



## Teachers' Perception of School Guidance Services on Senior Secondary School Students' Career in Bauchi Metropolis

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### ABSTRACT

The study investigated the perceptions of senior secondary school teachers in Bauchi metropolis regarding school counseling services. Employing a descriptive survey design, 400 teachers were randomly chosen from a population of 2,119. Self-administered questionnaires were used for data collection, and data analysis involved the use of Chi-square. The findings indicated that teachers from both Private and Public schools in Bauchi metropolis generally held positive perceptions concerning the role of school counselors. The study recommends the professional training of school counselors to enhance the effective delivery of guidance and counseling services. Furthermore, measures such as orientation services, conferences, workshops, and seminars are suggested to address and change any negative perceptions among teachers, making them more familiar with the activities and services offered by school guidance and counseling units.

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### INTRODUCTION

This chapter discussed the background of the study, problem statement, objectives of the study, research questions hypothesis, scope of the study, significance as well definition of terms. Education has been described as a vital and indispensable key to any form of development (Jibrin & Zayum, 2012). Education in its broadest sense encompasses all the process individuals go through in life to develop and optimally utilize their potentials through the acquisition of knowledge, skills, abilities and attitudes that are necessary for effective living in society (Umar & Cyril, 2012). In projection, it is a process that starts from birth and ends with death which means that education is a lifelong process. Education is an instrument for economic, political and scientific development of all nations (Jibrin & Zayum, 2012). According to Umar and Haruna., (2014), secondary school education is the engine room of

knowledge acquisition, a stage at which students come in contact with various subjects, which determine the field of study they will like to pursue in higher secondary school education is kind of level after the primary education and before higher education. Its position in educational system also speaks of its importance. The National policy on Education (FGN, 2004) stated that the aim of education is to inculcate in the child, the spirit of inquiry and secondly, education should equip students to live effectively in our modern age of science and technology. Furthermore, attention was drawn to need for counselling programmes in school.

The place of counselling programmes in schools cannot be overemphasized especially with the daily expansion in the enrolment of students in schools, growing needs of youths in Nigeria, the continual unrest in schools and the repeated changes in the educational system (Bolu-Steve & Oredugba, 2017). Counselling

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services has become an essential programme in schools and this cannot be done in i Contextual to this paper, Guidance has been defined by Umar and Haruna, (2014) as the total programme of a number highly specialized activities implemented by specialist to help individual make wise and intelligent choice and decisions. Eyo, Joshua & Esuong, (2010), averred that guidance is a programme of services to individuals based on their needs and the influence of environmental factors. She went ahead to state that guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions.

Furthermore, guidance programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students (Eyo, Joshua & Esuong, 2010). Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (Ebizie, Enajedu, & Nkechi, 2016). In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School.

Career counsellors on the other hand do offer a wide range of career related programmes to students which are aimed at assisting students to plan their career, make informed decision and choose a career which will land him or her into the right vocation so as to make students enjoy their work (Eremie & Ibifari, 2018). The strategic position of counsellors in secondary schools enables them in assisting to mould the students' educational, emotional, behavioural and psychological challenges. These counselling

services is done in tandem with other school personnel (Orewere, 2012).

Again, Eremie and Ibifari, (2018) posit career guidance and counselling makes it possible for an individual to see and explore his or her unlimited endowed options. it is an undeniable fact that the major service areas of guidance and counselling are, educational guidance and counselling which assists students in their choices of career, vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society (Eremie & Ibifari, 2018). It is believed that guidance and counselling services in school shall develop, assess and improve educational programmes; enhance teaching and improve the competence of the teacher and reduce cost for the children (Ebizie, Enajedu, & Nkechi, 2016).

Despite the important role guidance and counselling plays in the entire society, there are problems militating against its development in Nigeria and beyond. National Teachers Institute (2003a) identified some of these problems to include: Paucity of trained counsellors; relative newness of guidance and counselling in Nigeria; doubt about the efficacy of guidance and counselling; misconception of the role of guidance counsellor; resistance from members of staff of their establishments; doubting the moral integrity of counsellors; fear of exposing privileged information; lack of commitment of government officers to support the growth of the profession; inadequate funding of the guidance and counselling programmes; problem of space or office accommodation in secondary school; and paucity of psychological tests.

