**A COMPARATIVE STUDY OF GUIDANCE AND COUNSELING SERVICES EFFECT ON SECONDARY SCHOOL STUDENTS’ ACADEMIC PERFORMANCE IN IKENNE LOCAL GOVERNMENT AREA**

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**ABSTRACT**

The study examined comparative study of guidance and counseling services effect on secondary school students’ academic performance in ikenne local government area, using Ikenne Community Secondary School and Isanbi Comprehensive High School, Mainflower Secondary School, Ilishan High School, Ilishan Remo as th study. More specifically, the study examined the impact of guidance and counseling on students’ academic performance.

The study adopted the survey research design and the purposive sampling technique to select (4) selected public secondary school within the two selected communities (Ikenne and Ilishan) in Ikenne Local Government of Ogun State to give a sample size of 120 students. A well-developed, validated and reliable questionnaire was administered to the respondents to investigate their opinions on how guidance and counseling services and programs affects their academic performance. The data generated from the survey was subjected to descriptive statistics and the squared technique was employed to test the three hypotheses that were formulated.

The results showed that guidance and counseling services are significantly available on the public secondary schools students’ academic performance in ikenne local government area. Furthermore, the results unveiled that guidance and counseling programs has significantly impacted the public secondary schools students’ academic performance. Also, the results revealed that guidance and counseling programs has significantly impacted the public secondary schools students’ academic performance based on the participants’ age and gender.

The study concludes that guidance and counseling services has significant effect on secondary school students’ academic performance in Ikenne Local Government Area.

The study suggested that; Appointing full time counselors in each school should address control assaults and teething problems of students; Guidance programmes should be seriously embedded in the curriculum of secondary schools to enable student understand the length assaults can go on there fellow students; Regional or a nationwide study should be undertaken to give a much broader view of the subject understudy**.**

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background to the study**

Since Nigeria Republic has established their independence after the colonization, many good developments took place, both in the structure and functioning of society, of which, educational system is no exception. In Nigeria, the system of education seems to undergo a never-ending reform. “As the reformation progresses,” It is not surprising that not only children and parents but also educational authorities are getting confused and do not know how to cope with the need of making choices in an increasingly complex system of education. One of important need of Nigeria education is to take note of the academic performance of our students’ in other to have a standard and well-functioning of the society.

Academic performance which is the extent in which a student, teacher or institution has achieved their short or long-term educational goals is reflected through Cumulative GPA and completion of educational degrees such as High School and Bachelor's degrees. It can also be refers to a child’s success and performance in school and can be measured by grade point averages, as a cluster of achievement tests or, using speciﬁc tests for reading or arithmetic skills, such as reading speed, ﬂuency and comprehension, and the ability to solve logical/arithmetic problems (Joseph , Karol , Peter and Marek , 2016). Throughout the nations such as Nigeria, great concern is being expressed about how poorly children are performing on tests in mathematics, reading and science. The future of every nation depends on a citizenship who knows how to participate in the democratic process educated and trained for the job market. Hence the need for academic procedure that is well seasoned with competent Guidance and Counseling services as early as possible at every step of academic exercise. Studies have it that private Secondary schools’ education financial commitment does not improve students’ performance on achievement tests per se. Really, what matters is teaching quality, and not availability of school equipment and infrastructure. Hence, the need for seasoned educators to acquaint self with the actual components of academic performance which encompass: The current Academic Performance in Africa according to a report by Olu Adenipekun (2017), Head of National Office of the West African Examination Council, WAEC, announced the cheering news of a seven percent improvement in the number of candidates that passed the examination with five credits. Last year, that is 2016, 52.9 percent of the candidates recorded the feat. The number jumped to 59.22 percent this year (2017), out of the 1,559,662 candidates that sat for the examination. He said that 923,486 of the 1,559,162 candidates that sat for the examination obtained a minimum of credits in five subjects and above, including English Language and Mathematics. Giving a further breakdown of the results, the WAEC boss said that 1,084,214 candidates, representing 69.94 per cent, obtained credits and above in six subjects. The question one may ask encompass what factor could have responsible for such percentile increase? Could this be associated with the impacts of guidance and counseling which governments tend to be floating in most secondary school? If such be the case, counseling becomes essential needs for better academic performance. These questions, therefore, call for the assessment of the purpose and the availability of G&C services that could have responsible or contribute to this minute change in the present Nigerians’ WAEC result. Hence, the need to consider the purpose of G&C and its’ visible impacts on students’ academic performance.

