



Impact of Counselling Services on Students' Academic Achievement in Tai Solarin Federal University of Education Senior Secondary School, Ijebu-Ode, Ogun State

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Abstract

This study was carried out mainly on the impact of counselling services on students' academic achievement in Tai Solarin Federal University of Education Senior Secondary School, Ijebu-Ode, Ogun State. It focuses on the gender influences of counselling services on academic achievement of secondary school students. It also examined the perceived causes of poor academic achievement of secondary school students. The study investigated the relationship between counselling services and academic achievement of secondary school students. Descriptive survey research design was used for this study with sample consisting of 100 Senior Secondary School Students from the school used in this study. Two research questions were raised with one null hypothesis developed for this study. Questionnaire was used to obtain data and it was subjected to Cronbach's Alpha reliability with a reliability coefficient of 0.79. Data collected was analyzed using mean, standard deviation (SD) for answering the research question one t-test was used to answer research question two while Pearson Product Moment Correlation (PPMC) was used to test the research hypothesis at 0.05 alpha level. With an average mean and standard deviation of 2.85 (SD = .717) which is above the 2.50 minimum level of disagreement adopted in this study. Therefore, the result suggests that peer pressure is one of the major causes of academic failure among senior secondary school students of Tai Federal Solarin University of Education Senior Secondary School, Ijebu-Ode. The t-test analysis shows that academic achievement of senior secondary school students is significantly influenced by male with the mean = 2.01 and SD = .204 and female with the mean = 4.72 and SD = .221; $t(df) = 2.10$ and $p = .000$. The significance of the gender influence of counselling services on academic achievement of secondary school students was tested at $P < 0.05$. This means that the gender influence of counselling services on academic achievement of secondary school students is significant. Also a positive relationship was found between counselling services and academic achievement ($r = .042$; $p < 0.05$). It was recommended that there is need for the teacher counsellors to implement all the services required for a guidance and counselling programme. There is need to improve the level of training of school counsellors in guidance and counselling from time to time. Guidance and counselling programme should be strengthened in order to improve the students' academic performance of secondary schools.

Keywords: Counselling, Academic achievement, Students

1. Introduction

Educational system involves a process of transmitting the societal norms and values toward the development of a country. Counseling services are integral and important aspects of educational services. Counseling services help students acquire knowledge, skills, and experience to eliminate overwhelming ignorance on their career choices, identify opinions, explore alternatives and succeed in life. In Nigeria, as contained in the National Policy of Education (2004) the goals of the educational services include facilitating the implementation of the educational policy, promoting the effectiveness of the educational system, and making learning experiences more meaningful for students. Counseling activities are important in achieving these goals by helping students

succeed in their educational pursuits.

Guidance plays very important role in removing the educational, personal, social, mental, emotional and other similar problems of the students. Guidance as a term refers to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans leading to achievement of desired life (Nnadi & Uzoekwe, 2020). Counselling is a process designed to help clients understand and clarify personal views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It believes that every human individual has the potential for self-growth, self-development and self-actualization. Many people have blamed the banning of the cane for the escalating cases of the school unrests. Counseling is also a method of behavior change.

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Counselling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the freedom to express him or herself and realize

the consequences of his or her misbehaviour, in the process positive discipline is ensured. Counselling is the skilled and principled use of relationships that self-knowledge, emotional acceptance lead to personal growth. It is more concerned with addressing and resolving specific problems such as making decisions, coping with crises, working through feelings and inner conflicts or improving relationships with others. Counselling service is a face to face interaction between the counsellor and the students, through which students are assisted towards overcoming obstacles to their academic, vocational, personal-social progress and other life needs. Placement service is concerned with assisting students to adjust to the next stage of development whether in school or on the job. Orientation service is designed to familiarize fresh students with their environment. It is a process of initiating an individual to a work or learning situation and of instructing him about rules, regulations and responsibilities, as an introduction to a new situation. Referral service affords the school counsellor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioner and others. Follow-up, evaluation service are designed to ascertain the extent to which the guidance programme previously carried out by the school is meeting the objectives for which it was established and also to monitor the progress of students in their work places. Research service helps the school counsellor to discover relevant information that can improve students' learning and understanding. The services should be an on-going process which professional counsellors should embrace and encourage. These services constitute the core of any guidance program and should be organised to facilitate the growth and development of all students from kindergarten through post high school experiences (Mahoney, Weissberg, Greenberg, Dusenbury, Jagers, Niemi, & Yoder, 2021).

