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**PERCEIVED IMPACT OF GUIDANCE AND COUNSELLING SERVICES ON  
ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KADUNA  
SOUTH LGA**

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**Abstract**

*There is a decline in the academic performance of secondary school students despite the inclusion of guidance and counselling in school system in Nigeria. As a result, Guidance and Counselling services are of utmost importance to address the academic, vocational, personal and social needs of the students. The abilities, skills and desired personalities are harnessed through effective Guidance and Counselling programmes. Accordingly, the study investigated the impact of guidance and counselling services on the academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State, Nigeria. A student sample of 200, drawn from four Secondary Schools in Kaduna South Local Government Area of Kaduna State was used. To give a direction to the study, two research questions were raised and one hypothesis was formulated. The research was hinged on the social learning theory. Descriptive survey research was adopted by the researchers. It focused on describing the variables in the study. The researchers adopted simple random sampling method for selecting the participants. A research instrument was adopted to obtain necessary information in respect to the subject. The collated data were analyzed using mean and t-test. The findings from the test of hypotheses revealed that guidance and counselling have a significant impact on academic performance ( $t=4.037$   $df=183$ ; significant value  $p = 0.000 < 0.05$ ). It was recommended amongst others that guidance and counselling should be encouraged and promoted in all secondary schools beyond what is obtainable on*

*ground. School administrators should employ the services of trained counselors in guidance and counselling and those without qualification should be encouraged to participate in seminars, workshops and conferences in guidance and counselling*

**Keywords:** *Guidance and Counselling Services, Academic Performance, Students and perceived Impact*

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## **Introduction**

The low academic performance of some secondary school students (despite the presence of guidance counsellors) in Nigeria of recent is not just worrisome but a serious matter of concern that needs to be investigated, and Kaduna South Local Government Area is not exempted from this problem. The researchers observed this during teaching practice supervision and were motivated by this problem as counsellors to investigate if guidance and counselling services which are meant to assist students to excel in their academic undertakings, have any impact on the academic performance of secondary school students in Kaduna South Local Government Area or not. The Federal Government of Nigeria has directed each state to provide guidance and therapy services in the school curriculum in its National Policy on Education (2014). Guidance and counselling services were established to assist students develop competencies needed to overcome academic, career and personal challenges (National Policy on Education, 2014). Kaduna State is not left out in the implementation of this policy. However, the low academic performance of some secondary school students in Nigeria is deteriorating despite the presence of guidance counsellors in almost all the secondary schools. Al-Zoubi and Mohammad (2015) observed this when they stated that the deterioration of academic performance of secondary school students has an undesirable outcome in human society. This raises a question such as; does the provision of guidance and counselling services make any positive impact on the academic performance of students? It is pertinent to examine the impact guidance and counselling services have made on secondary school students in different secondary schools in Kaduna South Local Government Area, and to what degree such facilities were important in enhancing academic achievement of students. Every human person encounters numerous challenges and difficulties as he or she goes through various stages of education and life itself. These challenges cannot be overcome without certain

life skills such as having a good understanding of oneself, which is one of the aims of guidance and counselling. In Nigeria, guidance and counselling programs were established to assist students develop competencies needed to overcome academic, career and personal challenges, (National Policy on Education, 2014). This provided the chances of establishing guidance and counselling unit in all learning institutions. Guidance and counselling helps to promote self-understanding, self-direction and decision-making and other life skills of the human person. According to Egenti (2016) counselling is a transformative process of all-round learning that helps people to learn all that they need to learn. Guidance and counselling is an integral part of education which helps people to go through various stages of life (Lunenburg, 2010). UNESCO (2012) describes guidance and counselling as a person-to-person relationship between an individual who is in need and a concerned person, it could also involve more than two people. Alutu (2017) describes guidance as the processes, by which people are directed, guided, supervised, and are offered relevant professional assistance for future endeavours. Still describing guidance and counselling, Alutu (2015) explains that it is made available for people of different groups, backgrounds and beliefs to enable them in decision making as regards their problems. In the same line, she observed that counselling is an 2 encounter between two individuals in which one person is the professional who helps the other (the client) to resolve a conflict. According to Audu (2015) guidance and counselling is a term typically used together, which focuses on assisting individuals, to attain self-understanding and direction, even though attempts have been made by various authors to define the term separately. Hence, guidance and counseling are developed to help individuals or students to resolve their various problems and concerns, so that they grow as well-adjusted individuals who are not only able to live a productive life, but are also fully ready to contribute to the growth of their society. Eze (as cited in Audu, 2015) describes counselling as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counseee) or individuals (counseees) whereby the former uses his technical expertise to help the latter overcome his educational , vocational and personal social problems. Allen (as cited in Gatua, Sindabi & Chephieng, 2015) portrays guidance and counselling as an ultimate icon that addresses students' behaviour, considering context, global issues, local priorities, building moral capacities into account based on rational decision-making, social tolerance, care of the