**Purpose of Guidance and Counseling**

1. Providing the needed information & assistance
2. Helping in individual to make wise choices
3. Improve the understanding of self
4. Facilitate the adjustment
5. Helps in adapting to the changes or new environment
6. Making self-sufficient & independent Efficient use of capabilities & talent
7. Promote the optimal personal & professional development
8. Balanced physical, psychological, emotional, social & spiritual growth
9. Helps in overall development & to live productive life

Recently, Guidance and Counseling has actually recorded ample achievements such as, helping in the academic growth & development, vocational & professional maturity, Facilitating individuals in the right education & profession, offering help to handle educational & professional situations, helping in the proper utilization of human resources and in adapting to the changing concept of education. Also, in preparing to adapt in changing professional situations & emerging challenges and in making proper career choice with minimize indiscipline. As suggested by the researcher findings, high-quality counseling services can have long-term effects on a child’s well-being with academic performance inclusive, and can prevent a student from turning to violence and drug or alcohol abuse behaviors. High-quality school counseling services can as well improve a student’s academic achievement. Existing Studies on the effects of school counseling have shown positive effects on student’s grades, reducing classroom disruptions, and enhancing teachers’ abilities to manage classroom behavior effectively. Similarly, High-quality school counseling services can help to address students’ mental health needs.” (U.S. Department of Education, 2002) Hence, School guidance programs are not just essential but crucial needs to be made available so as to assist students overcome numerous challenges they experience at home and at school. This would subsequently enable them to yield positive result in their academic achievement or performances. Guidance is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the social and moral values of students, suppress, control and redirect behavior. Therefore, this study is to assessthe impact of Guidance and Counseling on academic performance of public Secondary Schools student in Ilishan Remo Area of Ogun State, Nigeria.

**1.2 Statement of Problem**

The challenge of education today is to offer school experiences that provide students with opportunities to develop the understandings, skills, and attitudes necessary to become lifelong learners, capable of identifying and solving problems and dealing with change. Students need to be able to communicate clearly, competently, and confidently from a broad knowledge base in order to make thoughtful and responsible decisions. Achieving these educational goals will provide students with the means to make connections between what they learn and how they live (Public School Programs 2000– 2001). In response to these challenges, how can the government shift guidance and counselling from a position-focused model that delivers services to specific populations to a comprehensive model that delivers services to all students in the school? Academic performance of public secondary school is declining overtime, especially in our contemporary where it seems as if that the government do not care about the performance of the students in public secondary schools. However, most of time professional counselor tends not to be made available in public secondary school, in order to promote the academic performance of the students. This situation often has a negative reflection on students; character, social personal and moral values in public secondary school. Based on the nature of guidance and counseling services, it is visible that academic performance which of great important to national development could be greatly enhance; hence this study is out. According to Proverbs 11:14, which say: where there is no counsel purposes are destroy, but in the multitude of counselors there is safety. Based on this bible quotation how can counseling services make a great effect in public secondary school compare to private secondary school, in order to enhance the safety knowledge, acquire by students. Nevertheless, they seem to be a minimal availability of counseling services in places Ilishan town of Ogun State. Hence, there is need for one to compare the present role of counseling services on academic performance of public secondary school and private secondary school students, failure to do these may amount to inability to quantify the important of counseling services in education. This may eventually result in serious lack of educational poor academic achievement among public secondary school student, compare to private secondary school students.

**1.3 The Purpose of the study**

This study sought to examine the influence of guidance and counseling on the academic performance in public secondary schools students’ in Ikenne local government area.

**1.4 Objectives of the study**

The main objectives of this study are to assess the role of Guidance and counseling while the specific objectives are to:

1. Describe the available guidance and counseling services and the public secondary schools students’ academic performance in Ikenne local government area.
2. Examine how guidance and counseling programs is impacting the public secondary schools students’ academic performance
3. Determine how guidance and counseling programs is impacting the public secondary schools students’ academic performance based on the participants’ age and gender.

**1.5 Research Question**

1. What are the available guidance and counseling services and the public secondary schools students’ academic performance in Ikenne local government area?
2. How can guidance and counseling programs impact the public secondary schools students’ academic performance?
3. How can guidance and counseling programs impact the public secondary schools students’ academic performance based on the participants’ age and gender.

**1.6 Research Hypotheses**

**H01**: There is no significant relationship between studentss’ academic performance and guidance and counseling services in the public secondary schools in Ikenne local government.

**H02:** There is no significant relationship between the guidance and counseling programs and the students’ academic performance in the public secondary schools in Ikenne local government.

**H03** There is no significant relationship between the guidance and counseling service and the students’ academic performance in the public secondary schools in Ikenne local government based on age and gender.

**1.7 Significance of the study**

The study will be of great important as it relates to young people in public secondary schools in Ikenne local government area. Without doubt this is the expected future leader of great Nation (Nigeria) and any nation that fails to plan or have concern for the academic performance of the youth, has planned to failed; with a great fall. The study will further be of great benefit to many such as researcher and other academic stock holder; it will add new knowledge to existing academic knowledge in research field similarly academic stockhold such as administration and parent will get to know the essence of guidance and counseling as relate to academic performance of students. Finally, current public secondary will get to realize the important of academic performance in present future.