Moja (2000) observes that the public perception is that the quality of education offered is low and that standards have dropped. These perceptions are based on lack of adherence to acceptable educational practice. Consequently, guidance counsellors' qualifications are low; the job condition does not promote effective guidance and counselling; basic guidance and counselling

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facilities and resources are generally not available and guidance counsellor – student ratios are very low. Mogbo, Obumneke-Okeke and Anyachebelu, (2011) identifies the problem of inadequate funding for maintenance and sustainability of guidance and counselling services in schools. Salgong, Ngumi and Chege, (2016) identify lack of legal and policy framework, lack of trained teacher counsellor and too much workload for teachers as factors making it difficult for guidance and counselling to succeed in promoting student discipline. Also, lack of adequate and regular school supervision and inspection coupled with poor implementation of the outcome of the school inspection contributes to the bane of guidance and counselling service in Nigeria.

According to lyabo (2016), guidance counselling in Nigeria as at today is not being giving its due recognition to have the necessary impact. There is still the problem of lack of recognition and the realization of guidance and counselling as integral part of education and growth of every child. Many people still fail to recognize guidance and counselling as being necessary in schools. While some heads of schools made time available for counsellors to provide counselling service to their students, others felt it was a waste of precious time allocated to examinable subjects (Salgong, Ngumi & Chege, 2016). Some others relegated it as an after-school activity (Salgong, Ngumi & Chege, 2016). Also, the guidance counsellor education programmes at pre-service levels have been criticized for being too theoretical and for their lack of a sound practical base needed for good school practice.

#### Concept of Teacher

Elvina (2018) defined teacher as “A person who selects and organizes teaching, learning methods, consciously planning and controlling a situation directed to the achievement of optimum student learning”. Although authors such as Stronge and Tucker (2000) agree that the teacher is the most important school-based factor in student achievement, there remains an uncertainty of what comprises “effective” or “professional” teaching.

#### Concept of Perception

Perception: In the Oxford Dictionary (2002) perception is described as a way of understanding or regarding the true nature of something. In this study it refers to the understanding or regard of an individual i.e. the career guidance teacher, of the true nature of something. Perception is a concept of philosophy and psychology with a family of meanings. However, the core meaning is immediate awareness to perceive something is to become directly or immediately aware of it. Nicky (1998) the physiologists, study the Structures of the sense organs that receive sensory stimulations and convert it into nervous activity. Thus, psychologists study the phenomena of perception itself and seek explanation for them. They generally restricted their investigation to phenomena that pertain to the physical properties of objects such as the visual configuration (size, shape and distance).

#### Concept of School

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is sometimes compulsory (Roser and Ortiz-Ospina, 2019). In these systems, students progress through a series of schools. The names for these schools vary by country (discussed in the Regional section below) but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught, is commonly called a university college or university. According to Oghuvbu (2010), a school is set up with main purpose of bringing students from different families together under one roof of the classroom. With regard to this study, a school is an institution designed for the teaching of students under the direction of teachers.

Many authors have devoted time in defining guidance and counseling. Shertzer & Stone (2012) defined guidance as a process of helping individuals to understand themselves and their world. This definition underpins the fact that

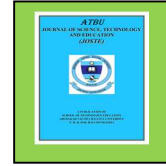
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guidance is an interrelated action that continues for a lifetime, aimed at achieving certain desirable goals. In this direction with guidance, the individuals will understand themselves, their strengths, weakness and those characteristics that make them unique with this understanding they interact better with themselves and the world around them. Guidance is the purposeful direction of the growth of an individual in his five worlds. These five worlds in which individuals live are the physical, mental, social, emotional and psychological worlds which lead to how a person perceives the world. According to Denga (2010), guidance aims at, maximizing the intellectual potentials of the students so that they may live up as learners of subject matter.

### Career Guidance

According to Watts and Fretwell (2004), career guidance and orientation services have been defined as services intended to assist individuals of any age and at any point throughout their lives, empowering them to make educational, training and occupational choices and to manage their careers. They include three main elements: (1) career information, (2) career counseling, and (3) career education (Watts & Fretwell, 2004, p.2). Career guidance in schools usually focuses on career information that provides information on courses, occupations and career paths. It also includes labor market information. The aim of Career counseling in schools is to hold one-on-one or small group interviews focused on the distinctive career issues faced by individuals, such as career in education. Being part of the educational curriculum, attention is paid to help groups of individuals to develop their competence to manage their career development. The role of Career Guidance is not only limited to education process but it also affects the national social and economic development.

