

Determine the Efficiency of Guidance and Counselling on Students' Academic Excellence: Selected Public Secondary Schools in Wukari Town, Taraba State

Agaba T. Jethro¹, Phibee Nancy Nathaniel², Ali Garba Gani³

^{1,2}College of Nursing and Midwifery, Jalingo, Nigeria

³Kwararafa University Wukari, College of Education, Nigeria

princejethro2013@gmail.com; phibeeraymond@gmail.com

Article Info:

Submitted: **Revised:** **Accepted:** **Published:**

Oct 5, 2025 Oct 27, 2025 Nov 8, 2025 Nov 13, 2025

Abstract

This study investigates the efficiency of guidance and counselling services in promoting academic excellence among students in selected public secondary schools in Wukari Town, Taraba State, Nigeria. The research specifically examines the influence of parental involvement and the role of school counsellors in enhancing students' academic performance. Grounded in Humanistic and Cognitive-Behavioral Theories, the study adopts a quantitative approach, employing an experimental design with both a treatment (experimental) group and a control group. Data were collected using the *Students' Response at Will* (SRW) instrument. The findings indicate that while there is no statistically significant difference in academic improvement between the groups, guidance and counselling services nonetheless contribute meaningfully to students' academic development, personal growth, and social adjustment. The results underscore the importance of integrating guidance and counselling programs within the educational system as supportive mechanisms for learners. The study concludes that students lacking access to counselling services tend to underperform academically, and that such services play a crucial role in

promoting educational attainment and mental well-being. Accordingly, it is recommended that parents and school counsellors collaborate with teachers to support students holistically, and that adequate resources be allocated to strengthen guidance and counselling programs in secondary schools.

Keywords: Guidance and Counselling; Academic Excellence; Student Support Services; Educational Development; Taraba State

INTRODUCTION

The idea of guidance and counselling among students at secondary level came because of different factors that engulfed the youths within the age of 13-18 years. This idea came into light because of peers' efficiency, family factors, poor time management, environmental factors, and sight view factors (moves, social media) all these plays some major role in deviating the student attention (Nwankwo, 2017; Richard, 2025). The building phase among students in public schools are faces enormous challenges due to uncontrolled admission in-take, dilapidated infrastructure, poor learning environment and among others. How they steer these duties and handle the related difficulties significantly affect their health, wellbeing, psychological IQ, social values, and overall excellence (Okorie, 2020; Nwankwo, 2017). Identifying the perilous function academics play in supporting teenage growth, guidance and counselling services becomes a pivotal ingredient of the educational landscape. Public secondary school students within Wukari community have a range of developmental challenges and duties as they go through the years of puberty (Xiong, Fang, Wu, *et al.*, 2023).

Guidance and counselling services are regarded as an integral component of the educational environment because of the important role that academics play in assisting teenagers in development. Counselling and guidance, particularly from mature generations to younger people in need, have been tried to be given throughout history (Whiston, Li, Goodrich, and Wright, 2017). Historically, the origin of systematic guidance and counselling services in Nigeria could be traced to St. Theresa's College, Ibadan in 1959 (Omoniyi, 2016). Beginning in 1959 St. Theresa College in Ibadan, Nigeria has systematically offered guidance and counselling services after they finished their secondary education, the graduates would need to select a path about the next mission. The program plays a crucial role in enhancing students' academic excellence by helping them overcome some emotional challenges that

may deter their academic progress. Adekola and Domingo (2014), state that, guidance counsellors play some vital role in promoting school standard. Also, Adegoke (2004), posit that, Counselling Association of Nigeria (CAN), formed the Counselling curriculum, which be seen as an essential epitome of education rather than an add-on. Some school of thought like; Alutu and Etiobhio, 2006; Omoniyi, 2016; Adeyemo, 2018, proposed that early use of guidance and counselling programs or session in the academic environment is necessary to prevent young ones from all social vices and boost student performance. They pointed out that there is a coincidental niche that educational changes that incorporate advice and counselling as a topic for instruction and study would help to foster successful learning in the school. Enhancing student excellence, laying the foundation for future academic and career success, effective guidance and counselling can significantly impact students' excellence during this phase (Khamala, Amunga, and Ashioya, 2025; Ezeugo, 2019; Lapan, Gysbers & Petroski, 2001).

The main goal of this paper is to aid the counselee learns how to deal more efficiently with him/her-self in overcoming academic challenges and face reality of his/her environment so as to ascertain academic excellence. Also, guidance and counselling services tries to help every students build self-reliance, takes proactive decision, and life planning studies on social well-being among students (UNESCO, 2002; Watanabe-Muraoka, 2007). The importance of guidance and counselling in enhancing students' academic excellence may be facing challenges in their implementation due to insufficient manpower. Understanding the efficiency of guidance and counselling on academic excellence is crucial for improving educational outcomes in Wukari Town public secondary schools. By identifying the challenges and opportunities in guidance and counselling services, this study aims to bridge the knowledge by assessing the efficiency of guidance and counselling on students' academic excellence and realizing active strategies that can boost the effectiveness of counselling and guidance services in promoting positive student outcomes in the study area.