Guidance and counselling in school is to address the needs and concerns of students or learners at different levels of academic or educational development. Nkechi, Ewomaoghene, & Egenti, (2016), states that the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habit, increase acquisitions and application of conflict resolution skills and decrease school dropouts. The primary mission of a school's guidance and counselling program is to provide a broad spectrum of personnel services to the students. Guidance and counselling services therefore play an important role in preventing educational, social, mental emotional and similar problems. The reduction or elimination of such problems among students assures them of a better life and subsequent achievement of their full potential. When such a state is achieved, the student is said to have attained school adjustment. The way students respond to and perceive the influence of guidance and counselling services on their adjustment to school will, to a great extent determine whether or not guidance and counselling services are needed or

will be effectively utilized in schools (Eyo, Joshua, & Esuong, 2020). Guidance and counseling services are vital elements in discipline management of people in all societies; even the most primitive societies grew out of the necessity of guiding individual behaviour patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of the common purpose.

Counselling is a program of activities that have provided the solution to the many existing problems in the recent era of complex scientific and technological development (Dincer, 2020). Counselling renders services to individuals based on their needs and the influence of environmental factors. Counselling is a personal relationship in which one person attempts to help another person toward understanding and solving his educational, vocational, and social problems (Harbola, 2021). According to Ebizie, Enajedu, and Nkechi (2016) counseling is a learning process in which individuals learn and understand themselves and their environment and make the right choice of behaviours that will help them develop, grow, progress, ascend, mature, and step up in educational, vocational and social activities. Counselling refers to the activity of relevant services and processes of helping individuals in the school or society to achieve their goals in their emotional, moral, social, academic, and vocational developments (Harbola, 2021). School is an environment with an increasing number of problems and students face many challenges (Stone, & Springer, 2019). Secondary school students are in the adolescent stage which affects their study habits, academic performance, career choices, and future life. During the adolescence period students exhibit nervousness and lack of confidence emotionally, mentally, and morally. Studies showed that social, educational, physical, and economic factors affect students' career choices (Trigueros, Padilla, Aguilar-Parra, Rocamora, Morales-Gazquez & Lopez-Liria, 2020). It has been reported that poor academic performance of students is due to the lack of right study attitudes and the right orientation from the home and society (Getie, 2020). Through effective- guidance and counseling an individual can explore various unlimited opinions in educational, vocational, and social activities (Rosvall, 2020). Guidance and counseling services through teaching, advising, instructing, explaining, and opinion enables students to develop self-esteem and evaluate the societal challenges facing them, abilities and gradually develop their life's goals (UNESCO, 2016; Nguyia, 2020).

Oviogbodu (2015) asserts that counseling can be defined as a number of procedures in assisting an individual to solve his problems. He further states that counseling is more involved emotionally in the affective realm personalized learning, which is emotions and feelings, values and attitudes.

Furthermore, Grus (2019) states that counseling psychology is a generalist health service (HSP) specialty in professional psychology that uses a broad range of culturally-informed and culturally sensitive practices to help people improve their well-being, prevent and alleviate distress and resolve crises, and increase their ability to function better in their lives.

However, as counseling profession experiences rapid growth in membership, service demand, and national recognition, there is a greater need for a unified professional identity, as a stronger voice in the community, consistent training and licensure standards and professional advocacy efforts (Delaney & Justice, 2023). The Ministry of Education being fully aware of the impact of counseling service on students' academic achievement in the new 6-3-3-4 system introduced the service of counseling in education to record success among students.

Additionally, counseling service provides students ample understanding of self-actualization, helps them deal with their daily problem without any interference with their academic attainment. Counseling is a discipline in education that deals with assisting individual get the right information about him. It also helps individual with self-actualization. Furthermore, counseling helps students discover themselves and their potentials in order to be guided on their choice of career path.

