

**AMPACT OF GUIDANCE AND COUNSELING SERVICES ON
ACADEMIC PERFORMANCE OF STUDENTS IN SOME SELECTED
SECONDARY SCHOOLS OF ABUJA METROPOLIS**

BY

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NSU/IOE/GCO/0014/18/19

**BEING A PROJECT SUBMITTED TO THE SCHOOL OF
POSTGRADUATE STUDIES INSTITUTE OF EDUCATION**

NASARAWA STATE UNIVERSITY, KEFFI

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD
OF POST-GRADUATE DIPLOMA IN GUIDANCE AND COUNSELLING
(PGDGC)**

OCTOBER, 2019

DECLARATION

I hereby declare that this project has been written by me and it is a report of my research work. It has not been presented in any previous application for postgraduate programme. All quotations are indicated and sources of information specifically acknowledged by means of references.

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NSU/IOE/GCO/0014/18/19

DATE

CERTIFICATION

This is to certify that this project titled “Impact of Guidance and Counselling Services on Academic Performance of Students in some Selected Secondary Schools of Abuja Metropolis” meets the regulation governing the Award of Postgraduate Diploma in Guidance and Counselling (PGDGC) Nasarawa State University Keffi.

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ACKNOWLEDGEMENTS

I am grateful to the Almighty God for the opportunity to study and also for His protection over my life during the program.

I want to sincerely appreciate my humble and very easy going supervisor, Dr (Rev.) M. T. Levi for his patience and energy deployed to making me achieve the vision as far as this research work is concern.

Thanks to my lovely wife, Arc. (Mrs) Barakat-Ameh for assisting most of the times to edit my work.

My gratitude also to Mr Lawrence Zungwe who has being putting us through in almost everything we did in the course of our study.

God bless you all.

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ABSTRACT

The study the impact of guidance and counseling services on the academic performance of students in some selected secondary schools in Abuja metropolis aimed at determining the impact of guidance and counseling services on academic performance of students, to examine the relationship between discipline and students academic performance and to investigate on the factors affecting the performance of students in some secondary school in Abuja metropolis. The study made use of primary data which are gotten from the distribution of a structured research questionnaires; the sample size for the study is 200. The study made use of survey research design and the Pearson correlation method for the analysis. The study discovered the following: that children without guidance perform poorly academically; that parental guide helps to improve students' performance. The study therefore concluded that there is a strong relationship between guidance counseling services and students' performance. The study also made the following useful recommendations: the need to improve the level of training of teacher counsellors in guidance and counseling; that the Teacher counsellors should take advantage of the positive attitude of the students to enhance career counselling in their schools; and that Guidance and counselling programme should be strengthened in order to improve the academic performance of secondary schools in the area.

CHAPTER ONE:

INTRODUCTION

1.1 Background of Study

The roles of guidance and counseling have increased overtime in most secondary schools in Nigeria; its effect is mostly noticed in the academic performance of secondary schools students.

Guidance and counselling are two closely interrelated concepts and each determines the availability and efficient of the other. According to Makinde (1984) and Patterson (1977), “guidance” refers to a broad area of all educational activities and services aimed at assisting individual students to understand themselves and adjust to school life.

The adoption of guidance and counseling services in most secondary schools in Nigeria was as a result of behavioural pattern of students in most schools. The schools environment, peer group and their relationship with teachers has a role to play in the academic performance of students. The movement for the adoption of counseling services emphasizes on personal issues, social and emotional adjustments in order to develop and promote students’ character and avoid behavioural problems (Oketch, 2004).

The goal of high school guidance counselling services is to help every student develop abilities of self-understanding, decision-making, life planning studies on the modification of behaviour among students and action taking to be able to adjust to social and emotional adjustment (Watanabe-Muraoka, 2007). 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 (Gerardo, 2006).

In Nigeria, the need for guidance and counseling in schools has been recognized when a survey was done on 20 school counselors selected from different states of the federation and the main problems examined. It was noted that, there is great need for a clear rationale and 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 performances.

Allis and Kame (1999) conducted a survey in Alexandria in Egypt on indiscipline among 2170 preparatory and secondary school students attending mainstream governmental schools, in this study Indiscipline

among school students and its predictors were investigated. Few indiscipline cases were related to family background whereas the majority was related to the children themselves and according to the research it has a major effect on the academic performance of these students. Schools are social organizations which have several objectives to achieve and role in guidance of students in shaping their academic performances.

1.2 Statement of Research Problem

What really instigated the study on the impact of guidance and counseling services on the academic performance of study was due to high level of poor academic performance of students despite the numerous ways in which they are guided either by their teachers or parents which seems to be caused by inability of the students to follow the laid down rules and regulations. Despite the fact that, guidance and counseling programs are made available in both homes and in schools, there is still great height of indiscipline among student which contributed has influence on their academic performance.