Literature Review

Concept of Guidance

This idea helps students understand themselves, make informed decisions and guide by the rules. This professional field provides a wide scope of functions to enhance students' learning habits, including educational, vocational, and personal-social guidance. Also, this

concept helps students develop skills to make decisions and attain their accomplishment. It further involves providing basic resources to facilitate personal and academic excellence.

Concept of Counselling

This concept enhance the students develop skills to overcome challenges. It emphasizes the importance of counselling in helping students develop positive attitudes and philosophy, and make wise career choices, and achieve academic success. Also, helps to explore students' thoughts, actions, words, and feelings. Finally, improve mutual co-existence, develop coping strategies, and address challenges and concern students faces during academic activities.

Concept of Academic Excellence

Students' academic efficiency in various subjects and overall academic success is determine by parental and counselors guide. Guidance and counselling services have been shown to positively impact students' academic self-reliance and determination within students in academic cycles. Studies have shown that these services help students conquer their fears, leading to improved academic excellence and minimized failure rates. Often counselling program enable students to bring out their hidden potential, be bold and confidence in terms of communication, make informed decisions, and develop essential life skills.

Theoretical Framework

The study adopted Humanistic Theory and Cognitive-Behavioral Theory. The both theories emphasizes the importance of self-actualization and personal growth in students' development. Also, it focuses on changing negative thought patterns and behaviors that impact students' academic excellence. The Humanistic Theory focuses on human potential, personal growth, and self-actualization. The theory was imperative to this study as students strives to become their best selves, inherent good and capable of self-directed growth, add experience and support non-judgmental efficiency on the student academic excellence. The Cognitive-Behavioral Theory (CBT) emphasizes the role of thoughts and behaviors in shaping emotion and action of the students. It is important in this study in terms of identifying and challenging negative thoughts patterns, encouraging constructive behaviors to improve mood, as well as aims to address specific problems and develop coping strategies and learned behaviors and environmental factors among students. All the affirmation theory plays some key role in improving the student academic excellence.

Empirical Review

The study was conducted on determining the efficiency of guiding and counselling on students' academic excellence in Wukari town. Guidance and counselling sections significantly expand student attainment and overall school success, as evidenced by a multitude of empirical research. Some important empirical investigations that this study investigated are:

Adeniyi & Adeniyi (2019). The study had a total of 73 students. 42 in the experimental group and 31 in the control group. Over three weeks, the experimental group received therapy both before and during the teaching of mathematics, while the control group did not get any counselling. The academic excellence of students was measured using the Mathematics Achievement Test (MPT). The studies conclude that counselling services to students play a significant role in improving their academic excellence in mathematics; these benefits extended to students of all genders and ability levels.

Dabone *et al.*, (2015) studied the efficiency of mentoring and counselling on academic excellence at Dormaa Senior High School in Ghana, using an experimental research design. Forty students were selected, with 20 participants assigned to the experimental group and the remaining 20 to the control group. Although there were no significant differences in the pre-test results between the experimental and control groups, the post-test outcomes revealed that counselling services had a positive impact on the academic excellence of the former group. The findings concur with Adeniyi & Adeniyi above.

Anaeto & Ajibo (2023) assessed the effects of guidance and counselling services on the academic success of secondary school students in the Enugu East Local Government Area. The study population was 13,479 secondary school students, with a sample size of 300 respondents selected through basic random sampling. The study employed a descriptive survey methodology, the result shows that school counselors played a vital role in enhancing students' engagement with their academic studies. These results offer valuable insights into the advantages associated with counselling and mentoring interventions for students' academic excellence and accomplishments.

Okobiah and Okorodudu (2004) on the perceptions of guidance and counselling found no statistically significant difference between pupils who received counselling services and those who did not. In addition, they mentioned that there was little disparity in the

average scores of the two groups, even though there were no statistically significant differences.

Nwachukwu (2007) agrees with Okobia and Okorodudu's results. Additionally, it was shown that there was no apparent difference in academic excellence between pupils who had received counselling and those who had not.

METHODOLOGY

The study employed an explanatory research design used to determine the efficiency of guidance and counselling session in improving students academic excellence. A quantitative approach was applied using an experimental Group and Control Group to collect data and gain an in-depth understanding of the efficiency of guidance and counselling on students' academic excellence in public schools within Wukari Town. This design is considered suitable due to the fact the researcher could not alter the setting of the school system where the study was conducted.