Counseling however, focuses on helping individual identify and help solve his issues which may have incurable effect on his academic performance. Counseling helps to encourage students to take positive steps to resolve these issues. If a student is derailed in thought processes, his academic performance can easily be altered; this could be as a result of his cognitive development. Oluwatimilehin (2021) asserts that cognitive development is the development of knowledge, and thought processes. Thus, a student whose academic achievement has been altered due to the challenge he is facing, such student may lack the right knowledge, thereby has no understanding how to the challenge can be harmful to his/her mental health. To help such child develop the right knowledge and thought processes, counseling service therefore performs a pivotal role in that it helps individual develop his thought processes and helps the child become aware of the right knowledge needed to understand his problem and how he can cope with it without any interference with his achievement. Counseling service helps individual to resolve issues that want to militate against students' academic achievement. These issues emerge as a result of inability to resolve conflict which may leave the student unstable emotionally, confused and helpless too: thereby, impedes the students from academic achievement.

At other time, many students who lack the right knowledge of the career choice to make may end up engaging in wrong choice of subjects to offer

especially for West African Examination Council (WAEC), and this may in turn frustrate their career choice. Counseling service in this regard will help guide and direct students afore time about subjects that complement each career and vocation. Thus, with counseling service in place, the students become stable and focus to resolve their conflicts when they arise. However, many factors constitute to student academic challenges which may have negative effect on their academic attainment. Among these factors are academic stress, forgetfulness, poor memory, procrastination, family challenge etc. counseling service on help such child develop the right knowledge and thought processes, counseling service on this note helps students to identify his problems and suggests possible ways to surmount these problems.

1.2 Statement of the Problem

The problem of students' academic failure is a matter of growing concern in educational institutions in Nigeria. Furthermore, despite the availability of quality education and resources, a significant number of students continue to struggle and eventually fail to meet their academic achievement. This issue not only affects individual students but also has broader implications for society, as it can lead to wasted talent, increased dropout rates, and reduced workforce productivity. However, while there can be various reasons behind academic failure, such as personal challenges, learning disabilities, or lack of motivation, one critical aspect that often goes unaddressed is the need for counseling services. Recognizing and addressing the emotional, psychological, and social factors contributing to students' academic difficulties is crucial in improving their overall well-being and academic performance. Therefore, it is imperative to investigate the extent of academic failure, its underlying causes, and the necessity for comprehensive counseling services in educational institutions to support struggling students effectively. Often time, students' failure to perform to the peak of their academic expectation is as a result of inability to get aware of themselves and certain factors that can militate against their academic achievement. This research therefore seeks to investigate the impacts of counseling services on students' academic achievement in Tai Solarin Federal University of Education Senior Secondary School in Ijebu-Ode, Ogun State.

2. Methods

The study is a descriptive survey and it investigate the impact of counselling services on student's academic achievement. One hundred students were randomly selected from SS 1 – SS2 students of Tai Solarin Federal University of Education Senior Secondary School in Ijebu-Ode, Ogun State.

A structured questionnaire was used to collect data for the study. The result of the students' who participated in the study served as basis for academic achievement. Standard deviation was used in answering research

Table 1: Mean response of the respondent on the causes of academic failure among senior secondary school students of Tai Solarin University of Education Senior Secondary School, Ijebu-Ode

S/N	Items	Mean	Std. Deviation
1.	Low academic Ability.	3.32	.537
2.	Poor quality of teachers' methodology and marking.	1.73	.747
3.	Difficulty of items	3.43	.582
4.	Low level of preparation.	2.97	.674
5.	Wrong timing and schedule of exams.	1.56	.713
6.	Peer influences.	3.57	.557
7.	Too many social outings.	3.24	.893
8.	Poor study habits.	3.34	.799
9.	Lack of studying facilities.	1.95	.846
10.	Poor infrastructure e.g. power outage.	3.41	.817
	Average Mean	2.85	.717

For the purpose of this study, the mean of the response was measured and interpreted using real limits of numbers as follows: any item with a mean score of 2.50 was considered high while any item that falls below 2.50 was considered low.

Table 2: T-test analysis showing gender influence of counselling services on academic achievement of senior secondary school students of Tai Solarin University of Education Senior Secondary School, Ijebu-Ode

	N	Mean	SD.	t	Df	Sig. (2-tailed)	
Academic Achievement	Male	84	2.01	.204	2.10	198	.000
	Female	116	4.72	.221			

Table 3: Provide a title for this table and mention it in the text

Variables	CS	AA
1 Counselling Services (CS)	1	.042*
2 Academic Achievement (AA)	.042*	1

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

question one, t-test was used to answering research question two while PPMC was used to test the research hypothesis through the (SPSS 20.0) at 0.05 level significance.