### STATEMENT OF THE PROBLEM

There exist numerous problems encountered by students in their process of Career choice. The problem of this study was that some secondary school students are not properly guided due to lack or no guidance and counseling

services, counseling services are not encouraged and even where they exist they lack professional counsellors. Also inadequate information to guide students on different career prospects. Guidance and counselling services in Nigerian schools is relatively new in content and context. There is uncertainty regarding the counsellor's roles. The school counsellor is seen as an intruder to the roles and functions of the typical classroom teachers. Guidance counsellors are mostly seen as 'Jack of all trade, master of none'. They are expected to fulfill divers and conflicting roles and functions. Counsellors are expected to teach regular classes, as well as perform administrative functions. Often, teachers perceived counsellors as intruders to their classroom management of students.

Although many studies have been conducted on the teachers' guidance and counselling etc. but no much is known empirically on the effects of teachers' perception of school guidance services on secondary school students' career in Nigeria. Therefore, this study examines the effects of teachers' perception of school guidance services on senior secondary school students' career in Bauchi metropolis.

### Objectives of the Study

The main of the study is to assess teachers' perception of impact of career guidance on senior secondary schools' career-choice in Bauchi metropolis. The research was designed to achieve the following specific objectives: The perception of teachers of impact of impact of career guidance of senior secondary schools career-choice on the basis of types of school.

### RESEARCH QUESTIONS

As this research investigated into the effects of teachers' perception of impact of career guidance on senior secondary schools' career-choice in Bauchi metropolis, the researcher therefore, outlined the following research questions;

1. Are there any significant differences between the perception of teachers of career guidance on the career-choice on the basis of teaching experience?

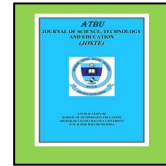
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2. Are there any significant differences between the perception of teachers of career guidance on the status career-choice on the basis of teaching qualification?
3. Are there any significant differences between the perception of teachers of career guidance on the career-choice on the basis of types of school?

### RESEARCH HYPOTHESIS

The researcher chooses alternate hypothesis for this research work, the hypotheses are:

- H<sub>01</sub>. There are no statistically significant differences between teachers' perception of impact of career guidance on status career-choice on teaching experience in Bauchi metropolis.
- H<sub>02</sub>. There are no statistically significant differences between teachers' perception of impact of career guidance on status career-choice on teaching qualification in Bauchi metropolis.

### RESEARCH METHODOLOGY

The study was conducted using descriptive survey design. The rationale behind the selection of this type of research design is that, it is easy to generalize the findings to large population once representative of the sample is assured and it is also relevant to the study for measuring respondent level of perception since it is connected with events that deal with factual information. However, cross-sectional survey design will be use in which data collected from research participants at single point in time. For the purpose of this study, the population of the study would be made up of the teachers of all the public and private Secondary Schools in Bauchi metropolis. There were twenty two (22) public secondary schools and sixteen (16) private secondary schools in Bauchi metropolis with a total number of 2,119 teachers (M.O.E.B, 2021).

The choice of teachers of the both public and private secondary schools in Bauchi metropolis as the respondents in this study is due

to the fact that, their level of education and research culture makes them in a better position to know the effect of school guidance services or otherwise. Sample and sampling technique to be use for this study would be purposive sampling technique. According to John and Benedict (2015) purposive sampling refers to the process by which a researcher selects specific subjects for inclusion in the research, by his/her judgement or perception, the subject has certain characteristics or attributes that are very crucial to the study. Random sampling will be used for this study. The researcher selected ten (10) schools out of the 22 total public senior secondary school and five (5) out of 16 private secondary schools; and four hundred (400) teachers were also randomly selected as a respondent from the fifteen selected schools. The sample size of the study is determined using Yamani's (1964) formula. The instrument used in this research was structured questionnaire which was adopted from Egbule (2018); Agi & Okirigwe, (2018). The questionnaire was named "effects of teacher perception of school guidance service" (ETPSGS). The questionnaire consist of two sections: Section one describes the demographic information of the respondents while the second section comprises the research questions with 8 items for response on four point rating scale which will determine the level of agreement of the respondent: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

### RESULTS

**Research Question 1:** What is the view of the teachers on the impact of counselling services in improving students' academic performances in senior secondary schools of Bauchi state?