The sampled public schools in the study area are; Marmara Secondary School, East, Secondary School, Ladan Secondary School, and Central Secondary School. The four public schools were purposively selected and had a population of 5,657, and 2,127 students both junior and senior section respectively (Ministry of Education, Wukari branch, 2025)

The study population is heterogeneity in the sampled schools. The total population of this study was eight thousand seven hundred and eighty-four (8,784) students in the 4 public secondary schools in Wukari town. A total of two hundred and fifty (250) students of SSS2 male and female were selected using Yamani sample size determination. The random sampling technique was adopted to give equal opportunity to the entire population represented in the study.

The research instrument used was a self-developed instrument titled Students' Response at Will (SRW). The instrument was validated by experts in Guidance and Counselling Department, Kwararafa University, Wukari. The instrument was pilot tested using 25 (10%) students from a school in Wukari Educational Zone that was not part of the main study. The reliability index yielded a Cronbach Alpha coefficient of 0.80 at good level. The coefficient signified high internal consistency and reliability. A direct delivery technique was employed in the administration of the questionnaires. Descriptive statistics was used to answer the research questions. Inferential statistics of correlation at 0.05 level of significance

was used to show the efficiency of guidance and counselling on students' academic excellence. Finally, the study applies linked scale and SPSS in data analysis.

RESULTS

The results of the study were presented below:

The efficiency of Guidance and Counselling on Academic Excellence of Public Secondary School Students in some Selected Secondary Schools Wukari Town

Table 1: Students without guides do not perform academically.

	Frequency	Percentage
Strongly agree	137	54.8
Agree	47	18.8
Undecided	21	8.4
Disagree	19	7.6
Strongly disagree	26	10.4
Total	250	100

Source: Field survey, 2025

Table 1 above shows that students without guide do not perform academically. 137 respondents representing 54.8 percent strongly agree that students without guide do not perform academically, and 47 respondents representing 18.8 percent agree that students without guide do not perform academically. 21 respondents representing 8.4 percent were undecided. 19 respondents representing 7.5 percent disagree that students without guide do not perform academically while the remaining 26 respondents representing 10.4 percent strongly disagree that students without guide do not perform academically. The findings attest to the fact that over 70 percent of the respondents accepted students without sufficient guide in academic pursuits perform less. This concur with the findings of Kiptala and Kipruto (2021), that students perceived guidance and counselling services positively and that they contributed significantly to their academic excellence.

Table 2: Parental guide helps to improve students' excellence.

	Frequency	Percentage
Strongly agree	125	50.0
Agree	100	40.0
Undecided	10	4.0
Disagree	12	4.8

	Frequency	Percentage
Strongly disagree	3	1.2
Total	250	100

Source: Field survey, 2025

Table 2 above shows that parental guides had a great efficiency in shaping and enhancing students' excellence. 125 respondents, representing 50.0 percent, strongly agree that parental guide helps to improve students' excellence. 100 respondents representing 40.0 percent agree that parental guide helps to improve students' excellence. 10 respondents representing 4.0 percent were undecided. 12 respondents representing 4.8 percent disagree that parental guide helps to improve students' excellence while the remaining 3 respondents representing 1.2 percent strongly disagree that parental guide helps to improve students' excellence. The study coincides with Ezeugo, (2019) opine that, parent plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students which aid to improve students' academic excellence.

Table 3: Guidance and Counselling as an un-debatable tool in improving student's excellence in public secondary schools in Nigeria

	Frequency	Percentage
Strongly agree	200	80.0
Agree	18	7.2
Undecided	-	-
Disagree	32	12.8
Strongly disagree	-	-
Total	250	100

Source: Field survey, 2025

Table 3: shows that, guidance and counselling programs serves as un-deniable tool in promoting academic excellence in Nigeria. 80.0 percent of the respondents strongly agree to the assertion above while 12.8 percent of the respondents refute the claims. Khamala, Amunga, and Ashioya, (2025) pose that, information services, placement services, appraisal services, vocational guidance services, counselling services, referral services, evaluation, follow-up, and consultancy and research services as the most efficient way to improve academic excellence, especially the public schools. This study added to the fact that over

87 percent of respondents are on the agreed side making the efficiency undeniable in improving student's academic excellence in Nigeria.

Table 4: The significant difference of guidance and counselling on student's academic excellence

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.904 ^a	2	.100
Likelihood Ratio	6.115	2	.082
Linear-by-Linear Association	2.095	1	.173
N of Valid Cases	250		

a. 2 cells (21.5%) have expected count less than 5. The minimum expected count is .84.

Table 4 above shows that the value of the Chi Square statistics is 4.904. The *p*-value is bigger than the standard alpha value of .05, so the researcher accepts the null hypothesis that asserts guidance, and counselling has no significant efficiency on the student academic excellence in public secondary schools Wukari town. Furthermore, the result is not statistically *significant* – the data suggests that efficiency of guidance and counselling service has no significant difference on students' academic improvement in Wukari Town, Taraba State.

