



## ABSTRACT

*As individuals develop through stages of life in educational attainment, they encounter problems, challenges and conflict situations. These individuals also need to develop value systems, make decisions, set goals and work towards them. Hence, this study determines the impact of orientation services on student's academic*

# RELATIONSHIP BETWEEN ORIENTATION SERVICES AND STUDENTS' ACADEMIC ACHIEVEMENT AMONGST PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN BAUCHI STATE

**GAMBO G. J.<sup>1</sup>; ADAM, M.<sup>2</sup>; AND GARBA, A.<sup>2</sup>**

<sup>1</sup>Government Day Secondary School Games Village, Bauchi; <sup>2</sup>Department of Educational Foundations, Abubakar Tafawa Balewa University, Bauchi.

## INTRODUCTION

As individuals develop through stages of life in educational attainment, they encounter problems, challenges and conflict situations. These individuals also need to develop value systems, make decisions, set goals and work towards them. All these cannot be achieved without self-understanding and decision-making skills, which are not innate, but need to be developed. The need to address these challenges and to promote educational success and healthy life therefore, call for exposure to guidance services programs by individuals/students (Yamagata-Lynch & Haudenschild, 2009). Achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of achievers and also parents, teachers and all those helping to achieve it, and thus a result of bidirectional results. Achievement behaviour may be



*achievement among senior secondary schools in Bauchi state. A sample of (384) public senior secondary school's students from the three educational zones of Bauchi state, which have about 102,112 students was drawn on the basis of Stratified random sampling technique. A five (5) point Likert scale was used for the variable items to ease the means of assessing the responses. The study's methodology included the use of a self-administered structured questionnaire to collect data from the respondents. A bivariate analysis was adopted to carry out the Pearson correlation through SPSS Version 26. The finding revealed that Students received orientation and briefings on various aspects of the school comprising of school rules and regulations, choice of friends and associations in schools, encouragement to participate in extra-curricular activities among others. It further revealed that Counsellors enlighten students to go for career paths they are passionate about and encourage them to acquire trade skills for subsequent self-employment. It was suggested that Students should be exposed to relevant precautionary information to ensure their safety especially in times of ethno-religious crises and government should endeavour to establish Guidance and Counselling Departments in all secondary schools in Bauchi state.*

**Keywords:** *Orientation services, Students, Academic achievement, Senior secondary school, Bauchi*

defined as any action directed of gaining approval where public standards of excellence are applicable. Sinha and Srivastava (2017) sees academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him. Aremu and Sokan (2003) submit that the search for the causations of poor academic achievement is unending and some of the factors they put forward are motivational orientation, self-esteem/self-efficacy, emotional problems, study habits, teacher consultation and poor interpersonal relationships.



Academic achievement is the general term for achieving outcomes in intellectual domains taught at school, college, and university. By confining the definition to intellectual domains, fields such as music and sport are excluded for which certain motor abilities are more important than intellectual abilities. Academic achievement indicates the level of intellectual education of a person, a group, or a whole nation. Academic pertains to school subjects or to fields of liberal arts or to the sphere of ideas and abstraction, while achievement is denoted by knowledge attained or skills developed by pupils usually in the schools, measured by test scores or by marks assigned by teachers (Chaudhary, 2004). In other words an academic achievement is defined as knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in an annual examination. Academic achievement was once thought to be the most important outcome of formal educational experiences and while there is little doubt as to the vital role such achievements play in student life and later (Kell, Lubinski, & Benbow, 2013).

Academic achievement refers to how well a student is accomplishing his or her tasks and studies (Scotts, 2012). According to Ward, Stocker and Murray-Ward, (2006) academic achievement refers to the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals. Academic achievement is the ability to study and remember facts and being able to communicate one's knowledge verbally or written on paper (Oyinvwi & Ojimaajo, 2021). So also, Academic achievement refers to the extent to which students have achieve mastery of the objectives of the subjects they are exposed to in school. According to Aremu and Sokan (2003) academic achievement has been observed in school subjects especially mathematics and English language among secondary school students. The blame for poor academic achievements among secondary school students could be attributable to a variety of factors such as students' inability to manage their time, peer influence, family factors and the likes. Parents, teachers, curriculum, experts and evaluators have expressed considerable concern over the deteriorating students' achievement in public examinations.