3. Analysis and Presentation of Result

3.1 Research Question 1

What are the causes of academic failure among senior secondary school students of Tai Solarin Federal University of Education Senior Secondary School, Ijebu-Ode?

Table 1 shows the mean and standard deviation (SD) of the causes of academic failure among senior secondary school students of Tai Solarin University of Education Senior Secondary School, Ijebu-Ode. The

table revealed with mean and standard deviation of 3.32 (SD=.537), 1.73 (SD-.747), 3.43 (SD=.582), 2.97 (SD-.674), 1.56 (SD-.713), 3.57 (SD= .557), 3.24 (SD=.893), 3.34 (SD-.799), 1.95 (SD-.846) and 3.41 (SD=.817) that major causes of academic failure include peer influence, difficulty of items, poor infrastructure, poor study habits among others.

3.2 Research Question 2

What is the gender influence of guidance and counselling services on academic achievement of senior secondary school students of Tai Solarin University of Education Senior Secondary School, Ijebu-Ode?

Table 2 shows the gender influence of peer group on

academic achievement of senior secondary school students of Tai Solarin Federal University of Education Senior Secondary School, Ijebu-Ode. The t-test analysis shows that academic achievement of senior secondary school students is significantly influenced by male with the mean = 2.01 and SD = .204 and female with the mean = 4.72 and SD = .221; $t(df) = 2.10$ and $p = .000$. The significance of the gender influence of counselling services on academic achievement of secondary school students was tested at $P < 0.05$. This means that the gender influence of counselling services on academic achievement of secondary school students is significant. Thus, the research question 2 indicates that there is gender influence of counselling services on academic achievement of senior secondary school students of Tai Solarin University of Education Senior Secondary School, Ijebu-Ode.

3.3 Testing of hypothesis

H₀₁: There is no significant relationship between counselling services and academic achievement of senior secondary school students of Tai Solarin Federal University of Education Senior Secondary School, Ijebu-Ode.

A positive relationship was found between counselling services and academic achievement ($r = .042$; $p < 0.05$). However, the relationship between counselling services and academic achievement is established to be significant. Thus, null hypothesis was not upheld. Hence, counselling services significantly relate with academic achievement of senior secondary school students of Tai Solarin Federal University of Education Senior Secondary School, Ijebu-Ode.

4. Discussion of Findings

The findings reveal that major causes of academic failure include peer influence, difficulty of items, poor infrastructure, poor study habits among others. This is in line with Silva, Shulman, Chein & Steinberg (2016) who opined that peer group has tremendous influence on the adolescent's pattern of behaviour especially on their interests, attitudes, value system, emotional expressions, interaction patterns as well as their academic performance. Furthermore, in the study of Alimohamadi, (2018) entitled "Relation study between study habit and academic performance of nursing students in Ramadan," results showed a positive correlation between the mean score of study habits and academic performance of the students. The school management in collaboration with the school counsellor should take cognizance of the peer relationship of their students and also develop a means of improving on their study habit.

The research question 2 indicates that there is gender influence of counselling services on academic achievement of senior secondary school students of Tai Solarin University of Education Senior Secondary School, Ijebu-Ode. According to Igbo, Onu and Obiyo, (2015) teachers, parents, peers, personal motivation

and the student's gender strongly influence a student's academic self-concept and academic achievement. This demonstrates that gender plays vital role in determining academic performance of any student. Beside the fact that the number of female students is more than that of their male counterpart, they tend to visit the school counsellor on the academic issues which invariably help them a lot in making better achievement in their academics.

5. Recommendations

Based on the findings of this study, the following recommendations are made to the school management:

1. There is need for the teacher counselors to implement all the services required for a guidance and counselling programme.
2. Guidance and counselling programme should be strengthened in order to improve the student' academic performance of secondary schools.

6. Conclusion

Base on the results of finding in this study, it was clear that there is a relationship between counselling services and academic achievement of secondary school students. Therefore, this study concludes that counselling services impact academic achievement of senior secondary school students of Tai Solarin Federal University of Education Senior Secondary School, Ijebu-Ode.

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