
**PERCEIVED INFLUENCE OF GUIDANCE AND
COUNSELLING SERVICES ON ACADEMIC
ACHIEVEMENT OF CIVIC EDUCATION STUDENTS IN
SECONDARY SCHOOLS IN WESTERN ZONE OF
NASARAWA STATE, NIGERIA**

¹Ladi Christiana **ABESHI** & ²Dogo **BITRUS**

¹*Department of Guidance and Counselling*

²*Department of Social Science Education*

Faculty of Education, Nasarawa State University, Keffi

Abstract

This study examined the influence of guidance and counselling services on the academic achievement of civic education students in secondary school in Western Zone of Nasarawa State, Nigeria. The researcher structured three research questions and three hypotheses to be tested at 0.05 level of significance. Descriptive survey design is adopted for this study. The sample size was 504 SS 2 students was selected from a population of 17,346. The instrument titled: Guidance and Counselling Services and Academic Achievement Test Scale (GCSAATS) was used to collect data for this study. The instrument was validated by experts in guidance and counselling with an index of 0.78 which was high enough for use. A pilot test was conducted and also yielded a Chronbach alpha coefficient of 0.85 which was found reliable for use. Descriptive and inferential statistics were used for data analysis. Mean and standard deviation were used to answer the research questions while the hypotheses were tested using chi

square at 0.05 level of significance. The findings revealed that there was a significant influence of counselling, information, placement, follow-up, appraisal and orientation on achievement of students in civic education. The study concluded that guidance and counseling services are useful to achievement of secondary school students in Western Zone of Nasarawa State. The study recommended that guidance counsellors be provided in all the schools and colleges in Western Zone of Nasarawa State to help students achieve higher in academics work and examination.

Keywords: Guidance and Counselling Services, Academic achievement, Civic Education.

Introduction

The utmost desire of every educational institution is to achieve academic excellence in terms of students' achievement. This is because when the students achieve academically, there is bound to be enhancement in terms of the success. The students' academic achievement plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development. Students' academic achievement measurement has received considerable attention in previous research; it is challenging aspects of academic literature. Student achievement is affected due to psychological factors. The academic achievement determines the future goals and objectives of students. What subject they will specialize in colleges and universities, which educational institutions they will get enrolled into, what career opportunities they would take up and so forth.

Academic achievement of students especially at the senior secondary school is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to untangle factors

that militating against good academic achievement, Eduwen (2016) informed that poor academic achievement in senior certificate examinations in civic education have been attributed to, on such issues like inadequate guidance and counseling services may have been attributed to poor academic achievement of civic education students in senior secondary schools.

Poor academic achievement of students in civic education, has also assumed a serious dimension as reported by Nasarawa State Examinations Council (2018). In the light of this, researchers and stakeholders need to seek suitable ways of tackling the current massive failure in the subject if they are to halt the drifts of civic education students to art and social science. The same mass failure is being experienced even in our senior secondary schools.

According to Shamiya (2010), civic education refers to a part of a school or college curriculum concerned with the study of social relationships and the functioning of society and usually made up of courses in history, government, economics, civics, sociology, geography, and anthropology. Civic education is increasingly vital in helping to create individuals who are actively dynamic participants in the society affairs. This view of civic education raises the problem of organization of interrelated component and how to make students become conscious of the underlying sources that make up its elements.

The indispensability of guidance and counselling services in the school system is paramount to the survival of any students in the schooling system. Guidance and counselling services have always played a strong role in the growth and development of the students. In the school system, guidance and counselling is one of the educational services that promote the effectiveness of the educational system for goals attainment and guiding learners through the learning process (Modo, Sanni, Uwah & Mogbo, 2013). This is in line with the goals of educational services as contained in the National Policy of Education (2014) which are to facilitate the implementation of the educational policy; the attainment of policy goals and the promotion of effectiveness of educational system; and make learning experiences more meaningful for children. To this end, Okobiah and Okorodudu (2016) highlighted that Guidance and

counselling is encompassed by activities of relevant services and also processes of helping persons within and outside the school, to achieve their full potentialities in their emotional, moral, social, academic and vocational developments. The focus of guidance and counselling is on the inculcating and raising the spirit of consciousness of peace, conflict resolution and national security among secondary school youths through the proper utilization of the services of guidance and counselling programmes in secondary schools

Guidance and counselling are a twin word that is inseparable, but for the purpose of this study, the word “guidance” originated from the Greek word *guide* meaning to direct, lead, guide, pilot, assist, show, inform, control advice, help, teachers give facts and to instruct. According to Eduwen (2016) guidance is a process of assisting individuals to understand himself and his environment, it is the interaction between a trained personnel (the counsellor) and a trouble individuals (the Counsellee) for the purpose of helping the Counsellee to resolve his or her problems or crisis.