**1.8 Scope of the Study**

This study is limited to the public secondary school students in Ikenne local government area, Ogun State Nigeria. Designed to assess the influence of guidance and counseling on academic performance of public secondary schools in Ikenne local government area.

**1.9 Operation Definition of Terms**

**Guidance** refer to rudimentary ingredient that plays a crucial role in school system and insists on upholding the social and moral values of students. It is intended to suppress, control and redirect behavior.

**Counseling**: Counseling refer to the service offered to the individual who is undergoing a problem and needs professional help to overcome it.

**Academic performance:** Academic performance can be referring to the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and Bachelor's degrees represent academic achievement.

**Impact:** refers to measure of tangible effect and intangible effect of thing influence upon.

**Service**: refers to act of help or assistance offer to an individual.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literatures that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework
* Empirical Review

**2.1 CONCEPTUAL FRAMEWORK**

**Guidance and Counselling**

According to Oviogbodu (2015) counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes. Counselling is an interaction or relationship between two or few individuals, the client counsellor relationship of trust (Geshinde 1991; Adebowale, 2012; cited in Oviogbodu, 2015). Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (Egbo, 2013). In other words, counselling is

a transformative process of helping people to learn all that are to be learnt both in and outside the School. Counselling is a person-to-person process in which one person is helped by another to develop, increase in understanding and ability to solve his or her problems. Sometimes it could involve a group of two or more persons. Consequent on the discussion it is important to highlight the benefits of Guidance and Counselling to students in the school programme. In guidance and counselling, these two words generally take on different meanings. The former refers to helping students’ whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work (LaiYeung, 2014). The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Gysbers & Henderson, 1994; Yuen, 2002; Lai-Yeung, 2014). Hence guidance and counselling is a very necessary therapy to school children. Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realise their full potential in preparing for adult and working life, (O’Concubhair, 1981). Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour.

**Benefits of the School Counseling Program for Students**

Prepare students for the challenges of the 21st century through academic, career, and

personal / social development.

2. Relates educational program to future success.

3. Facilitates career exploration and development.

4. Develops decision-making and problem solving skills.

5. Assists in acquiring knowledge of self and others.

6. Enhances personal development.

7. Assists in developing effective interpersonal relationship skills.

8. Broadens knowledge of our changing world.

9. Provides advocacy for students.

10. Encourages facilitative, co-operative peer interactions.

11. Fosters resiliency factors for students.

12. Assures equitable access to educational opportunities.

**School Guidance Counsellors’ Areas of Work**

In 1981 the Cork branch of the Institute of Guidance Counsellors produced a job description for school Guidance Counsellors listing their areas of work. The School Guidance Counsellor;

1. Counsels individual students and provides group education and vocational guidance.

2. Assists individual students with personal problems; social, emotional etc.

3. Assists with personal development.

4. Advises on study techniques.

5. Advises on job applications and interviews.

6. May engage in psychological testing and other testing.

7. May refer students to other agencies.

8. May co-ordinate a school system of pastoral care.

9. Is responsible for the compilation and availability of occupational information.

10. Enjoys freedom and flexibility in the organisation of counselling activities according to the needs of the school.

Further to this the report designated four major work areas for the School Counsellor ;

Individual Counselling; Group Guidance; Occupational Information; Psychological Testing, (I.G.C. Journal, Spring 1981).

**Aims of guidance and counselling in schools**

The aims of guidance and counseling service in schools is to assist the student in

fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011). The purpose of guidance and counselling therefore provides emphasis and strength to educational programs. Some specific aims of the school guidance and counselling program includes the following (Gibson, 2009 cited in Lunenburg, 2010):

**To Provide for the Realization of Student Potentialities**:

To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counsellor’s role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co-curricular activities.

**To Help Children with Developing Problems**:

Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The counsellor, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more efficiently.

**To Contribute to the Development of the School's Curriculum**: Counsellors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counsellors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counsellors are not included in curriculum development efforts.

**To Provide Teachers with Technical Assistance**:

Pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counselling functions essential to the educational program. Specifically, the guidance counsellor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counselling techniques, which teachers can use in counselling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

**To Contribute to the Mutual Adjustment of Students and the School:**

Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counsellors must be cognizant of students’ needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments. Such mutual adjustment of students and school is facilitated by providing suggestions for program improvements, conducting research for educational improvements, contributing to students' adjustment through counselling, and fostering wholesome school-home attitudes.