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**Table 1:** The views of the teachers on the impact of counselling services in improving students' academic performances in senior secondary schools of Bauchi state

S/NO	Items Statement	X	SD	Remarks
1	Teachers perceive effectiveness of counselor's role as helpful and friendly.	2.09	.92	SA
2	Teachers perceive counselor's role as helpful and friendly.	2.12	1.0	SA
3	Teachers identify counselor's duty as compassionate and caring.	2.16	.76	SA
4	There should be great need for counselors in each school.	2.17	1.0	SA
5	Teachers identify counselor's duty as compassionate and caring	2.29	.92	SA
6	Teachers' conduct and behavior in school	1.94	1.1	A
7	Teachers punctuality in school and classes	2.26	.78	SA
<b>GRAND MEAN</b>		<b>2.15</b>	<b>0.92</b>	<b>SA</b>

**Key:** X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 1 above presented the mean ratings of respondents on the view of the teachers on the impact of counselling services in improving students' academic performances in senior secondary schools of Bauchi State. Items 1-5, and 7 recorded mean ratings ranging from 2.09 to 2.29 indicating moderately possessed, on the other hand, item 6 recorded mean ratings ranging from 1.94 indicating slightly possessed. The standard deviation ranges from 0.76 – 1.1 indicating that the respondents were not far from each other in their opinions. With a grand mean and standard

deviation of 2.15 and 0.92 respectively, Table 7 indicated that teachers have an impact of counselling services in improving students' academic performances in senior secondary schools.

**Research Question 2:** What is the view of the students on the impact of counselling services in improving their academic performances in senior secondary schools of Bauchi state?

**Table 2:** The views of the students on the impact of counselling services in improving their academic performances in senior secondary schools of Bauchi state

S/NO	Items Statement	X <sub>1</sub>	SD <sub>1</sub>	Remarks
1	Students recognize effectiveness of counselor's task as supportive and responsive.	1.96	.95	A
2	Students admit that counselors reveal their secret to the school management.	1.81	.75	A
3	Students recognize counselor's task as supportive and responsive.	2.09	.96	SA
4	Students admit that counselors reveal their secret to the school management	2.34	.98	SA
5	Counselors should help students realize their dreams.	2.09	.94	SA
6	Counselors help secondary students in subject selection.	1.83	.88	A
7	Counselors should help students realize their dreams.	2.06	.64	SA
<b>GRAND MEAN</b>		<b>2.03</b>	<b>.87</b>	<b>A</b>

**Key:** X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

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Table 2 above presents the mean ratings of respondents on view of the students on the impact of counselling services in improving their academic performances in senior secondary schools of Bauchi state. Items 1, 2 and 6 recorded mean ratings ranging from 1.81 to 1.96 indicating slightly possessed, while items 3, 4, 5 and 7 recorded mean scores of 2.06 to 2.34, indicating moderately possessed. Standard deviation ranges from 0.64 – 0.98 indicating that the respondents were not far from each other in their opinions. With a grand mean of 2.03 and standard

deviation of 0.87, Table 8 indicated that counselling services have an impact to improve student's academic performances in senior secondary schools.

**Research Question 3:** What is the view of both the teachers and the students on how counselling services improve students' academic performance in senior secondary schools of Bauchi state?

Table 3: The view of both the teachers and the students on how counselling services improve students' academic performance in senior secondary schools of Bauchi state

S/NO	Items Statement	X <sub>1</sub>	SD <sub>1</sub>	remarks
1	Both teachers and students agree that counselors are disciplinarian.	1.96	.95	A
2	Teachers and students identify counselor's duty as compassionate and caring.	1.81	.75	A
3	Counselors should be assigned classes.	2.18	.86	SA
4	There should be great need for counselors in each school.	1.96	.95	A
5	Teachers and Students recognize effectiveness of counselor's task as supportive and responsive	2.09	.99	SA
<b>GRAND MEAN</b>		<b>2.00</b>	<b>.90</b>	<b>SA</b>

**Key:** X= Mean, SD= Standard Deviation, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Table 3 above presented the mean ratings of respondents on view of both the teachers and the students on how counselling services improve students' academic performance in senior secondary schools of Bauchi state. Items 1, 2 and 4 recorded mean scores ranging from 1.81 to 1.96 indicating slightly possessed while items 3 and 5 recorded mean scores ranging from 2.09 to 2.18 indicating moderately possessed. Standard deviation ranges from 0.75 – 0.99 indicating that the respondents were not far from each other in their opinions. With a grand mean of 2.00 and a standard deviation of 0.99, Table 9 indicated that counselling services have a significantly impact on both teachers and students to improve students'

academic performances in senior secondary schools.