Guidance and counselling are two closely interrelated concepts. According to Makinde (2017) and Patterson (2017) guidance refer to a broad area of all educational activities and services aimed at assisting individuals students to understand themselves and adjust to school life. Mutie and Ndambuki (2015) defined it as a learning - oriented process which occurs in an interactive relationship with the aim of helping the clients to learn about themselves. Guidance and counselling is therefore aimed at bringing about maximum development and self realization of human potential for the benefit of the individual and society. In schools, or any learning environment, the programme assists students in harmonizing their abilities understand, values; also enable them to develop their full potential.

Okobiah and Okorodudu (2016) highlighted that Guidance and counselling services is encompassed by activities of relevant services and also processes of helping persons within and outside the school, to achieve their full potentialities in their emotional, moral, social, academic and vocational developments. Guidance and counselling is aimed primarily at assisting the receiver to discover his own hidden

strengths and ultimately grow in independence and ability to take his own decisions and improvement in terms of academic achievement. To this end, guidance services assist the learner understand himself, situation and environment, discover his interests, potentialities and opportunities in life and learn how best to effectively utilize his assets as well as minimize his weaknesses, to live a maximum productive life

Guidance and counseling services as the name implies in the mode and conduct by which an individual or a body of individual assist in the aspect of co-ordination, which lead to efficiency in a given state or policy for the up keep of the future, in a situation as it was from origination (Makinde, 2017). This is because, as a result of urbanization, and sophistication other means of guidance came into existence, such as the mass media, namely the television, the radio, the newspapers and magazines. Also, within the school system, people are provided with the right guidance services through the use of their teachers, notice board, college bulletins, timetables, syllabus, magazines, bells posters and handbooks of various types. Besides, within the home children are guided through parental verbal interaction and the use of positive and negative reinforcement to ensure that order and discipline are maintained. These services are as follows counseling, information, placement/referral, follow-up, appraisal and orientation service. These terms are explained below:

Counselling service is a basic and a significant strategy which involves a person-to- person relationship. This provides the individual the opportunity to make his own plans and decisions to come up with a resolution of his own personal problems. Individual or group sessions with counselors are available to students who have academic, personal, interpersonal, emotional, career and moral concerns.

The development of guidance and counselling as a formal educational services within the system started in the late 1950s, when a group of reverend sisters singled out people from different works of life to advice the sixty outgoing students on the nature of the different jobs in order to direct their choice of career through the talks. Through group of twenty met regularly in the following year and decided to cater not for only schools, but for other school in Ibadan and its environs. Later principals of school, representation

from ministry of education, health, trade, industry and labour were invited to a meeting held on October 1961 to inaugurate the Ibadan career council and this later formed the nucleus of what was then known as "The Nigerian Career Council". As a result of the widening of the activities of the council throughout Nigeria, the name Counselling Association of Nigeria (CAN). The organization has been very effective in the development of guidance service in Nigeria by organizing workshops, conferences, seminars, symposium and soon, to disseminate guidance information. They published a journal called "the counsellor" currently it has led to the organizing of the guidance units by federal and state ministries of education.

The development of guidance and counselling originated from Europe and the united states of America in 1900's while in Nigeria, the commencement of modern guidance and counselling can be traced back to 1958 when catholic reverend sisters in St. Theresa's collage Ibadan, recognized the need to give adequate career or vacation guidance to the final year students, the Reverend sisters were assisted by Mrs. Oruwarige and the other interested and enlightened members, who made their marks to give career talks on their professions to the final year students. At the end of the exercise, the outcome was encouraging, this was how guidance and counselling started in Nigeria, and the movement continues to various institutions and schools. These are as follows; orientation services, counseling services, information service, appraisal service, Placement service, follow-up and Evaluation service, and referral. This also poses problems to students in terms of learning the subject. Efforts so far made to improve this seemingly bad situation had not provided the desired result. It would appear from past efforts that the problems have not been either correctly diagnosed, or solution provided have not been adequate enough to ameliorate the situation.