1.3 Aims and Objectives of Study

The main aim of the research work is to examine the impact of guidance and counseling services on the academic performance of students in some

selected secondary schools in Abuja metropolis. Other specific objectives include:

1. To determine the impact of guidance and counseling services on academic performance of students
2. To examine the relationship between discipline and students academic performance
3. To investigate on the factors affecting the performance of students in some secondary school in Abuja metropolis

1.4 Research Questions

The study came up with research questions so as to ascertain the above stated objectives. The specific research questions are stated below as follows:

1. What is the impact of guidance and counseling services on academic performance of students?
2. What is the relationship between discipline and students academic performance?
3. What are the factors affecting the performance of students in some secondary school in Abuja metropolis?

1.5 Statement and Research Hypothesis

HO: There is no significant relationship between guidance and counseling services students' academic performance

HA: There is significant relationship between guidance and counseling services students' academic performance

1.6 Significance of Study

The outcome of this research will help in educating and concomitantly serving as a guide to both parents and schools on the effect of guidance on the academic performance of students.

This research will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field subsequently, if applied will go to an extent to provide new explanation to the topic.

1.7 Scope of Study

The study of impact of guidance and counseling services on academic performance of students will involve students and teachers of selected secondary schools (government secondary school, government day secondary school, St. Theresa catholic schools, and federal government girls' college) in Abuja metropolis who will participate in this research

1.8 Limitation of Study

Financial constraint- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

Time constraint- The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work

1.9 Definition of Terms

Academic: someone considered to be scholarly

Performance: the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed

Student: a person formally engaged in learning, especially one enrolled in a school or college

Guidance: the act or function of guiding, leadership and direction.

Influence: is the power to have an important effect on someone or something

Counselling: is the activity of the counselor, or a professional who counsels people especially on personal problems and difficulties

CHAPTER TWO:

REVIEW OF RELATED LITERATURE

This chapter gives an insight into various studies conducted by outstanding researchers, as well as explained terminologies with regards to the impact of guidance and counseling services on academic performance of secondary school students.

The chapter also gives a resume of the history and present status of the problem delineated by a concise review of previous studies into closely related problems

2.1 Meaning of Guidance and Counselling

Literally guidance means to direct, to point out, to show the path. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

The terms guidance and counseling have been loosely or interchangeably used. Guidance is a term which is broader than counseling and it includes counseling as one of its services. Butter makes a logical separation of the counseling process i.e. adjustive and distributive phase. In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. The distributive phase can be most aptly described as guidance' while the adjustive' phase can be considered as description of counselling.

2.2 Role of Guidance and Counselling in Secondary Schools

The objective 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 (2004) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (2004) and Mutie and Ndambuki (2009) 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 secondary schools, there is need for students to make proper subject and career choices after the four year course. Borrow (2007) 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 (2005), 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 (2003) 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 programmes 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 (2004) 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 (2003) argue 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.

2.3 History and Development of Guidance and Counselling in Nigeria

Guidance and counseling is as old as the existence of man. In the traditional setting, parent, elders, peer groups and specialists within the community served as counselors Frank Parsan was regarded as the

founder of vocational guidance which was introduced between the years 1906 and 1908.

In 1958, modern guidance was introduced in Nigeria. The catholic reverend sister in Saint Theresa's College Ibadan recognized the need to give adequate career or vocational guidance to their final years student. They invited specialists who had made their marks to give career talk on their professions to these students. At the end of the exercise, fifty four (54) out of the sixty (60) students were asked to select good jobs or higher institutions of learning. This motivated other schools to organized career talks for the senior students.

In 1957 the first department of guidance and counseling in Nigeria was established in the University of Ibadan. The second one was established in the University of Ilorin 1981.

The federal government has inserted the need for guidance and counseling courses in our secondary schools in its national policy on education in 1981. This has helped to make all the state governments to established guidance and counseling units in their ministries of education.

2.4 An Effective Guidance and Counselling programme in Secondary Schools

The adoption of an effective guidance and counseling service in Abuja metropolis Abuja will help influence the academic performance and career choice of secondary school students in this area.

According to Zeran and Antony (2002) a good and effective guidance and counselling programme is essential in every school. An organized guidance and counselling programme will offer right environment for the growth and development of the student and offer quality education. Gichinga (2005) acknowledges that there has been steady growth of guidance and counselling programme in the secondary schools in Nigeria. The major emphasis has been on vocational and educational guidance and counselling aimed at fostering personal/social development. An effective guidance and counselling programme should be led by a trained counsellor who is responsible for coordinating guidance and counselling activities in the school (Nelson, 2002). Makinde (2004) observes that the trained counsellor is a leader and consultant in the school's student appraisal programme and also helps to plan and develop guidance and counselling programme and the curriculum in relation to students' needs. Kyungu (2004) argue that effective guidance and counselling programme should have active cooperation of teachers, teacher counsellors and administrators. The school should make arrangements to enlist the support of the parents and introduce them to the idea of guidance and counselling.

