information given will be specifically used for academic purposes and will be treated with ultimate confidentiality.

Thanks for your co-operation.

Yours Faithfully

OSUMAH EBAHI FAITH

**SECTION A
PERSONAL DATA**

Please complete the information below by ticking (√) where appropriate.

Sex: Male () Female ()

Class: J S S 1 () J S S 2 () J S S 3 () S S S 1 () S S S 2 () S S S 3 ()

SECTION B

KEY

Strongly Agree - SA

Agree - A

Disagree - D

Strongly Disagree – SD

RQ 1	what is the correlation between academic guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State?	SA	A	D	SD
1	School counsellors expose students to subjects they are expected to offer in schools				
2	School counsellor assist students to develop their personal study time table				
3	School counsellors assist students to relate the subjects they offer to their career choice.				
4	School Counselors help students to develop interest on how to carry out school assignments				
RQ 2	What is the correlation between vocational guidance and academic performance among secondary school students in Oredo Local Government Area in Edo State?	SA	A	D	SD
6	Vocational guidance assist students to choose subject combinations				
7	Vocational guidance informs students on available career opportunities				
8	Vocational Guidance motivates students to honor their educational pursuit				
9	Vocational Guidance inform me on training/employment opportunities				
10	Vocational Guidance assists students in becoming aware of their educational abilities, skills.				
RQ 3	What is the correlation between personal/social guidance and academic performance among secondary school				

	students in Oredo Local Government Area In Edo State				
11	Personal-Social Guidance contributes to emotional stability in the course of my study enhancing academic achievement.				
12	Personal-Social Guidance improves interpersonal relationships among fellow students fostering better academic collaboration.				
13	Personal-Social Guidance boosts motivation and goal-setting, positively impacting academic performance.				
14	Personal-Social Guidance helps improve behavior, thereby especially in class leading to better academic outcomes.				
15	Personal-Social Guidance enhances self-reliance, supporting independent learning and academic success				