The poor academic achievement of senior secondary school students in Civic Education has been a cause of concern to counselors, parents and stake holders regarding the reasons for the persistent decline in students academic achievement. Personal interaction with some students revealed that the teaching of Civic Education has not been properly done because most of the teachers handling the subject are not subject based. This is envisaged in yearly

report of poor academic achievement of students in civic education. Obviously, parents have shifted the bulk of the problem on teachers by pointing accusing finger on negligence of the core values needed in the subject. Others blame the parent for their negligence towards equipping the child the required behavior needed. All these constituted the major hindrance to the overall academic achievement of students in schools in Nigeria particularly in Nasarawa State, which is mostly done by young school leavers. One begins to wonder whether the students in these schools are not giving the rightful orientation, placement, referral, information and counseling services required. Guidance and counselling services introduced in educational system should help to build into learners (students) that level of consciousness which enables them to be prepared to take actions within organizational context. Efforts so far made by Government and stake holders to improve students' achievement in the subject area had not provided the desired result.

A critical look at records from the ministry of education shows that Civic Education achievement in Mock examination for public and private schools has been below average from 2014 to 2018 as obtained from State Ministry of Education February, 2019. The results revealed that only a fraction of candidates that sat for the examination passed at credit and distinction level annually. It will be calamitous on their overall poor achievement in Senior School Certificate Examinations (SSCE). This is because the achievement of these students in Mock examination may be a good predictor on the overall achievement of students in Senior Secondary School West African Examination (WAEC). The question then is what is the influence of guidance services on secondary school students' academic achievement in Nasarawa State, Nigeria?

Objectives of the Study

This study investigated the influence of guidance and counseling services on secondary school students' academic achievement in Nasarawa State, Nigeria. The specific objectives are to:

- i. examine the influence of orientation service on academic achievement of students in civic education in Nasarawa State.

- ii. determine the influence of counseling services on academic achievement of students in civic education in Nasarawa State.
- iii. determine the influence of appraisal service on academic achievement of students in civic education in Nasarawa State.

Research Questions

The following research questions are posed to guide the study:

- i. To what extent does the influence of orientation service has on academic achievement in civic education of students in Nasarawa State?
- ii. To what extent does the counseling service influence students' academic achievement civic in Nasarawa State?
- iii. To what extent does appraisal services influence students academic achievement on civic education in Nasarawa State?

Methods

The design for this study was descriptive survey research. The sample size for the study was 504 JSS 3 students in Western Zone Senatorial District of Nasarawa State. Multi stage sampling procedure was used. The study adopted the stratified and simple random sampling technique, the 201 schools were stratified on the basis of gender and 50% of schools were drawn from the entire school, which was amount to 101 schools chosen. Thereafter, the 504 respondents were drawn from the estimated population of students in the study area. The data collected were analyzed using descriptive and inferential statistics. The descriptive statistics of mean and standard deviation were used in answering the research questions. The three null hypotheses was tested with the chi square statistics at 0.05 level of significance.

Results

Research Question 1: What is the influence of orientation service

on academic achievement of students of Nasarawa State in Western Senatorial District?

Table 1: Mean and standard deviation on influence of orientation service on academic achievement of students

S/N	Item	Mean	Std	Remarks
1	My school do not give us orientation services	3.06	0.96	High
2	I deliberately shy away from orientation services for fear of the unknown	1.99	0.99	High
3	I feel good when we are being orientated in school	2.83	1.18	High
4	It provide a better understanding of my new environment	2.97	1.01	High
5	It make me know the does and don't in school	2.83	1.18	High
	Cluster Mean	2.73	1.06	High

From Table 1, the cluster mean 2.73 with a corresponding standard deviation of 1.06. This depicts that there is a high influence of orientation service on academic achievement of secondary school students in Civic Education in Western Zone of Nasarawa State.

Research Question 2: To what extent does the Counseling service influence students' academic achievement in Nasarawa State?

Table 2: Mean and standard deviation on how counseling service influence students' academic achievement

S/N	Item	Mean	Std	Remarks
1	I hardly go for counseling in my school	3.07	0.96	High
2	Attending counseling session make me feel distorted	2.83	1.15	High
3	I am not always comfortable when invited for counselling	2.71	0.96	High
4	Counselling promotes my achievement in school	2.60	0.98	High
5	I appreciate counselors in my school	2.71	0.96	High
	Cluster Mean	2.78	1.00	High

From Table 2, the cluster mean 2.78 with a corresponding standard deviation of 1.00. This depicts that there is a high influence of counselling service on academic achievement of secondary school students in Civic Education in Western District of Nasarawa State.