**Role of Guidance and Counselling in Schools**

The roles of guidance and counselling programme is to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Makinde (1984) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (1994); Mutie and Ndambuki (2000) and Ndirangu (2007) 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 counselling 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 schools, there is need for students to make proper subject and career choices after the four year course in the Universities, Six education programs in both Primary and Secondary as it relates to Nigeria education system. Borrow (1983) observes that it is the role of guidance and counselling programme to provide the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities. Most secondary school students are in the adolescent stage. According to Robert and Elizabeth (1983), during this time, adolescent experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism, meaninglessness, normlessness and powerlessness. They observe that guidance and counselling is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life. Guidance and counselling programme also help students choose and pursue achievable careers. According to Borrow (1983) the world is highly complex and dynamic which makes career choice very difficult. He reckons that time change, people change, technology progresses and these challenges everyone to change to new ways of living and working. The students need guidance and counselling programs to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals. The programme also plays the role of intercepting and assisting disadvantaged students and also checks on school drop-out. Makinde (1984) observes that one of the roles for school counsellor is to help students who are experiencing difficulties. Students from disadvantaged families of the society have many problems and needs which, are to be dealt with in guidance and counselling programme. Lindsay (1983) argues that such students may experience difficulty in adjustment with peers, teachers and the environment thus guidance programme helps such students to adjust and utilize the guidance facilities available fully. Majority of the disadvantaged students later acquire low qualifications for the world of work. This poor achievement may even marginalize them more if guidance programme does not intervene; some may even drop out of school, thus the guidance programme is well suited for assisting the students (Ndirangu, 2007).

**Counselling Services-Types and Programmes**

In the findings of the research study conducted by Bolu-Steve, et al., (2017), two major types of counselling were identified, they are individual counselling (face to face interaction between the professional counsellor and the client) and group counselling (this between the professional counsellor and clients who have similar concern). Other counselling services/ programmes in schools include:

**Orientation Service:**

This entails acquainting new students with the academic environment. The school is usually new to the students. An orientation activity helps the students to adjust to the new environment. At this point, students are exposed to the rules and regulation guiding behavior and interpersonal relationship within the school

**Placement Service:**

This involves placing students in an appropriate class or school, courses, training or vocations. The counselor assist the students to choose the right subject combination in line with their traits. This process is useful in carrying out the placement of these students into science, arts, commercial or technical class. The placement programmes also assist the graduating students to choose the right course at the University.

**Counselling Service:**

This is a face to face interaction between the counsellor and the client who has a challenge. Counselling in schools is aimed at assisting the students to live a more productive life and self-satisfying life style. The main focus of the school counselor is to facilitate needed educational growth among the students

**Information Service:**

The school guidance counsellor provides the students with accurate information on educational, vocational and personal social opportunities facts that are available in order to assist the students in making informed decision and choices.

**Appraisal Service:**

The appraisal of an individual is the value judgment arrived at, based on the result of the assessment of various relevant characteristics of the person. It involves the collection of data, analysis of subjective and objective personal and psychological data about a student. This gives a full understanding of these students and how they can be helped.

**Follow-up Service:**

It consists of activities which helps the counsellor to access if the client is coping after the counselling session. This could involve visit to other places like institutions and employment establishment. Follow up services is necessary for planning and evaluation purpose.

**Evaluation Service:**

This helps in assessing the effectiveness of the school counselling programmes. Data gathered from the evaluation process, enable the counsellor to improve, modify or suspend any service in the programme.

**Referral Service:**

This is the transferring a client to another professional counsellor or agency where their problem can be appropriately handled. These services are the fundamental basis of counselling programmes. All these services aimed at improving the academic standard of secondary school students.

**The Importance of Guidance and Counselling Services in Schools**

The aims of guidance and counseling service in schools is to assist the student in fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Ebizie, et al., 2016).The importance of these services are presented by Bolu-Steve, et al., (2017) as

**Development of students’ potentials:**

It aids in planning effective study habit which in turn, enhances students’ academic competencies.

**To help students with developing problems:**

Counselling services are intervention process that are effective in dealing with student academic problems and at the same time foster healthy heterosexual relationship among the students.

**Decision Making:**

To help students make informed decision about their education.

Individuals have to know the choices that are available in subjects, curricula, schools or colleges to determine what exactly they want to pursue. They have to know subject

combinations or options, what the subject involves in the classroom, available courses and what are the future prospects of following a particular course, available schools and colleges that offer the desired programmes, admission requirements and educational opportunities.

**Development of the School's Curriculum:**

The professional Counsellors, provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counsellors are not included in curriculum development efforts.