Therefore, in an effective guidance and counselling programme, various guidance and counselling services are offered to assist students in personal development and psychological growth towards maturity. According to Schertzer and Stone (2006), these services include the following:

2.4.1 Orientation Services

Orientation services are provided to help students to adjust better to school environment. According to Makinde (2004), when new students are admitted every new academic year in secondary schools, they feel lost socially and psychologically in their new environment. This is because they no longer enjoy the psychological support of their parents, friends and former teachers. Also the new environment has rules, regulations and administrative set-up appears completely different. Orientation services are therefore designed to help such students adjust during such critical transition periods. Good guidance programme is hence drawn to familiarize then with the overall school situation.

2.4.2 Appraisal Services

Appraisal services involve a teacher counsellor collecting, analyzing and using a variety of objective data that can enhance better understanding of

the student. A teacher counsellor without adequate and reliable information of a student will have difficulties in assisting him/her (Makinde 2004). It is therefore important to collect and make available a variety of information through observation, interview, testing, history, and social adjustment data about each student so that they can be in a position to plan satisfying educational, vocational and social programme.

2.4.3 Educational and Occupational Informational Services

These services have the aim of providing students with better knowledge of educational, vocational and social opportunities that can be used to make better and well informed decisions. In secondary schools, students need at all times to make decisions about their education, career and social life. Borrow (2003) Mutie and Kochhar (2002) observe that students need information related to job opportunities, training opportunities, and academic qualifications required.

2.4.4 Counselling Services

Counselling services are designed to help an individual student analyze himself/herself by relating their capabilities, achievements, interests and

mode of adjustment to what new decision they have to make Gichinga (2005). These services are very critical for the students because they need it to solve career, study, personal and social problems they encounter in life. The school is supposed to provide time, place, and personnel required for skilled assistance of individual students in working out solutions to their personal problems. The services are designed to facilitate self-understanding through individual or group relationships. Kyungu(2004)support this by observing that effective guidance and counselling in secondary schools and other learning institutions has become extremely important in guiding students on the relationship between health and the environment, life-earning skills, the knowledge and attitudes that lead to success or failure in life. Effective counselling service should assist in improving the self-image of the students and facilitate better achievement in academic performance.

2.4.5 Placement and Follow-up Services

The placement services are very essential at the end of secondary school education, where students need to decide on the next step after secondary school. These services assist students in selecting subject combinations required for particular courses and choosing of the right careers. Makinde (2004) states that placement service is designed to aid an individual to

select and utilize opportunities within the school and in the labour market. Follow-up services are needed follow or trace a student after school and to the world of work. School counsellors develop a systematic plan for maintaining contacts with former students. Makinde (2004) notes that the data obtained from follow-up is kept in the school and it is used in evaluating the effectiveness of the entire guidance and counselling programme.

2.5 The Need for Guidance and Counseling in Secondary School

In many countries of the world, divers' circumstance have prompted the establishment of guidance and counseling in their educational systems. In Nigeria, some factors are responsible for the development of guidance and counseling and they include: Firstly, expansion in the enrolment of pupils/ students in primary and secondary schools. Fafunwa (1990) a onetime minister of education, after examining the enrolment trends, which of course did not include actual applications made for enrolment, stated that: (mandatory students guidance and counseling service should be established in all Nigerian institutions of higher learning and through such service, the true condition of the Nigeria economy and its ever changing labour market situation and requirement would be exposed to students' choice of fields and skill of study and inculcating in them the acceptance of

the dignity and more superior option of leaving institutions of higher learning well prepared both as possible paid employees of other and creators of jobs for self and others, in both the formal and the informal sectors of the economy”).

The second factor is the skilled work force. In the technical and sub – professional sectors, there is noticeable shortage in manpower.

Guidance within the education can and will help in the development of skill, attitudes and potential of the Nigeria youths so as to realize their fullest possible capabilities for the national development.

Thirdly, Narpier (2002) suggested that counselors would have increasing impact on the lives of the student after they leave school. She further said that automation, technological changes and breakthroughs would cause people to change their jobs and relocate more often. They will have to diversify their practical skills to remain competitive.

Fourthly, the need of the youths which include attaining individuality, understanding of personal assets and liabilities, achieving a place in the society etc call for a need of guidance and counseling.

Fifthly, since after independence, Nigeria has witnessed a number of changes in the educational sector. These changes can cause confusion for the individual, which again demands the guidance services.

Sixthly, Nigeria tertiary education is populated by student body with various personality makeup, different needs and traits. There are students who are there to fill their existential vacuum, others their parents want them to be there and some have genuine desire study and get a degree for a secured future. Yet there are still other who are there for the sake of socializing; not knowing what subject to take etc this mixed up of people needs counseling service to help in their adjustment problems.