### Testing of Hypotheses

Chi-square statistic was used in testing the four null hypotheses for the study. The t-test analysis was done using Statistical Package for Social Sciences (SPSS). The results are presented below:

H<sub>01</sub>: There is no significant difference in the perception of male and female teachers on the impact of counselling services on students' academic performance in secondary schools in Bauchi state.

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**Table 4:** the perception of male and female teachers on the impact of counselling services on students' academic performance in secondary schools in Bauchi state.

	Observed N	Expected N	Residual
Strongly Agree	50	85.0	-35.0
Agree	203	85.0	118.0
Disagree	27	85.0	-58.0
Strongly Disagree	60	85.0	-25.0
<b>Total</b>	<b>340</b>		

**Test Statistics**

	male and female teachers on the impact of counselling services on students' academic performance
Chi-Square	225.153 <sup>a</sup>
Df	3
Asymp. Sig.	.000

Therefore: degree of freedom =  $(r-1)(c-1)$   
 $= (4-1)(4-1)$   
 $= (3)(3) = 9$

Significant level = 0.05 (5%)  
 Tabulated  $\chi^2 = 16.919$

**Decision Rule**

If  $\chi^2$  tabulated is  $>$   $\chi^2$  calculated, accept the Null Hypothesis (H0) and reject the alternative hypothesis (H1) but if  $\chi^2$  tabulated is  $<$  than  $\chi^2$  calculated, accept the alternative hypothesis (H1) and reject the Null hypothesis (H0).

**Decision**

Since  $\chi^2$  tabulated 16.919 is less than  $\chi^2$  calculated 225.153 alternative hypotheses (H1) accepted which state that "There is significant difference in the perception of male and female teachers on the impact of counselling services on students' academic performance in secondary schools in Bauchi state."

H0<sub>2</sub>: There is no significant difference in the perception of female and male students on the impact of counselling services on their academic performance in secondary schools in Bauchi state

**Table 5:** the perception of female and male students on the impact of counselling services on their academic performance in secondary schools in Bauchi state

	Observed N	Expected N	Residual
Strongly Agree	50	85.0	-35.0
Agree	197	85.0	112.0
Disagree	20	85.0	-65.0
Strongly Disagree	73	85.0	-12.0
<b>Total</b>	<b>340</b>		

**Test Statistics**

	female and male students on the impact of counselling services on their academic performance
Chi-Square	213.388 <sup>a</sup>
Df	3
Asymp. Sig.	.000

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Therefore: degree of freedom =  $(r-1)(c-1)$   
 $= (4-1)(4-1)$   
 $= (3)(3) = \underline{9}$

Significant level = 0.05 (5%)  
 Tabulated  $x^2 = \mathbf{16.919}$

**Decision Rule**

If  $x^2$  tabulated is  $>$   $x^2$  calculated, accept the Null Hypothesis (H0) and reject the alternative hypothesis (H1) but if  $x^2$  tabulated is  $<$  than  $x^2$  calculated, accept the alternative hypothesis (H1) and reject the Null hypothesis (H0).

**Decision**

Since  $x^2$  tabulated 16.919 is less than  $x^2$  calculated 213.388 alternative hypotheses (H1) accepted which state that "There is significant difference in the perception of female and male students on the impact of counselling services on their academic performance in secondary schools in Bauchi state."

H0<sub>3</sub>: There is no significant difference in the perception of teachers and students in the ways counselling services improve academic performances in secondary schools in Bauchi state.