**Offer of Technical Services:**

A guidance counsellor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counselling techniques, which teachers can use in counselling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

**ACADEMIC PERFORMANCE**

The complexity of the academic performance starts from its conceptualization. Sometimes it is known as school readiness, academic achievement and school performance, but generally the difference in concepts are only explained by semantics as they are used as synonyms. Conventionally, it has been agreed that academic performance should be used in university populations and school performance in regular and alternative basic education populations. We will point out just a few because there is a diversity of definitions. Several authors agree that academic performance is the result of learning, prompted by the teaching activity by the teacher and produced by the student. From a humanistic approach, Martinez (2007) states that academic performance is “the product given by the students and it is usually expressed through school grades” (p. 34). Fifteen years ago, Pizarro (1985) referred to academic performance as a measure of the indicative and responsive abilities that express, in an estimated way, what a person has learned as a result of a process of education or training. For Caballero et al. (2007), academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. These are expressed through grades which are the result of an assessment that involves passing or not certain tests, subjects or courses. On their part, Torres and Rodríguez (2006 quoted by Willcox, 2011) define academic performance as the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average,

**Purpose Of The School Or Academic Performance**

This is to achieve an educational goal, learning. In this regard there are several components of the complex unit called performance. They are learning processes promoted by the school that involve the transformation of a given state, into a new state, and they are achieved with the integrity in a different unit with cognitive and structural elements. Performance varies according to circumstances, organic and environmental conditions that determine skills and experiences. The academic performance involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship. When a gap between the academic performance and the student’s expected performance occurs, it refers to a diverging performance. An unsatisfactory academic performance is the one that is below the expected performance. Sometimes it can be related to

teaching methods. (Marti, 2003, p. 376). To the present, the expansion of educational opportunities in Latin America has not helped to compensate for the inequalities of a socioeconomic and cultural background. Although it is true, today millions of children and young people, previously excluded from education, enter the educational process K-12 (which term includes preschool, primary and secondary education), on average of one half does not complete it, and the other half continues highly dissimilar paths from the point of view of educational quality. In fact, among those who complete secondary education a condition to avoid the risk of falling below the poverty line in Latin America - at age 15 an average of 50% have failed to achieve a minimum proficiency in learning skills defined by the PISA assessment (Brunner, 2013). The Organization for Economic Cooperation and Development (OECD) has published the results of the international PISA 2012 with the participation

of Peru among other 65 countries or territories.

**School Failure**

This is not tackled with exams and school systems do not improve by taking tests nonstop. Failure and success are market concepts which have never been considered in the educational world and we have to avoid the strong negative component they both imply. We observed a positivist bias that Marin (2013) describes with these words: “It is studied what fits best in the method, which is best measured, while what it is not so easily quantifiable is invisible.” In this case, PISA has the positive aspect of explicitly stating its approach, and thus it doesn’t intend to evaluate education as a whole, it doesn’t even intend to make of it assessment the most important fact in education. What is really important and useful is to define the educational goals we want to achieve, to analyze the contexts and difficulties we encounter, and to create proposals and mechanisms of action that will allow us to achieve these goals.

It is known that during adolescence remarkable physical and psychological transformations occur, especially in personality. These transformations could affect school performance; therefore, teachers must be prepared to positively channel these changes; otherwise, they might take an adverse course. Similarly, we should go for flexible teaching interactions and methods, capable of adapting to students with very different personalities. We should also consider that if impulsivity affects the ability to learn, it may only affect the individual’s crystallized intelligence, not his/her fluid intelligence. This is because first one depends more on teaching-learning processes, while the fluid intelligence refers to the ability to establish relationships regardless of prior knowledge acquired. In this regard Llorente states that improving the educational situation implies to implement, strengthen and apply in all the educational centers, all the various measures that have been proven useful when dealing with

diversity: such as splitting, individualized tutoring, the Initial Professional Qualification Program (IPQP), school activities programs, interdisciplinary and/or globalizing methodological proposals such as working in areas or projects, intervention of two teachers in a classroom at the same time, classroom organization in cooperative groups, mediation, negotiation and commitments, coordinating support teams, banks of resources and material, the lack of concentration of disadvantaged students in the same classroom or educational center.Also, a good educational monitoring system should promote a change in attitudes in teachers from certain sectors, beginning with awareness and conviction, rather than imposition. These are attitudes aimed at improving educational practices in the classroom or verification of the curriculum compliance.

**2.2 THEORETICAL FRAMEWORK**

**Person-Centered Theory**

This theory focuses on the human interaction between the counselor and the client. Rogers (1980) called it the Personcentered theory in order to suggest that his principles extended beyond the client-therapist relationship to encompass all human interaction. The current personcentered theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit. The student will drive towards growth, health and adjustment (Makinde, 1984). The model assumes that human interaction is only possible when certain conditions prevail. In the case of guidance and, these conditions should prevail in the counsellor’s demonstration in the counsellor-client orientation. According to Omulema (2000), these conditions include counselor’s demonstration of empathy, unconditional positive regard and warmth to the client. He notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students the freedom to explore their thoughts and feelings and to solve their own problems. Guidance and programme that lacks these characteristics culminate into poor performance of students in school. When a counsellor communicates the above conditions, those being helped will become less defensive and more open to themselves and their world and they will behave in more social and constructive ways. Many students harbor feelings of failure in academics and thus have low self esteem, but a counsellor is able to counter the feelings by working towards fostering the students, capacity to hope and believe that they are capable of overcoming academic failures they are experiencing and even end up performing their best potentialities. A conducive environment for the student should be provided and teachers should provide room for self-actualization by being friendly, loving, competent and responsible. Teacher counsellor should also help the student set goals and allow positive self recognition after attaining set goals and aspirations that will boost success in academic performance. Therefore, a good environment should be created by teacher counsellor.