Lastly, the problem of national integration we have to look into. Each group and section of the country wants to have a share of the National Cake. Okon (1984) observed that the survival of Nigeria as a nation depends largely on our degree of tolerance. Our economic, socials and political stability depends to a large extent upon the ability of every citizen to possess some measure of common understanding, attitudes, beliefs, skills and purpose which would have been inculcated in youths very early in the educational development. Thus, the inevitability of guidance and counseling in this respect cannot be overemphasized.

Changes in home and family life such as rising trends in divorce rates single parenting, children studying far away from home etc create a need for counselor to help children cope with these changes.

This study is trying to fill the gap that, parent should not decide for their wards choice of subject combination and career. School counselors should enlightened parents based on their ward's abilities. The students should have genuine desire to study not to follow the foot their peers.

2.6 Types Of Guidance And Counseling Service Rendered In Secondary Schools.

The types of guidance and counseling service mainly practiced in the school setting are:

1. **Educational guidance and counseling:** This involves activities such as assisting students with problems of learning, teaching and of education generally. It assists students to develop to their maximum potentials and to function effectively in their school programme.
2. **Vocational guidance and counseling:** This is an aspect of counseling to ensure that child is assisted in making right and realistic choice of career. It looks into problems of selection of training for and adjustment to occupation.
3. **Personal and psychological guidance and counseling:** This deals with personal problems and problems of overall life's adjustment. The counselor assists student to resolve such problems in individuals or

group sessions or refer the student to the appropriate channel when the problems are beyond his competence.

4. **Individual guidance and counseling:** This deals with problems or stressful feelings which occur in the life of everyone. It offers an opportunity to the students to experience a one – to – one relationship which makes the students have enough understanding of themselves so as to be able to stand on their own feet without support.

5. **Group guidance and counseling:** It helps students to freely discuss their problems in the presences of group member with the same problem. The discussion viewed at attracting solution to the problems. It helps the counselor to cope with their day to day adjustment and developmental problems because of its focus on the experiences and feelings of its members.

2.7 The Roles Of Counselor To The Students

The school counsellor assists students in various ways such as:

1. The counsellor helps the students to develop self – awareness such as knowing their actual value, interest, capacities, attitude, strength and weaknesses.

2. He helps them to understand their environment and the resources within the school such as library, laboratory facilities, sports field and games available, club, administrative facilities among others.
3. The counselor helps the student with several adjustment programme within and outside the school e.g adjustment related to academic work, study habit, attitudes toward peers, teacher and adjustment to opposite sex.
4. The counselor provides student with information covering nature and types of jobs available, duties involved, tools used, working condition, economic and advancement opportunities and job requirement.
5. The counselor provides pupils/student with information for further studies including types of institute method of application and entry requirements.
6. The counselor refers students to the appropriate remedial classes to improve their academic performances.
7. The counselor assists the emotionally disturbed student to understand themselves better and find satisfactory solution to their emotional problems.

8. The counselor helps in the orientation of new students and acts as guest speaker to schools on guidance issues.

2.8 Causes of Poor Academic Performance in Schools

Teachers, parents, peers and personal motivation strongly influence a student's academic self concept and academic achievement. (Napier 2005) observes that leaving secondary school students on their own to develop self-reliance, self-understanding, self-direction and problem solving skills without proper guidance from trained counsellors will not yield lasting results. There are therefore a host of problems which cause students to attain poor academic performance including: anxiety, poor self-concept, and sexuality, poor methods of study, poor reading techniques, organ disabilities and indiscipline.

Anxiety

According to (Mandler and Sarason 2002) anxiety exists when individuals are at odds with themselves. The underlying conflict springs from a clash between incompatible impulses, desires and values. Secondary school students are in adolescence stage, whereby many adolescents are seriously confronted for the first time with facts about themselves and in specific their academic performance. This brings forth conflict and

frustration in them that produce anxiety and tension thus affecting their concentration in studies and they end up performing poorly in academics.

Poor Self-Concept

Self-concept is the sense of self. Its basis is one's knowledge of what he/she has been and has done. Self-concept helps a student to understand himself/herself and regulate their behaviour. Teachers, parents, peers, personal motivation and the student's gender strongly influence a student's academic self-concept and academic achievement. Teacher's approval - disapproval patterns are directly related to pupils' academic self-concepts (Davidson & Lang, 1960). The more positive a student believes about his/her teacher's evaluation of him/her, the better his/her academic achievement as measured by grades, and vice versa. The teacher bears a major responsibility for helping students develop positive academic self-concepts. According to Makinde (2004), most students in secondary schools being in adolescence have poor self-concept as they undertake the tasks for adolescents. Lindsay (2003) supports this by observing that the adolescents compare their real and ideal selves and judge themselves by how well they perform in academics. Self-concept remains fairly stable during adolescence especially for the students whose view of themselves was initially positive (Engel, 2009). Hence, the individual's academic self-

concept is a learned structure which grows through training, identification with individual peers, teachers and significant other. The self - concept of an individual is effectively assessed from self-reports in academic and non-academic domains (Marsh, 2000). Since the academic self concept is such a major factor influencing development and learning, the school must assume a prominent role in helping students to develop a more adequate academic self concept.