In schools, success is measured by the level of the students' academic achievement. Student's achievement remains a top priority for educators. Stakeholders in education have affirmed that the goal of education cannot be achieved without the input of professional counsellors. Many school administrators are yet to embrace the programme because they do not see the benefit of appropriate counselling services (Bolu-Steve & Oredugba, 2017). Oluwatimilehin (2012) explained that indiscipline, drug addiction, poverty, non-challant attitude of the students towards their academic pursuits have resulted into poor academic achievement. As such, students need the services of professional counsellors in schools. In the study area, effective counselling services are not available or non-existent in some schools. In places where these services are available, the number of clients attending counselling sessions is miserably low.

The Federal Government of Nigeria, in its National Policy on Education (2004) has mandated every state to include guidance and counselling programmes in the school curriculum. Yet one wonders with dismay the slackness with which Bauchi State Government has taken in the implementation of this important educational policy. This is evident in the fact that, of the public secondary schools in the state which are supposed to have professional guidance counsellors, only few out of this number have. This has consistently affected the academic achievement of the students. Carey and Harrington (2010) carried out a research on the impact of counselling on student educational outcomes in high schools while Fakorede (2014) worked on the influence of school counsellors on career choice and academic achievement of senior secondary school students in Ilorin Metropolis. These researchers emphasized on the need to enforce guidance programmes in schools. Due to the gap identified above, the current research tried to look at the impact of the guidance services on students' academic achievement in senior secondary schools in Bauchi State.

## **LITERATURE REVIEW**

### **Theoretical Framework**



### ***Eric Erikson's Psychoanalytic theory of development (1959)***

This theory was propounded by Eric Erikson, in 1959. His ideas were greatly influenced by Freud, going along with Freud's 1923 theory regarding the structure and topography of personality. However, whereas Freud was an id psychologist, Erikson was an ego psychologist. He emphasized the role of culture and society and the conflict that can take place within the ego itself, whereas Freud emphasized the conflict between the id and the super ego. According to Erikson, the ego develops as it successfully resolves crises that are distinctly social in nature. These involve establishing a sense of trust in others, developing a sense of identity in society, and helping the next generation prepare for the future. Erikson extends on Freudian thoughts by focusing on the adaptive and creative characteristic of the ego, and expanding the notion of the stages of personality development to include the entire lifespan (Vijaykumar & Lavanya, 2015).

Like Freud and many others, Eric Erikson maintained that, personality develops in a predetermined order, and builds upon each previous stage. The outcome of this maturation time table is a wide and integrated set of life skills and abilities that function together within the autonomous individual. However, instead of focusing on sexual development (like Freud), he was interested in how children socialize and how this affects their sense of 'self'. Erikson theory has eight distinct stages which he refers to as psychosocial stages. According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristics of strengths which the ego can use to resolve subsequent crises. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self (Maree, 2021).

Erikson put a great deal of emphasis on the adolescent period, (12 to 18 yrs), feeling it is a crucial stage for developing a person's identity. According to Erikson, at this stage, the child (adolescent) has to learn the roles he will occupy as an adult. The relationship between the theory and this study is the emphasis on the adolescent stage which is regarded as the period when the child has to learn roles he will occupy. It is a crucial stage in which the



child needs to be guided if he might reach his full potentials in life. If the child is well guided at this period, he maybe educationally and vocationally adjusted, which could led to high academic achievement and smooth transition to the next educational level (tertiary education), which is the main thrust of this study.

### **Concept of Guidance and Counselling Services**

Guidance and counselling is the help given by one person to another in making choices and adjustments and in solving problems. It is a face to face relationship between the counsellor and the counselee for the purpose of enabling the counselee to resolve his conflicts or problems (Nkechi, Ewomaoghene & Egenti, 2016). Bark (2003) sees guidance and counselling as the assistance made available by qualified and trained persons to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. Generally, students are faced with problems of inappropriate vocational choices, emotional inadequacy and social-personal problems. Guidance and counselling therefore provides appropriate assistance to students for better understanding and acceptance of their personalities and endowment, proper knowledge of their strengths and weaknesses, attitudes and worth as unique individuals (Arowolo, 2013). The purpose of guidance and counselling in schools according to Bradrock (2001) is to improve academic achievement, foster positive study attitudes and habits, increase acquisition and application of conflict resolution skills, and decrease school dropout.

### **Concept of Academic Achievement**

Academic achievement of students especially at the elementary school level 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 militate against good academic performance (Aremu & Sokan, 2002). Academic performance refers to how well a student is accomplishing



his or her tasks and studies (Scott, 2012). According to Ward, Stocker and Murray-Ward (2006) academic performance refers to the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals. Academic performance is the ability to study and remember facts and being able to communicate one's knowledge verbally or written on paper (Oyinvwi & Ojimaajo, 2021). Academic performance refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school.