**Social Learning Theory**

Learning is a process where behaviours are learnt or acquired from the environment. One way of learning is through social observation and imitation. This theory is advanced by Albert Bandura (1986). This theory explains delinquency as a behaviour learnt through the complex process of socialization. The theory postulates that the behaviour is reflective of people observing and imitating others and imagining the consequence of their own behaviour. The theory advocates that human behaviour is modified using learning principles to change behaviour (Omulema, 2000). The behavioural approach emphasizes that the client defines goals in behavioural terms, provide resources and encouragement in helping clients more towards goals and helps clients with different problems (Patterson, 1973). Teacher counselors can therefore apply this in students concerning their academic performance. Makinde (1984) notes that effectiveness of is assessed by changes in the specific student’s behaviour. This implies that can use behavioural to create a conducive environment for the students to modify their behaviours in order to solve their academic problems through creation of learning conditions. Teacher counselors can use behavioural techniques like self management programmes and self directed behaviours which may deal with learning, studying and time management skills in schools. This will foster the students’ academic performance. The student will drive towards growth, health and adjustment (Makinde, 1984). Therefore, a good environment created by the teacher counsellor can provide room for good self-concept that will boost success in academic performance.

**2.3 Empirical Review**

Formal guidance and in the world originated in Europe and the United States of America in 1900s. By 1911 an organized guidance programme in the United States of America was in place to cater for students’ needs. The emphasis was on vocational information, awareness of the world of work, location of employment and reduction of examination anxiety (Makinde, 1984). Bor, Landy, Gill and Bruce (2002) have noted that guidance and has changed rapidly and that understanding the functions of school guidance and is important. Kilonzo (1984) states that, in Kenya the concept of guidance and was introduced in late 1960’s and formalized through the Ministry of Education in 1971. Gichinga (1995) has rightly noted that, the need for formal guidance and is recognized at the present time more than ever before. In pursuit of formal guidance, the Government of Kenya has set up various education commissions that have come up with government policy on guidance and . Angaha (1987) observes that, the government of Kenya recognizes that guidance and is an essential service that must be offered to every student in schools in Kenya. The MOE has also made attempts in seeing to it that, an operational and effective guidance and programme is implemented in all learning institutions

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 AREA OF STUDY**

Ogun State is a state in southwestern Nigeria. Created in February 1976 from the former Western State, Ogun State borders Lagos State to the south, Oyo State and Osun State to the north, Ondo State, and the Republic of Benin to the west. Abeokuta is both Ogun State's capital and most populous city; other important cities in the state include Ijebu Ode, the former royal capital of the Ijebu Kingdom, and Sagamu, Nigeria's leading kola nut grower. Ogun State had a total population of 3,751,140 residents as of 2006.

Ikenne is a Local Government Area in Ogun State, Nigeria. Its headquarters are in the town of Ikenne at 6°52′N 3°43′E. It has an area of 144 km² and a population of 118,735 at the 2006 census. The postal code of the area is 121.

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled.

**3.3 POPULATION OF THE STUDY**

According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

### This study was carried out to examine comparative study of guidance and counseling services effect on secondary school students’ academic performance in ikenne local government area, using selected secondary schools in Ikenne Local Government Area of Ogun State as a case study. Four (4) selected secondary schools was used for this study. The selected secondary schools include; Ikenne community secondary school, Isanbi comprehensive high school, May flower secondary school, Ilisan high school. Hence, the entire staff and student of the selected schools in Ikenne form population of the study.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of all the entire population of secondary schools in Ikenne local government area, the researcher conveniently selected 120 out of the overall population as the sample size which comprise of 30 staff and student each from the selected secondary schools making a total of 120 as the sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analysed using the frequency tables, which provided answers to the research questions. The hypothesis test was conducted using the Chi-Square statistical tool, SPSS v.23

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

he study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of one hundred and twenty (120) questionnaires were administered to respondents of which only one hundred and twenty (120) were returned and validated. For this study a total of 120 was validated for the analysis.