Poor Methods of Study

A student with self-knowledge will develop a powerful motive or aim in academic achievement. Mutie and Ndambuki (2009) observe that poor organization, laziness, being easily distracted and lack of self-confidence are among issues that contribute to a student's poor academic performance. But he emphasizes that through academic counselling; teacher counsellors can motivate students and help them improve their academic standards. To achieve academic success, a student needs to be trained on effective study methods and examination techniques.

Poor Reading Techniques

Many secondary students are faced with academic problems such as poor reading habits, whereby most of them are slow readers and do not

comprehend what they read. Lack of recognition of underlying framework and the main points in information already acquired has contributed to students' poor academic performance. Poor concentration has been an issue to many students who have performed poorly Mandler and Sarason (2002). Academic counselling is thus a good remedy for students with reading problem by training them to have effective reading.

Indiscipline

Indiscipline being acts of disorder in a student against the established norms in a

school has widely affected much student's academic performance. Lindsay (2003) observes that there are two reasons why adolescents result in indiscipline. These are internal and external reasons. The internal reasons involve fulfilling the needs of the adolescent while the external reasons include individual, administrative and the social community causes. When the students' needs are not met, then they are frustrated and this affects their academic performance.

2.9 Theoretical Frame Work

This study was based on the principles of person-centered and social learning theory. The person centered theory emphasizes on the human interaction between two people (the counsellor and the client, in this case).

Social learning theory, on the other hand, postulates that a child learns behaviour through social interaction in the form of observation and imitation of what other people in the society are doing.

2.9.1 Person-Centered Theory

This theory focuses on the human interaction between the counsellor and the client. Rogers (1980) called it the Person-centered theory in order to suggest that his principles extended beyond the client-therapist relationship to encompass all human interaction. The current person centered 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, 2004). The model assumes that human interaction is only possible when certain conditions prevail. In the case of guidance and counselling, these conditions should prevail seller"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 counselling 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 harbour 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 failure 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.

2.9.2 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 define goals in behavioural terms provide resources and encouragement in helping clients more towards goals and helps clients with different problems (Patterson, 2003). Teacher counsellors can therefore apply this in counselling students concerning their academic performance. Makinde (1984) notes that counselling effectiveness and outcome of counselling are assessed by change in the specific student's behaviour. This implies that counselling can use behavioural counselling 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 counsellors can use behavioural techniques like self management programmes and self directed behaviours which may deal with learning, study and time management skills in schools. This will foster the students' academic performance. The student will drive towards growth, health and adjustment (Makinde, 2004). Therefore, a good environment created by the teacher

counsellor. School can provide room for good self-concept that will boost success in academic performance.

2.9.3 Summary

In this chapter, an attempt has been made to discuss the meaning of guidance and counseling, their differences, its history in Nigeria and the need for its service in secondary schools. Discussion have also been made on the school guidance service and counsellor's roles to students.

The literature review is directly related to the gaps the researcher is trying to fill in the negative and positive impact of guidance and counseling service. The school counselor should know their shortfalls and student should know the importance of guidance and counseling.

Parent should allow their wards to make a choice of subject combination and career based on tier abilities.

CHAPTER THREE:

RESEARCH METHODOLOGY

This chapter covers the description and discussion on the various techniques and procedures used in the study to collect and analyze the data as it is deemed appropriate.

3.1 Research Design

In conducting this research, a questionnaire has been designed to help the researchers acquire the needed information. The survey research design through the administration of questionnaires was used for the study. In this study, questionnaire serves as useful guide to the effort of generating data for this study.

3.2 Population of the Study

The population of study consists of parents and teachers of some secondary schools (government secondary school, government day secondary school, St. Theresa catholic schools, and federal government girls' college) in Abuja metropolis, Abuja.

3.3 Sample of the Study

The sampling technique was used in selecting 200 Parents and Teachers from the entire population. This was chosen due to the financial strength of the researcher coupled with time constraints.

3.4 Method of Data Collection

These are the tools or methods used in getting data from respondents. In this study, questionnaires and interview are research instruments used. Questionnaire is the main research instrument used for the study to gather necessary data from the sample respondents. The questionnaire is structured type and provides answers to the research questions and hypotheses therein.

This instrument is divided and limited into two sections; Section A and B. Section A deals with the personal data of the respondents while Section B contains research statement in line with the research question and hypothesis in chapter one. Options or alternatives are provided for each respondent to pick or tick one of the options.