environment and quality of life. Education is the foundation on which the development of every society is built (King, 2011). Lunenburg (2010) emphasized that education is concerned with providing opportunities for students to develop fully in terms of education, vocation, and emotionally. Alutu, (2016) posits that the citizens' level of academic achievement and literacy influences greatly the life, development, standard of living and progress of a nation. Egbo (as cited in Egenti, 2016) postulate that the all-round development of a child can only take place in a teaching and 3 learning environment which is conducive enough to cater for their needs. Egenti observes that the above statement must be taken seriously for effective teaching and learning to be realized. Secondary school education is an important aspect in the life of every human person; because it is a stage in which adolescents develop their future career. It is a stage an individual must go through before reaching higher institution. Certainly, early experiences have lasting influences on an individual's personality, hence the need to guide and counsel them young (Kendra, 2019). Ezekwesili (as cited in Umar & Haruna, 2014) state that secondary education could be seen as an influential stage where students acquire knowledge, skill and experience, which will also enable them to make the right career choices in future. In secondary school, just as a teacher is important in teaching and learning, so also is the guidance counsellor in the development and academic excellence of a child. Guidance and counselling services according to Alutu (2017) are those services that assist an individual to discover and develop his or her educational and vocational potentialities to be useful members of the society. In schools, guidance and counselling services assist students in harmonizing their interests, talents and values and enable them to develop their full potential (Okita, 2014 & Egbo, 2015). Yakubu and Shaibu (2019) states that guidance and counselling services are paramount in the promotion of the child's wellbeing. Guidance and counselling services help people to resolve their emotional and interpersonal problems. According to Ruttoh (2015) well-organized guidance and counselling services are indispensable in the development of a child, be it morally, intellectually and otherwise. Ruttoh also posit that guidance and counselling services such as individual and group counselling, information services and 4 placement services, provide students with the assistance they need to overcome a lot of challenges be it educational, personal-social or vocational in order to adjust properly and improve their academic performance. In terms of academics, they promote reading culture which is gradually dying

down especially among young people in Nigeria, and is being replaced with watching television, ping-pong, listening to music and chatting on social media (Alutu, 2016). For students with behavioural or relationship problems, they help them to develop resilience to overcome their challenges. In terms of career choices and development, the trained counsellors help them to understand the prospects and challenges of each career, and also their capabilities and potentialities to take up such careers in future. There are different facets of guidance and counselling such as school guidance and counselling, marriage guidance and counselling, pastoral guidance and counselling and family guidance and counselling among others. However, the researcher is concerned with school guidance and counselling. School guidance and counselling has three major parts namely: educational, vocational, and personal-social forms of counselling (Audu, 2015). Educational guidance and counselling refers to the help given to students to enable them excel in their academic pursuit, while vocational counselling is described as a process through which various factors affecting an individual's occupational choices are brought into focus, thereby helping the individual by equipping him with knowledge about his or her own potentialities in order to make informed choices of suitable jobs (Alutu, 2017). Ifelunni (as cited in Audu, 2015) Personal-social counselling takes care of the problems of the students that are not educational or vocational such as home and family relationship, leisure time activities, social skills and boy-girl relationship among others. Okere (2015) stated that the Nigerian government implemented the concept of guidance and counselling into the National policy on education in 1977, and many individuals and organizations have shown concern towards the promotion of guidance and counselling. Accordingly, Guidance and counselling is being promoted in almost all the secondary schools in Nigeria, yet the academic performance of secondary school students are not yet as expected. Consequently, the need to examine the impact of guidance and counselling services on the academic performance of secondary school students is very necessary.

**Hence, the study aimed at achieving the following specific objectives:**

I. To determine the availability of guidance and counselling and the causes of poor academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

II. To determine the impact of guidance and counselling services on the academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

### **Research Questions**

The study attempts to verify the following research questions;

- I. What are the major causes of poor academic performance in secondary schools in Kaduna South Local Government Area of Kaduna State?
- II. What is the impact of guidance and Counselling services on Students' academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State?