**4.1 DATA PRESENTATION**

**Table 4.1: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| GenderMale |  |  |
| 50 | 50% |
| Female | 50 | 50% |
| Age |  |  |
| 12-15 | 70 | 60% |
| 15-20 | 30 | 20% |
| 25-35 | 5 | 5% |
| 35-40 | 10 | 10% |
| 40+ | 5 | 5% |
| Qualification |  |  |
| WAEC | 0 | 0% |
| HND|BSC | 95 | 75% |
| MSC | 25 | 25% |
| PHD | 0 | 0% |

**Source: Field Survey, 2021**

**4.2 ANSWERING RESEARCH QUESTIONS**

**Question 1:** What are the available guidance and counseling services and the public secondary schools students’ academic performance in Ikenne local government area?

**Table 4.2:** Respondent on question 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Information | 120(100%) | 00 | 120(100%) |
|  placement | 120(100%) | 00 | 120(100%) |
| counselling. | 120(100%) | 00 | 120(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**Question 1:** Do you think guidiance and counselling services is available in public secondary school?

This table is used to create data for question 1

**Table 4.3:** Respondent on question 1

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 100 | 80 |
| No | 0 | 0 |
| Undecided | 20 | 20 |
| **Total** | **120** | **100** |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, 80% of the respondents said yes, 0% said no.while 20% were undecided

**Question 2:** How can guidance and counseling programs impact the public secondary schools students’ academic performance?

**Table 4.4:** Respondent on question 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Assist student to harmonize their abilities. | 120(100%) | 00 | 120(100%) |
| By helping student develop their full potential. | 120(100%) | 00 | 120(100%) |
| By improving the personality of student. | 120(100%) | 00 | 120(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**Question 2:** do you thinkguidance and counseling programs impact the public secondary schools students’ academic performance?

This table is created to get data for question 2

**Table 4.5:** Respondent on question 2

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 120 | 100 |
| No | 00 | 0 |
| Undecided | 00 | 00 |
| **Total** | **120** | **100** |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, 100% of the respondents said yes, while the remaining said no.

**Question 3:.**How can guidance and counseling programs impact the public secondary schools students’ academic performance based on the participants’ age and gender.

**Table 4.6:** Respondent on question 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| By understanding character accured to a particular age | 120(100%) | 00 | 120(100%) |
| By understanding that there are different personalities | 120(100%) | 00 | 120(100%) |
| By not been judgemental. | 120(100%) | 00 | 120(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided.

**QUESTION 3**: Do you think guidance and counseling programs impact the public secondary schools students’ academic performance based on the participants’ age and gender

This table is created to get data for question 3

**Table 4.7:** Respondent on question 3

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 120 | 100 |
| No | 00 | 0 |
| Undecided | 00 | 00 |
| **Total** | **120** | **100** |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, 100% of the respondents said yes, while the remaining said no.

**4.3 TEST OF HYPOTHESES**

**H01**:There is no significant relationship between students’ academic performance and guidance and counseling services in the public secondary schools in Ikenne local government.

**H02**: There is no significant relationship between the guidance and counseling programs and the students’ academic performance in the public secondary schools in Ikenne local government.

**H03**: There is no significant relationship between the guidance and counseling service and the students’ academic performance in the public secondary schools in Ikenne local government based on age and gender.

**Hypothesis One**

There is no significant relationship between students’ academic performance and guidance and counseling services in the public secondary schools in Ikenne local government.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response**  | **Observed frequencies** | **Expected frequencies (E)**  | **O-E** | **(O-E)2** | **(O-E)** **E** |
| YesNoUndecided | 100020 | 404040 | 60-40-20 | 3,600-1,600-400 | 90-40-1040 |

Degree of freedom = (row-1) (column-1)

= (3-1) (2-1)

= 3\*1

=2

At 0.05 level of significance, given the above degree of freedom, table value of X2 (ie X2t) = 5.991.

To test our hypothesis, the decision rule is

Accept Ho if X2t>X2cal, and

Reject Ho if X2t<X2cal

Thus, since the X2t (5.991) < X2cal (40), we reject Ho and accordingly accept Ha. We conclude by accepting the alternate hypothesis. This implies that There is significant relationship between students’ academic performance and guidance and counseling services in the public secondary schools in Ikenne local government.

**Hypothesis Two**

 There is no significant relationship between the guidance and counseling programs and the students’ academic performance in the public secondary schools in Ikenne local government.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response**  | **Observed frequencies** | **Expected frequencies (E)**  | **O-E** | **(O-E)2** | **(O-E)** **E** |
| YesNoUndecided | 12000 | 404040 | 80-40-40 | 6,400-1,600-1,600 | 160-40-4080 |

Degree of freedom = (row-1) (column-1)

= (3-1) (2-1)

= 3\*1

=2

At 0.05 level of significance, given the above degree of freedom, table value of X2 (ie X2t) = 5.991.