3.5 Method of Data Analysis

Having gathered the data through the administration of questionnaire, the collected data will be coded, tabulated, and analyzed according to the research question and hypothesis.

In order to analyze the data collected effectively and efficiently for easy management and accuracy, the simple percentage method was the analytical tools used for this research project and a sample size of two hundred (200) will be represented by 100% for easy analysis of the responses.

Also, Correlation statistical analytical method will be used in the research work. Correlation as a statistical technique is used in testing of hypothesis so as to predict what the relationship between two variables should be. It is used in drawing and reaching conclusion by collecting the observed values from the questionnaire administered to respondents, testing the degree of freedom and carrying out a decision in determining the critical value of the hypothesis.

$$r = \frac{n\sum Xy - \sum X \sum y}{\sqrt{[n\sum x^2 - (\sum x)^2] [n\sum y^2 - (\sum y)^2]}}$$

Where x = independent factor

y = dependent factor

3.6 Justification of Methods

Since the research instrument used was the questionnaire, it was designed using the likertscale method. The questionnaire was designed in the following ways:

- | | | | |
|------|-------------------------|---|---|
| i) | Strongly Agreed (SA) | - | 5 |
| ii) | Agreed (A) | - | 4 |
| iii) | Undecided (U) | - | 3 |
| iv) | Disagreed (D) | - | 2 |
| v) | Strongly Disagreed (SD) | - | 1 |

3.6.1 Decision Rule

In taking decision for “r”, the following rules shall be observed;

- i) If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H_1) and reject the null hypothesis (H_0).
- ii) If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H_0) while the alternative hypothesis is rejected

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

This chapter deals with the presentation and analysis of the result obtained through questionnaires. The data gathered were presented according to the order in which they were arranged in the research questions, simple percentage and pie graphs were used to analyze the demographic information of the respondents while Pearson correlation was adopted to test the research hypotheses.

Bio Data of Respondents

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Valid Male	100	50.0	50.0	50.0
Female	100	50.0	50.0	100.0
Total	200	100.0	100.0	

Source: field survey, July, 2018.

Table1 above shows the gender distribution of the students used for this study.

120 respondents which represent 48.0percent of the population are male.

130 respondents which represent 52.0 percent of the population are female.

Table 2 age range of respondents

				Valid	Cumulative
				Percent	Percent
		Frequency	Percent		
Valid	below 20years	30	15.0	15.0	15.0
	21-30years	70	35.0	35.0	50.0
	31-40years	60	30.0	30.0	80.0
	41-50years	20	10.0	10.0	90.0
	51-60years	20	10.0	10.0	100.0
Total				100.0	100.0

Source: field survey, July, 2018.

Table 2 above shows the age grade of the respondents used for this study. 30 respondents which represent 15.0percent of the population are below 20 years.70 respondents which represent 35.0percent of the population are between 21-30years.60respondents which represent 30.0percent of the population are between 31-40years.20respondents which represent 10.0percent of the population are between 41-50years

while the remaining 20 respondents which represent 10.0 percent of the population are between 51-60 years.

Table 3 educational qualification of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FSLC	30	15.0	15.0	15.0
	WASSCE/SSCE	60	30.0	30.0	45.0
	OND/NCE/HND/BS C	100	50.0	50.0	95.0
	PGD/MSc/PHD	10	5.0	5.0	100.0
Total		200	100.0	100.0	

Source: field survey, July, 2018.

Table 3 above shows the educational qualification of respondents used for the study. 30 respondents representing 15.0 percent are first WASSCE/SSCE holders. 60 respondents representing 30.0 percent are first OND/NCE/HND/BSC holders while the remaining 100 respondents representing 50.0 percent are PGD/MSc/PHD holders.

Table 4 marital status of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	70	35.0	35.0	35.0
	Married	100	50.0	50.0	85.0
	Divorced	15	7.5	7.5	92.5
	Widowed	15	7.5	7.5	100.0
Total		200	100.0	100.0	

Source: field survey, July, 2018.

Table 4 above shows the marital status of respondents used for the study. 70 respondents representing 35.0 percent are single. 100 respondents representing 50.0 percent are married. 15 respondents representing 7.5 percent are divorced while the remaining 15 respondents representing 7.5 percent are widowed.

Table 5 years of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid					

0-2years	60	30.0	30.0	30.0
3-5years	100	50.0	50.0	80.0
6-11years	35	17.5	17.5	97.5
above 12years	5	2.5	2.5	100.0
Total	200	100.0	100.0	

Source: field survey, July, 2018.

Table 5 above shows the years of experience used for this study. 60 which represent 30.0 percent of the population have 0-2years experience.100 which represent 50.0 percent of the population have 3-5years experience.35 which represent 17.5 percent of the population have 6-11years experience while the remaining 5 which represent 2.5 percent of the population have over 12years of experience.