### **Hypothesis**

The null hypothesis was tested at 0.05 level of significance:

H<sub>01</sub>: Guidance and counselling services do not have a significant impact on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

### **Methodology**

The design of the study was descriptive survey. The target population of the study comprised of all secondary school students in Kaduna South Local Government Area. There are 48 secondary schools in Kaduna South Local Government Area. The total population of the schools is sixteen thousand four hundred (16,400) (Sourced from Kaduna South Education Board). A simple random sampling technique was used to sample four (4) schools out of 48 secondary schools in Kaduna South. The researchers used ten percent (10%) of the total number schools to get the number of school to be sampled. Four schools were be sampled, and the population is four thousand two hundred and forty (4,240) students. Out of this, ten percent (10%) of the students were sampled from the population of each of the four schools. Hence, a total of 200 participants were selected as the sample size using simple random sampling technique. The instrument used for data collection was titled "Impact of Guidance and Counselling Services on Academic Performance of Secondary School Students (IGCSAPSSSQ). The questionnaire contained three sections. Section A dealt with bio-data of the

respondents, section B contained items on poor academic performance while section C contained items on impact of guidance and counselling on academic performance of secondary school students. The Participants rated their perception on a 4 point Likert scale of (SA) = Strongly Agree, (A) = Agree, (D) = Disagree, (SD) = Strongly Disagree which will be scored 4, 3, 2, and 1 respectively. The research instrument was validated by two experts in guidance and counselling. Test re-test was adopted for the study. 0.76 was gotten as correlation coefficient which was high enough for the reliability of the instrument. The copies of the questionnaire were administered to the respondents in their various schools with the aid of two research assistants. The collected data were analysed using mean to answer the research questions while t-test was used to test the research hypothesis at 0.05 level of significance.

## Results

### Research Questions

Research Question 1: What are the major causes of poor academic performance in secondary schools in Kaduna South Local Government Area of Kaduna State?

Table 1: Mean analysis showing major causes of poor academic performance in secondary schools in Kaduna South Local Government Area of Kaduna State

S/N	Item	Level of Agreement				Mean	Decision
		SA	A	D	SD		
1	Corporal punishment	15	34	59	92	1.86	Disagreed
2	Poor reading techniques	88	57	41	14	3.10	Agreed
3	Anxiety	78	56	37	29	2.92	Agreed
4	Poor self-concept	66	71	34	29	2.87	Agreed
Sectional Mean						2.69	Agreed

*Scale Mean 2.50; n=200*

From Table 2, it could be observed that the mean values of 3.10, 2.92 and 2.87 respectively were in agreement with items 2, 3 and 4 while the mean value of 1.86 was in disagreement with item 1. The sectional means of 2.69 indicated that some of the respondents agreed that poor reading techniques, anxiety and poor

self-concept were the major causes of poor academic performance in secondary schools while the remaining respondents disagreed with corporal punishment as a cause of poor academic performance.

Research Question 2: What is the impact of guidance and counselling services on Students' academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State?

Table 2: Mean analysis showing impact of guidance and counselling services on students' academic performance in secondary schools in Kaduna South Local Government Area of Kaduna State

S/N	Item	Level of Agreement				Mean	Decision
		SA	A	D	SD		
5	School guidance counsellors gather information from student for counselling purpose	78	65	40	17	3.02	Agreed
6	Sometimes we answer questions to enable counsellors to help us	67	71	34	28	2.89	Agreed
7	The information we supply counsellors are used to provide guidance and counselling	66	67	41	26	2.87	Agreed
8	School guidance counsellors make use of questionnaire to get information from us	64	65	38	33	2.80	Agreed
9	We are encouraged to express our feeling so that counsellors can use the information for counseling	56	69	42	33	2.74	Agreed
10	School guidance counsellors help me to discover myself	54	66	38	42	2.66	Agreed
11	School guidance counsellors help me to develop tolerance and self-control	34	32	76	58	2.21	Disagreed
12	School guidance counsellors help me to understand my temperament as well as others so I can relate freely with my peers	65	77	35	23	2.92	Agreed
13	School guidance counsellors help me to achieve self-awareness	65	66	34	35	2.81	Agreed



14	School guidance counsellors help students plan and prepare for post-secondary schooling	71	54	39	36	2.80	Agreed
15	Sometimes I am sent to other counsellor who can properly handle my issue	59	66	24	51	2.67	Agreed
16	Sometimes I am directed to a particular counsellor because he/she is so good at handling specific matters	65	54	42	39	2.73	Agreed
17	The school has guidance counsellors who specialize in specific areas of school guidance and counseling	34	41	67	58	2.26	Disagreed
18	School guidance counsellors can refer a student to another counsellor if they are not properly disposed to attend to the student	56	67	39	38	2.71	Agreed
19	Students with special needs are sent to counsellors trained to handle special needs	51	72	32	45	2.65	Agreed
20	School guidance counsellors provide us with information on vocational training	54	68	32	46	2.65	Agreed
21	School guidance counsellors provide us with information to help us grow in our studies	68	74	35	23	2.94	Agreed
22	School guidance counsellors give us information on available educational opportunities and scholarships	61	54	35	50	2.63	Agreed
23	School guidance counsellors source for information to help students address their needs	50	69	34	47	2.61	Agreed
24	School guidance counsellors get relevant information on environmental and weather conditions and sources of school life, for the safety of students in school	28	35	67	70	2.11	Disagreed