Academic achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals and it is commonly measured by examinations or continuous assessment (Bossaert, Doumen, Buyse and Verschueren, 2011). Bassaert *et al.*, (2011) maintained that academic achievement is an important parameter in measuring students learning outcome in various school discipline. Academic achievement is a key mechanism through which in-school adolescents learn about their talents, abilities and competencies which are important parts of developing career aspirations. Iwundu (2001) sees academic achievement as the degree or level of success attained at the end of an academic endeavor. The yardstick for measuring ones level of academic achievement is by assessing the academic achievement of the individual through test and observation. The issue of academic achievement of students at all levels of Education in Nigeria especially at secondary school level is very crucial and has been addressed from different dimension by researchers over the years.

### **Indicators of Academic Achievement**

Academic achievement can be measured in two different ways. On the one hand, there are grades and educational degrees. On the other hand, academic achievement can be measured by standardized achievement tests. Although both types of measurement capture mostly the same underlying characteristic, that is, educational achievement, they are not completely equivalent. It is important to understand the difference in what grades and standardized achievement tests measure because findings of



empirical studies vary depending on the indicator of academic achievement (Steinmayr, Weidinger, Schwinger & Spinath, 2019).

### **Grades**

Academic achievement in schools and higher education institutions is typically evaluated and quantified by grades. The grade point average (GPA) is the arithmetic mean of all grades that have been received during a certain time. Grades are ecologically valid measures of academic achievement because allocation and selection decisions for higher education and job positions are, to a large extent, based on grades. This makes grades a very important issue for psychological research. Much research has been devoted to the question of whether teachers' grades actually measure students' performance. The most convincing evidence for the validity of grades is their strong association with standardized achievement tests. Typically this correlation is between  $r \frac{1}{4} 0.60$  and  $0.70$ . Another strong evidence for the validity of grades is that they are the best predictors of future success in academic domains. For example, high school GPA is the best known predictor of college GPA. This is true although across classes and schools different grading standards are used. A major problem of grades is that they depend on the average achievement level of the class. When teachers evaluate students' performance, they use a standard that is adapted to the overall achievement level of the class. The same student will receive better grades in a low performing class and poorer grades in a high achieving class. This phenomenon is also known as a frame-of-reference effect, specifically the big-fish-little-pond effect (Astin, 2012).

Despite this known distortion of grades due to teachers' different grading standards, school grades are often found to outperform standardized achievement tests in the prediction of future success. This can be explained by the fact the GPA is a highly aggregated measure of performance collected from different teachers, over different subjects, and over a relatively long period of time. Many different single measures of student performance make the GPA very reliable. The fact that grades capture not only pure intellectual capacity but also motivational and personality aspects





is not necessarily a disadvantage but contributes to the predictive validity of the GPA for future achievements (Gajda, Karwowski & Beghetto, 2017).

### ***Educational degrees***

Educational degrees are another type of indicator of academic achievement. Educational degrees depend directly on the grades accumulated over the educational career. They are the most important prerequisite for admission to higher education and job positions. The first attempt to collect international data about educational outcomes was to compare graduation rates and educational degrees among nations. Because of the differences in the educational systems, such comparisons did not turn out to be very meaningful. Today, educational outcomes among nations are compared by means of standardized achievement tests. Nevertheless, graduation rates and educational degrees are also monitored by international studies on educational achievement because they are important ecologically valid indicators of educational outcomes. For example, the annual study *Education at a Glance*, commissioned by the OECD, reports international comparisons of indicators of the quality of education, such as who participates in education, what is spent on it, and how many students graduate in basic and higher education (Marchant & Finch, 2016).

### ***Standardized Achievement Tests***

Standardized academic achievement tests measure abilities that are acquired in educational institutions or are important for future success in academic and other domains. Standardized achievement tests vary with regard to the degree to which they are curriculum based. A test that is meant to assess knowledge and skills that have been acquired at school has to be curriculum based, that is, include contents taught at school (e.g., SAT II Subject Tests). Other achievement tests are not curriculum based but assess whether certain competencies have been acquired at a certain age and whether certain criteria are met, that is, certain tasks are mastered. A well-known example of a standardized achievement test that is not



curriculum-based is the SAT I Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test). The SAT I is designed to measure students' general ability or aptitude for learning. Many colleges in the United States of America base their admission decisions on SAT scores in combination with grades. Because there are wide differences between secondary schools in the United States, tests like the SAT are needed to compare applicants against a common standard (Titz & Karbach, 2014).