Tables Based On Research Questions: The Impact of Guidance And Counseling Services on Academic Performance of Secondary School Students in some Selected Secondary Schools Abuja Metropolis

Table 7 children without guide do not perform academically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	90	45.0	45.0	45.0
	Agree	60	30.0	30.0	75.0
	undecided	15	7.5	7.5	82.5
	Disagree	15	7.5	7.5	90.0
	strongly disagree	20	10.0	10.0	100.0
	Total	200	100.0	100.0	

Source: field survey, July, 2018.

Table 7 shows the responses of respondents that children without guide do not perform academically.90 respondents representing 45.0 percent strongly agree that children without guide do not perform academically.60 respondents representing 30.0 percent agree that children without guide do not perform academically.15 respondents representing 7.5 percent were undecided.15 respondents representing 7.5 percent disagree that children without guide do not perform academically while the remaining 20 respondents representing 10.0 percent strongly disagree that children without guide do not perform academically.

Table 8 parental guide helps to improve students' performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	100	50.0	50.0	50.0
	Agree	75	37.5	37.5	87.5
	Disagree	10	5.0	5.0	92.5
	strongly disagree	15	7.5	7.5	100.0
	Total	200	100.0	100.0	

Source: field survey, July, 2018.

Table 8 shows the responses of respondents that parental guide helps to improve students' performance. 100 respondents representing 50.0 percent strongly agree that parental guide helps to improve students' performance. 75 respondents representing 37.5 percent agree that parental guide helps to improve students' performance. 10 respondents representing 5.0 percent disagree that parental guide helps to improve students' performance while the remaining 15 of the respondents representing 7.5 percent strongly disagree that parental guide helps to improve students' performance.

Table 9 There is relationship between guidance and counseling services and students performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	90	45.0	45.0	45.0
	Agree	90	45.0	45.0	90.0
	strongly disagree	20	10.0	10.0	100.0
Total		200	100.0	100.0	

Source: field survey, July, 2018.

Table 9 shows the responses of respondents that there is a relationship between guidance and students performance. 100 respondents representing 50.0 percent strongly agree that that there is a relationship between guidance and students performance. 75 respondents representing 37.5 percent agree that there is a relationship between guidance and students performance. 10 respondents representing 5.0 percent disagree that there is a relationship between guidance and students' performance while the remaining 15 respondents representing 7.5 percent strongly disagree that there is a relationship between guidance and students' performance.

Table 10 academic guide helps students to perform better in schools

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	strongly agree	60	30.0	30.0	30.0
	Agree	100	50.0	50.0	80.0
	Undecided	20	10.0	10.0	90.0
	Disagree	20	10.0	10.0	100.0
Total		200	100.0	100.0	

Source: field survey, July, 2018.

Table 10 shows the responses of respondents that academic guide helps students to perform better in schools. 60 respondents representing 30.0 percent strongly agree that academic guide helps students to perform better in schools. 100 respondents representing 50.0 percent agree that academic guide helps students to perform better in schools while the remaining 20 respondents representing 10.0 percent disagree that academic guide helps students to perform better in schools.

Table 11 guidance and counseling should be scrapped from schools in Nigeria

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	Agree	40	20.0	20.0	20.0

Disagree	80	40.0	40.0	60.0
strongly disagree	80	40.0	40.0	100.0
Total	200	100.0	100.0	

Source: field survey, July, 2018.

Table 11 shows the responses of respondents that guidance and counseling should be scrapped from schools in Nigeria.

40 respondents representing 20.0 percent agree that guidance and counseling should be scrapped from schools in Nigeria. 80 respondents representing 40.0 percent disagreed that guidance and counseling should be scrapped from schools in Nigeria while the remaining 80 respondents representing 40.0 percent strongly disagree that guidance and counseling should be scrapped from schools in Nigeria.

Research Hypothesis

Hypothesis 1

H_0 : there is no significant relationship between guidance and counseling services students' performance.

H_1 : there is a significant relationship between guidance counseling services and students' performance.

Level of significance: 0.05

Decision Rule: In taking decision for “r”, the following rules shall be observed;

- i) If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H_1) and reject the null hypothesis (H_0).
- ii) If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H_0) while the alternative hypothesis is rejected

Table 12 Correlations

		there is a significant
Guidance and relationship counseling between significantly guidance improves counseling students' services and academic students' performance performance		
Guidance	and Pearson Correlation 1	.917**
counseling	significantly Sig. (2-tailed)	.000
improves	students' N	
academic performance	200	200

there is a significant Pearson Correlation	.917**	1
relationship between Sig. (2-tailed)	.000	
guidance counseling N		
services and students'	200	200
performance		

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

Conclusion Based on the Decision Rule

Since the r calculated (p-value= 0.000) is less than the r tabulated 0.05, we reject the null hypothesis and accept the alternative thereby concluding that there is a significant relationship between guidance counseling services and students' performance

4.3 Discussion of Findings

An encouraging development covered by the study was the high level of education of parents. This could be attributed to the growing awareness among parents and the populace that education is a vehicle for rapid social and economic development. This also revealed why there is no clash of interest between the students and their parents on the issue of career choice. This is an agreement with the fact that a very high educational attainment on the part of parents brought about awareness which results

into freedom for the students to choose a career different from their parents, and as a result acceptance of that career choice by the parents.