To test our hypothesis, the decision rule is

Accept Ho if X2t>X2cal, and

Reject Ho if X2t<X2cal

Thus, since the X2t (5.991) < X2cal (80), we reject Ho and accordingly accept Ha. We conclude by accepting the alternate hypothesis. This implies that There is significant relationship between the guidance and counseling programs and the students’ academic performance in the public secondary schools in Ikenne local government

**Hypothesis Three**

There is no significant relationship between the guidance and counseling service and the students’ academic performance in the public secondary schools in Ikenne local government based on age and gender.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Response**  | **Observed frequencies** | **Expected frequencies (E)**  | **O-E** | **(O-E)2** | **(O-E)** **E** |
| YesNoUndecided | 12000 | 404040 | 80-40-40 | 6,400-1,600-1,600 | 160-40-4080 |

Degree of freedom = (row-1) (column-1)

= (3-1) (2-1)

= 3\*1

=2

At 0.05 level of significance, given the above degree of freedom, table value of X2 (ie X2t) = 5.991.

To test our hypothesis, the decision rule is

Accept Ho if X2t>X2cal, and

Reject Ho if X2t<X2cal

Thus, since the X2t (5.991) < X2cal (80), we reject Ho and accordingly accept Ha. We conclude by accepting the alternate hypothesis. This implies that There is significant relationship between the guidance and counseling service and the students’ academic performance in the public secondary schools in Ikenne local government based on age and gender.

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**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 SUMMARY**

In this study, our focus was to examine the comparative study of guidance and counseling services effect on secondary school students’ academic performance in ikenne local government area, using selected secondary schools in Ikenne as a case study**.** The study specifically was aimed at highlighting the available guidance and counseling services and the public secondary schools students’ academic performance in Ikenne local government area, how guidance and counseling programs is impacting the public secondary schools students’ academic performance, Determine how guidance and counseling programs is impacting the public secondary schools students’ academic performance based on the participants’ age and gender.

The study adopted the survey research design and randomly enrolled participants in the study. A total of 120 responses were validated from the enrolled participants where all respondent are drawn from teachers and student of the selected secondary school.

**5.2 CONCLUSION**

Based on the finding of this study, the following conclusions were made:

1, There is a significant relationship between students’ academic performance and guidance and counseling services in the public secondary schools in Ikenne local government.

2, There is a significant relationship between the guidance and counseling programs and the students’ academic performance in the public secondary schools in Ikenne local government.

3, There is a significant relationship between the guidance and counseling service and the students’ academic performance in the public secondary schools in Ikenne local government based on age and gender.

4, By Assist student to harmonize their abilities.

5, By helping student develop their full potential.

6, By improving the personality of student.

**5.3 RECOMMENDATION**

Based on the responses obtained, the researcher proffers the following recommendations:

1, More guidance and counselling center should be set-up with more professional counsellors employed in the schools.

2. Students should be motivated to share and discuss the choice of career with their

counsellors and understand the relationship of subjects to a particular career.

3. The guidance counsellor should be made to attend his/her professional conferences to learn new ideas of therapies with clients.

4. Ministry of Education should enforce the establishment of counselling centers in both public and private secondary schools and implementation of counselling programmes.

5. Government should support guidance and counselling practically by providing and making funds available for all the services in guidance and counselling.

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**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE AND AVOID TICKING TWICE ON A QUESTION**

**SECTION A**

**PERSONAL INFORMATION**

**Gender**

Male [ ]

Female [ ]

**Age**

12-15 [ ]

15-20 [ ]

20-25 [ ]

25-30 [ ]

30-40

40 above [ ]

Qualification

WAEC [ ]

HND|BSC [ ]

MSC [ ]

PHD [ ]

Section B

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE AND AVOID TICKING TWICE ON A QUESTION**

**Question 1:** What are the available guidance and counseling services and the public secondary schools students’ academic performance in Ikenne local government area?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Information |  |  |
|  placement |  |  |
| counselling. |  |  |

**Question 1:** Do you think guidiance and counselling services is available in public secondary school?

|  |  |
| --- | --- |
| **Options** | **Please tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 2:** How can guidance and counseling programs impact the public secondary schools students’ academic performance?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Assist student to harmonize their abilities. |  |  |
| By helping student develop their full potential. |  |  |
| By improving the personality of student. |  |  |

**Question 2:** do you thinkguidance and counseling programs impact the public secondary schools students’ academic performance?

This table is created to get data for question 2

|  |  |
| --- | --- |
| **Options** | **Please tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 3:.**How can guidance and counseling programs impact the public secondary schools students’ academic performance based on the participants’ age and gender.

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| By understanding character accured to a particular age |  |  |
| By understanding that there are different personalities |  |  |
| By not been judgemental. |  |  |

**QUESTION 3**: Do you think guidance and counseling programs impact the public secondary schools students’ academic performance based on the participants’ age and gender

|  |  |
| --- | --- |
| **Options** | **Please tick** |
| Yes |  |
| No |  |
| Undecided |  |