### **Research Methodology**

The study involved the use of questionnaires to collect information from a sample of (384) public senior secondary school's students from the three educational zones of Bauchi state, Nigeria. which have about 102,112 students. The sampling technique used is the Stratified random sampling technique method to arrive at the desired result. A five (5) point Likert scale was used for the variable items to ease the means of assessing the responses (Kothari, 2004). Going by the performance descriptors in Braunsberger and Gates (2009); Seshadhri and Topkar (2014) the descriptors used were Strongly Agreed, (SA = 5 points), Agreed (A = 4 points), Undecided (U=3 points), Disagreed (D = 2 points), and strongly Disagreed (SD = 1 point). Reliability test was carried out to measure reliability of constructs as suggested by Pallant (2011) and the results indicated that a reliable Cronbach's Alpha of 0.87 alpha value was obtained in all of the constructs. Pearson Product Moment Correlation was carried out, to determine the relationship between dependent and the independent variables.. Statistical Package for Social Science (SPSS, version 23) was used for statistical analysis of the data generated from the questionnaire survey. A bivariate analysis was adopted to carry out the Pearson correlation. In the test of the hypothesis, where the attained probability value (p-value) is greater than the significance value (0.05), the null hypothesis was retained and where the attained probability value (p-value) is less than the significance value, the null hypothesis was rejected.

### **Discussion and Findings**



### Test of Hypothesis

**H<sub>0</sub>** : There is no significant relationship between orientation services and student's academic achievement among senior secondary school students in Bauchi state.

Table 1 indicate that there is positive correlation between the orientation services and student's academic achievement ( $r = .026^*$ ,  $n = 384$ ,  $p < 0.05$ ). Therefore, the research concludes that there is positive relationship between the orientation services and student's academic achievement and the assumption is accepted.

**Table 1: Relationship Between Orientation Services and Student's Academic Achievement**

|                             |                                   | Orientation services | Academic achievement |
|-----------------------------|-----------------------------------|----------------------|----------------------|
| <b>Orientation services</b> | Pearson Correlation               | 1                    | .026*                |
|                             | Sig. (2-tailed)                   |                      | .614                 |
|                             | Sum of squares and Cross-products | 38818.164            | 366.188              |
|                             | Covariance                        | 101.353              | .956                 |
|                             | N                                 | 384                  | 384                  |
| <b>Academic achievement</b> | Pearson Correlation               | .026*                | 1                    |
|                             | Sig. (2-tailed)                   | .614                 |                      |
|                             | Sum of squares and Cross-products | 366.188              | 38818.164            |
|                             | Covariance                        | .956                 | 101.353              |
|                             | N                                 | 384                  | 384                  |

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

\*\*. Correlation is significant at 0.01 level (2-tailed)

### Summary of Finding



P` The research instrument was administered to three hundred and eighty-four (384) students in senior secondary schools in Bauchi state. Pearson correlation was used to carry out the data analysis. The data analysis was done with the IBM Statistical Package for the Social Science software. Pearson correlation was used in testing the hypothesis formulated for the study. The hypothesis testing was done at the 0.05 level of significance. The p-value obtained for the hypothesis formulated was greater than 0.05, hence the p-value was less than 0.05 signifying that the null hypothesis was rejected and the corresponding alternative hypothesis was accepted. It was discovered that students received orientation and briefings on various aspects of the school comprising of school rules and regulations, avoidance of bad friends and associates in schools, encouragement to participate in games and sports organised by the school. The students are advised to avoid cultism and other social vices such as drug abuse, rape, truancy and rascality that would tarnish the reputation of the school. Students are helped to become aware of the many occupations to consider after graduating from school. Students in secondary schools in Bauchi State patronize the services of counsellors. The counsellors assist students to develop high aspirations towards their academic pursuits and to have positive attitude towards learning. Counsellors encourage students to avoid truancy and attrition at all cost and offered to help them develop effective interpersonal relationship skills.

### **Conclusion**

According to the study, Students received orientation and briefings on various aspects of the school comprising of school rules and regulations, choice of friends and associations in schools, encouragement to participate in extra-curricular activities among others. Additionally, they are advised to stay away from cultism and other social vices that would tarnish the reputation of the school. The students are advised to respect teaching and non-teaching staff of the school and they should embark on excursions and field trips as part of the learning process. The study indicated that counsellors assist students to develop high aspirations towards their academic pursuits and to have positive attitude towards learning. The study



concludes that counsellors encourage students to avoid truancy and attrition at all cost and offered to help them develop effective interpersonal relationship skills.