Thus, this satisfies the expectations that parents care to encourage their children to explore a wide range of spectrum of alternatives, both educationally and occupationally without stereotyping.

The researcher also discovered in the course of the research that children without guidance perform poorly academically. Therefore, guidance of students in our Secondary schools is critical to their performance academically.

Furthermore, the researchers found out that the school did not play important role in career choice of the students because the guidance and counseling unit in the schools are either ineffective or not functioning.

This important finding underscores the significance of guidance and counseling in the schools, which is their duty to enlighten the students about requirements and condition of success, advantages and disadvantages, opportunities and prospects in the different lines of work.

From a general point of view, this research work has erased misconceptions on some certain notions or beliefs. It is now clear that most students know much about career choice and where to pursue their choice

and career. Most parents no longer compel their children or wards into choosing career that are against their wishes.

The two laudable findings include the fact that gender disparity in relation to career choice is fading away and also that the level of parents' education is on the high side.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATION

The objectives of the study were to examine the following:

- i. To determine the influence of guidance on academic performance of students
- ii. To examine the relationship between discipline and students' academic performance
- iii. To determine factors affecting students' academic performance

5.1 Summary

- i. Children without guidance perform poorly academically
- ii. Parental guide helps to improve students' performance
- iii. There is a significant relationship between guidance and students' academic performance
- iv. Academic guide helps students' to perform better in schools
- v. Guidance and counseling departments across schools have a role to play in students' academic performance

5.2 Conclusion

In conclusion there is a significant relationship between guidance counseling services and students' performance since there is a statistical significant relationship between the responses of the respondents that said

that there is a significant relationship between guidance counseling services and students' performance and those that said that guidance and counseling significantly improves students' academic performance

5.3 Findings

Findings from the study revealed the following:

- i. Children without guidance perform poorly academically
- ii. Parental guide helps to improve students' performance
- iii. There is a significant relationship between guidance and students' academic performance
- iv. Academic guide helps students' to perform better in schools
- v. Guidance and counseling departments across schools have a role to play in students' academic performance

5.4 Recommendation

From the above conclusions, the study makes the following recommendations:

- (i) There is need for the teacher counsellors to implement all the services required for a guidance and counselling programme.
- (ii) There is need to improve the level of training of teacher counsellors in guidance and counselling.

(iii) Teacher counsellors should take advantage of the positive attitude of the students to enhance career counselling in their schools.

(iv) Guidance and counselling programme should be strengthened in order to improve the academic performance of secondary schools in the area.

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APPENDIX – A

Institute of Education

School of Postgraduate Studies

Nasarawa State University,

Keffi.

25th June, 2019

Dear respondents,

I am a postgraduate student of guidance and counseling, under the institute of education, Nasarawa State University, Keffi carrying out a research on the Impact of Guidance and Counseling Services on Academic Performance of Students in some selected Secondary Schools of Abuja Metropolis.

Please, be honest in answering the questions and be rest assured that any information given here will be treated with high confidentiality and only because of the purpose of this research work.

Thank you in anticipation for your co-operation.

Yours Faithfully,

Researcher

QUESTIONNAIRE ADMINISTRATION

INSTRUCTION: Please endeavor to complete the questionnaire by ticking the correct answer(s) from the options provided or supply the information required where necessary. {N=200}

SECTION A: personal information/Data

1. Gender

☐

a. Male

☐

b. Female

2. Age Grade

a. Below 20yrs

☐

b. 21-30yrs

☐

c. 31-40yrs

☐

d. 41-50yrs

☐

e. 51-60yrs

☐

f. Above 60yrs

☐

3. Educational background

a. FSLC

☐☐

b. WAEC/SSCE/NECO

c. OND/HND/BSC

d. MSC/PGD/PHD

4. Marital status

a. Single

b. Married

c. Divorced

d. Widowed

5. Years of experience

a. 0-2yrs

b. 3-5yrs

c. 6-11yrs

d. Above 12yrs

SECTION B

Questions on the Impact of Guidance and Counseling Services on Academic Performance of Secondary School Students in some selected Secondary Schools Abuja Metropolis

6. Children without guide do not perform academically.

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

7. Parental guide helps to improve students' academic performance.

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

8. There is a relationship between guidance and counseling services and students' academic performance in Nigeria.

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

e. Strongly disagreed

9. Academic guide helps students to perform better in schools.

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

e. Strongly disagreed

10. Guidance and counseling units in schools should be scrapped.

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

e. Strongly disagreed