**Table 6:** the perception of teachers and students in the ways counselling services improve academic performances in secondary schools in Bauchi state

	Observed N	Expected N	Residual
Strongly Agree	64	85.0	-21.0
Agree	189	85.0	104.0
Disagree	50	85.0	-35.0
Strongly Disagree	37	85.0	-48.0
<b>Total</b>	<b>340</b>		

**Test Statistics**

	teachers and students in the ways counselling services improve academic performances
Chi-Square	173.953 <sup>a</sup>
Df	3
Asymp. Sig.	.000

Therefore: degree of freedom =  $(r-1)(c-1)$   
 $= (4-1)(4-1)$   
 $= (3)(3) = \underline{9}$

Significant level = 0.05 (5%)  
 Tabulated  $x^2 = \mathbf{16.919}$

**Decision Rule**

If  $x^2$  tabulated is  $>$   $x^2$  calculated, accept the Null Hypothesis (H0) and reject the alternative hypothesis (H1) but if  $x^2$  tabulated is  $<$  than  $x^2$  calculated, accept the alternative hypothesis (H1) and reject the Null hypothesis (H0).

**Decision**

Since  $x^2$  tabulated 16.919 is less than  $x^2$  calculated 173.953 alternative hypotheses (H1) accepted which state that "There is significant difference in the perception of teachers and

students in the ways counselling services improve academic performances in secondary schools in Bauchi state."

**FINDINGS OF THE STUDY**

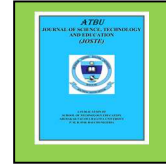
1. Teachers' have positive perception towards the role of school counsellors in Bauchi metropolis.
2. Teachers in private secondary schools feel that the programme is only for students with physical problems, hence little patronage from most students.
3. Teachers in public schools are predisposed to guidance and counselling services than those in private schools.
4. It could be argued that teachers in the private and public schools must have had more awareness of the guidance and

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counselling task performance, even though some of the schools were not equipped with counselling units and school counsellors.

### DISCUSSION OF FINDINGS

The findings of the study show that teachers' have positive perception towards the role of school counsellors in Bauchi metropolis. The finding of this study is in line with the finding of Eremie (2014), who in his study found that teachers perceive that counsellors guide students towards their vocational guidance needs. The findings of this study also support that Akinde (2016) who in his study about teacher's perception of guidance and counselling services found that teachers have a positive perception about counselling services provided by guidance counsellors in secondary schools. This finding is also consistent with that of Beesley and Frey (2014). Their study revealed that principals reported overall satisfaction with counselling services provided by counsellors in secondary schools. These findings are in line with Kehinde (2011) who indicated in his study that teachers have a positive perception regarding the roles performed by counsellors.

Teachers in private secondary schools feel that the programme is only for students with physical problems, hence little patronage from most students. Teachers in public schools are predisposed to guidance and counselling services than those in private schools. It could be argued that teachers in the private and public schools must have had more awareness of the guidance and counselling task performance, even though some of the schools were not equipped with counselling units and school counsellors.

### CONCLUSION

From the findings and discussions, it is convenient to conclude that counselling services are very important in improving students' academic performance as depicted by the way the teachers' and students' perceptions were positive in affirming that. Thus, it is very pertinent that the positive impact of the counselling services should be mined and utilized for the improvement of academic performance in the state.

### RECOMMENDATIONS

Based on the findings of the study, the following recommendations are given for further improvement:

1. The state should employ more qualified and experienced counsellors that will partner with other staff in schools and be given all necessary support in the performance of their duties to ensure improving students' academic performance.
2. Students should be provided with enough opportunities to benefit from counselling services, thus to this end, the government and school authorities should encourage students to frequent counsellors to take advantage of the provided counselling services
3. frequent counsellors to take advantage of the provided counselling services.
4. The available counsellors in the schools should work hard to meet the yearnings and aspirations of the students by improving counselling sensitization in the schools aimed at enlightening all on its academic, vocational and personal social positive impacts.
5. Student Based on the findings of the study, the following recommendations are given for further improvement:
6. The state should employ more qualified and experienced counsellors that will partner with other staff in schools and be given all necessary support in the performance of their duties to ensure improving students' academic performance.
7. Students should be provided with enough opportunities to benefit from counselling services, thus to this end, the government and school authorities should encourage students to frequent counsellors to take advantage of the provided counselling services.

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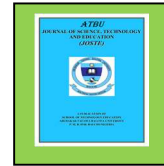
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