## REFERENCES

- Aremu, O. A & Sokan, B. O. (2013). A multi-causal evaluation of academic performance of Nigerian learners: issues and implications for national development.
- Astin, A. W. (2012). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Rowman & Littlefield Publishers.
- Bolu-Steve, F., & Oredugba, O. O. (2017). Influence of Counselling Services on Perceived Academic Performance of Secondary School Students in Lagos State. *International Journal of Instruction*, 10(2), 211-228.
- Bossaert, G., Doumen, S., Buyse, E., and Versechueren. K. (2011). *Predicting Children's Academic Achievement after the Transition to First grade: A two-year longitudinal study*. Retrieved from <http://www/eric.ed.gov/?idej916973>.
- Braunsberger, K. & Gates, R. 2009. Developing inventories for satisfaction and Likert scales in a service environment. *Journal of Services Marketing* 23(4), 219-225.
- Carey, J.C & Harrington, K.M. (2010). The impact of counselling on students educational outcomes in high schools. Retrieved from <http://www.umass.edu>.
- Chaudhary, V. (2004). A comparative study on intelligence and academic achievement of the secondary school students. *Indian Psychological Review*, 62 (4), 177-181
- Fakorede, A.S. (2014). Influence of school counsellor on career choice of senior secondary students in Ilorin metropolis. Unpublished B.Ed project in the Department of Counsellor Education University of Ilorin.
- Gajda, A., Karwowski, M., & Beghetto, R. A. (2017). Creativity and academic achievement: A meta-analysis. *Journal of Educational Psychology*, 109(2), 269.
- Iwundu, C.O. (2001). *Psychology for the Educational and Health Professions*. Portharcourt, Capllc. Publishers Nig. Ltd.
- Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. *Psychological Science*, 24(5), 648-659. Doi: 10.1177/0956797612457784.
- Kothari, C. R. 2004. *Research methodology: Methods and techniques*. New Age International.
- Marchant, G. J., & Finch, W. H. (2016). Student, school, and country: The relationship of SES and inequality to achievement. *Journal of Global Research in Education and Social Science*, 6(4), 187-196.
- Maree, J. G. (2021). The psychosocial development theory of Erik Erikson: critical overview. *Early Child Development and Care*, 191(7-8), 1107-1121.
- Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. *RAY: International Journal of Multidisciplinary Studies*, 1(2), 36-48.
- Oluwatimilehin, J.T.B & Owoyele, J.W. (2012). Study habit and academic achievement in core subjects among Junior secondary school students in Ondo State, Nigeria. *Bulgarian Journal of Science and Educational Policy (BJSEP)*, 6 (1), 155-169.



- Oyinwii, U. V., & Ojimaajo, E. S. (2021). RELATIONSHIP BETWEEN INTERNET ADDICTION AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN NASARAWA NORTH SENATORIAL OF NASARAWA STATE, NIGERIA. *Journal of the Nigerian Council of Educational Psychologists*, 14(1).
- Pallant J. 2011. Non-parametric statistics. *SPSS survival manual, 4th edn. Allen and Unwin, Crows Nest*, 213-238.
- Scott, D. (2012). [http://www.ehow.com/about\\_6398585\\_meaning-academic..](http://www.ehow.com/about_6398585_meaning-academic..)
- Seshadhri, G. and Topkar, V. (2014), "Validation of a questionnaire for objective evaluation of performance of built facilities", *Journal of Performance of Constructed Facilities*, Vol. 30 No. 1, p. 04014191.
- Sinha, D. J., & Srivastava, P. S. (2017). A Study of Emotional Intelligence with respect to Sex, Locality and Academic Achievement. *International Journal of Research in Social Sciences*, 7(7), 440-452.
- Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for their academic achievement—replicating and extending previous findings. *Frontiers in psychology*, 10, 1730.
- Titz, C., & Karbach, J. (2014). Working memory and executive functions: effects of training on academic achievement. *Psychological research*, 78(6), 852-868.
- Vijaykumar, S. D., & Lavanya, T. (2015). Vocational Identity and Ego Strengths in Late Adolescence. *Annamalai International Journal of Business Studies & Research*.
- Ward, A., Stocker, H.W., & Murray-ward, M.C. (2006). Achievement and ability tests definition of the domain. Retrieved, June 7, 2011, from <http://www.en.wikipedia.org/wiki/academic>.
- Yamagata-Lynch, L. C., & Haudenschild, M. T. (2009). Using activity systems analysis to identify inner contradictions in teacher professional development. *Teaching and Teacher Education*, 25(3), 507-517.