25	School guidance counsellors help students plan and prepare for their work roles after secondary school	57	65	34	44	2.68	Agreed
26	School guidance counsellors give direction on school courses to help students in career decision making	66	67	31	36	2.82	Agreed
27	School guidance counsellors organize career seminars to educate students on their career choices	65	55	45	35	2.75	Agreed
28	School guidance counsellors help students in subject selection for various courses of study	56	67	34	43	2.68	Agreed
29	School guidance counsellors guide students to develop written career plans	56	71	29	44	2.70	Agreed
<b>Sectional Mean</b>						<b>2.69</b>	<b>Agreed</b>

*Scale Mean 2.50; n=200*

From Table 2, it could be observed that the mean values of 3.02, 2.89, 2.87, 2.80, 2.74, 2.66, 2.92, 2.81, 2.80, 2.67, 2.73, 2.71, 2.65, 2.65, 2.94, 2.63, 2.61, 2.68, 2.82, 2.75, 2.68 and 2.70 respectively were in agreement with items 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28 and 29 while the mean values of 2.21, 2.26 and 2.11 were in disagreement with item 11, 17 and 24. The sectional mean of 2.69 indicated that some of the respondents agreed that school guidance counsellors gather information from student for counselling purpose, sometimes they answer questions to enable counsellors to help them, the information they supply counsellors are used to provide guidance and counseling, school guidance counsellors make use of questionnaire to get information from them, they are encouraged to express our feeling so that counsellors can use the information for counseling, school guidance counsellors help them to discover themselves, school guidance counsellors help them to understand their temperament as well as others so they can relate freely with their peers, school guidance counsellors help them to achieve self-awareness, school guidance counsellors help them plan and prepare for post-secondary schooling, sometimes they are sent to other counsellor who can properly handle their issue, sometimes they are directed to a particular counsellor because he/she is so good at handling specific matters, school guidance counsellors can

refer a student to another counsellor if they are not properly disposed to attend to the student, students with special needs are sent to counsellors trained to handle special needs, school guidance counsellors provide them with information on vocational training, school guidance counsellors provide them with information to help them grow in their studies, school guidance counsellors give them information on available educational opportunities and scholarships, school guidance counsellors source for information to help students address their needs, school guidance counsellors help students plan and prepare for their work roles after secondary school, school guidance counsellors give direction on school courses to help students in career decision making, school guidance counsellors organize career seminars to educate students on their career choices, school guidance counsellors help students in subject selection for various courses of study and school guidance counsellors guide students to develop written career plans as impact of guidance and counseling on academic performance of secondary school students while the remaining respondents disagreed with school guidance counsellors help me to develop tolerance and self-control, schools have guidance counsellors who specialize in specific areas of school guidance and counseling and school guidance counsellors get relevant information on environmental and weather conditions and sources of school life, for the safety of students in school as impact of guidance and counseling on academic performance of secondary school students.

### Hypotheses Testing

The null hypotheses earlier formulated was tested at 0.05 level of significance.

H<sub>01</sub>: Guidance and counselling services do not have a significant impact on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

Table 3: t-test analysis showing impact of guidance and counselling services on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State

Variables	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig(P-cal)	Remarks
<i>Guidance and counselling services</i>	200	8.24	1.321					

<b>Students' academic performance</b>	200	6.47	1.221	398	2.179	1.649	0.000	Reject $H_0$
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Significant at  $df=398$ ;  $P \leq 0.05$ ,  $t_{cal} > t_{tab}$

Table 3 showed t-test analysis of impact of guidance and counselling services on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State. The  $t_{cal}$  value of 2.179 was found to be greater than the  $t_{tab}$  value of 1.649 given 398 degrees of freedom at 0.05 level of significance. The  $t_{cal}$  value was significant since it was greater than  $t_{tab}$  value, the null hypothesis was rejected. It implied that guidance and counselling services had a significant impact on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State.

### Conclusion

The findings from the study revealed that guidance and counselling has significant impact on academic performance of secondary school students in Kaduna South Local Government Area of Kaduna State. The researchers, therefore concluded from their findings that guidance and counselling had significant Impact on the students' academic performance.

### Recommendations

Based on the findings of this study, it was recommended that:

1. Guidance and Counselling should be encouraged and promoted in all secondary schools beyond what is obtainable on ground.
2. School administrators should employ the services of trained counselors in guidance and counselling and those without qualification should be encouraged to participate in seminars, workshops and conferences in guidance and counselling
3. Guidance counsellors, teachers and parents should encourage students to make use of proper reading skills in order to improve their academic performance.
4. Parents and guardians should be encouraged to seek information in guidance and counselling as it will serve to help understand how to guide their wards and help them develop their interest in academics.

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