Research Question 3: What is the influence of appraisal service on academic achievement of students in Nasarawa State?

Table 3: Mean and Standard deviation on the influence of appraisal service on academic achievement

S/N	Item	Mean	Std	Remarks
1	I appreciate appraising counselors in my school	3.61	0.98	High
2	My school counselors hardly appraise me	2.71	0.96	High
3	I am always scared of being appraise by counsellors	2.47	1.12	High
4	I feel joyful whenever a counselor gives me encouraging	2.83	1.18	High
5	Telling me how sever my case is bring anxiety in my studies	2.70	1.06	High
Cluster Mean		2.66	1.06	High

Table 3 showed the cluster mean 2.73 with a corresponding standard deviation of 1.06.

This depicts that there is a high influence of appraisal service on academic achievement of secondary school students in Civic education in Western Zone of Nasarawa State.

Discussions

Results showed that there is a significant influence of orientation service on academic achievement of students in Civic Education. This finding is in relation with Mehmmod (2015) who discovered that guidance and counselling services have positive effect on students' academic achievement of students in civic education. Similarly, Collin (2007) depicts guidance and counselling as an ultimate icon that addresses students' educational achievement, social and emotional adjustment. Karega (2008) argues that lack of adequate social and emotional capacity of adjustment among

secondary school students have resulted to unrests, riots and violent disturbances. This finding concurs with that of Parker (2015) which stated that a greater number among the respondents in the research conducted were dissatisfied with the lack of orientation as fresh students to new environment and there was a high positive relationship between orientation service and academic achievement of secondary school students. By doing this, counselling helps students (clients) discover and develop their potentials that can assist them overcome future problems like life skills of managing stress that might result from hassles of school life. School guidance and counselling services have also been noted to have a significant influence on discipline problems.

Findings showed that there is a significant influence of counselling service on academic achievement of students most especially on civic education. This finding is in agreement with This finding is in agreement with Sara (2009) who observed that school adjustments imply some form of counselling between a child's perception of the school environment and the abilities they bring to the situation. Students, therefore, need to adjust to this new, expansive and challenging environment in order to get maximum benefit from the school. Similarly, the indicator of students' adjustment to the school academic environment according to Richardson (2012) is a proper use of school learning resources, good study habits, an academic performance that reflects one's potential, adherence to the school curriculum, doing assignments, participating in academic discussions and effectively participating in school academic trips.

Findings also showed that there is a significant influence of appraisal service on academic achievement of students in civic education. This finding is in agreement with the earlier study done by Okwonkwo (2013), that there is a high relationship between appraisal service and academic performance mean score of secondary school students. Cardno (2005) also advocated that "to ensure the system or appraisal is effective and successful, a balance between accountability and developmental purposes must be achieved and maintained". "Appraisal also helps to develop and reinforce the line of management control. It does this by developing the managerial skills of the appraiser and enhancing their power

over appraises” (Barlett, 2008). Achievement appraisal can be powerful and influential if it is used for reinforcement and disciplinary decisions, such as staff promotion, crossing of efficiency bar and pay raises as well as termination of contract. The key aspects of a successful appraisal are: training of appraisal is a very important issue because carrying out students’ appraisal and evaluation each year should not be treated as just a regular routine, and it is certainly not a formality.

Conclusion

The study produced the following conclusion, guidance and counselling Services facilitate the implementation of educational policy, like attainment of policy goals and the promotion of effectiveness of the implementation of the civic education curriculum of the educational system, Guidance and counselling service is an essential educational support service without which the aims of Education cannot fully be realized, it compliment the pedagogic processes. Guidance and counseling services, which provides students with information, skill and necessary services in the early school years, has been found to be effective in preventing problems from occurring later in school years.

Recommendations

The following recommendations were made thus; with orientation service having a significant influence on the academic achievement of students, the government should at least provide free education to citizens and make orientation service more pronounced; With counselling having a significant influence on the academic achievement of students, counsellors should provide educational guidance services to student. Directorate of guidance and counselling should be well structured in Nigerian schools. Since appraisal service has influence on the academic achievement of students, more counsellors should be provided to ensure proper appraisal service. This will assist students to adjust academically.

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