Table 5: The efficiency of guidance and counselling on student's academic excellence

Efficiency	Frequency	Percentage	Remark
Improve Academic Achievement	56	22.4	Major
Increased Motivation	23	9.2	Minor
Better Time Management	19	7.6	Minor
Improved Self-Esteem	47	18.8	Major
Enhanced Problem-Solving Skills	31	12.4	Major
Career Exploration	22	8.8	Minor
Improved Relationship	30	12.0	Major
Increased Student Engagement	17	6.8	Minor
Support for Diverse Needs	05	2.0	Minor
Total	250	100	

<10 = Minor efficiency, >10 Major efficiency

Source: Field survey, 2025

The result in table 5 above shows that 22.4 percent of the respondents opted for improved academic achievement as a major efficiency. This idea helps students set goals, develop study skills, and overcome academic challenges, resulting in better academic excellence. Followed by improved self-esteem with 18.8 percent efficiency which helps students develop a positive self-image, enhancing their enthusiasm and confidence, enhanced problem-solving skills and improved relationships with 12.4 and 12.0 percent respectively, these efficiencies help to teach students problem-solving strategies, and navigate academic and personal challenges as well develop sound relationships with peers, teachers, and family members. While increased motivation, career exploration, better time-management, increased student engagement, and support for diverse needs with 9.2, 8.8, 7.6, 6.8 and 2.0 percent respectively tag as a minor efficiency according to the respondents' responses. Though the minor efficiency plays some vital role in times of helping the students identify their strengths, interests, and values, boosting their motivation and confidence. In addition, they can facilitate career exploration, allowing students to make informed decisions about their future. Finally, it enables the students to prioritize tasks, manage stress, and develop effective time management skills and increase their engagement and motivation in academic activities.

CONCLUSION

The study concludes that guidance and counselling serves as a workable tool for academic excellence among secondary level students. The study highlights that students without guide do not perform academically. Guidance and counselling programs play some vital role in promoting educational and mental stability among secondary school students. It further shows that guidance and counselling serves as an undeniable mechanism in improving academic excellence. Parents and counselors support students' achieving academic excellence and overcome major setbacks, build confidence and bring out their potentials among secondary levels and beyond.

Recommendations

- Guidance and counselling should be given adequate resources to support students' academic growth.
- Parents and counselors should work together to aid teachers facilitate their duties efficiently.

- Schools should prioritize guidance and counselling programs in shaping students' academic excellence.

REFERENCES

- Adegoke, A. A. (2004). Counselling curriculum for schools in Nigeria. *A publication of the Counselling Association of Nigeria*. Ilorin Goshen Print Media Ltd. Ilorin
- Adekola, K. L., & Domingo, M. O. (2014). An assessment of effectiveness of guidance and counselling services in public secondary schools: A case study of selected secondary schools within Lagelu Local Government. *Journal of Education and Practice*, 1(2), 236-241.
- Adeyemo, A. A. (2018). Efficiency of guidance and counselling on academic excellence of secondary school students. *Journal of Educational Research*, 12(1), 12-20.
- Alutu, A. N. G., & Etiobnio, C. (2006). The need for classroom guidance and counselling in the Secondary School Curriculum in Nigeria. *Guidance and Counselling*, 21(4), 188-195.
- Ezeugo, N. C. (2019). Effects of guidance and counselling on academic excellence of secondary school students. *International Journal of Educational Research*, 8(1), 45-50.
- Khamala, J.W., Amunga, J., & Ashioya, I. (2025). Efficiency of Guidance and Counselling on Students' Discipline in Public Secondary Schools in Bungoma South.
- Kiptala. W & Kipruto. J., (2021) Students' Perception of the Efficiency of Guidance and Counselling Services and Academic Excellence in Baringo Country, Kenya. *European Journal of Education and Pedagogy* 2(1):32-35
- Lapan, E., Gysbers, B., & Petroski, T. (2001). *Guidance and counselling in Nigeria*. Lagos: Chayoubi publishers.
- Nwankwo, B. E. (2017). Guidance and counselling services in secondary schools: A review. *Journal of Educational Studies*, 5(1), 10-15.
- Okorie, C. O. (2020). Impact of guidance and counselling services on students' academic achievement. *Journal of Guidance and Counselling*, 15(2), 23-30.
- Omoniyi, M. B. I. (2016). History and development of guidance and counselling: The missing dimension of Nigeria school counselling services. *International Journal of Education and Research*, 4(11), 413.
- Richard, A. G. (2025). The impact of 21st century student excellence in Kaduna Metropolis. Kaduna. Unpublished.
- UNESCO. (2002). New Roles and Challenges for Guidance and Counselling.
- Whiston, S.C., Li, Y., Goodrich Mitts, N., & Wright, L. (2017). Effectiveness of Career Choice Interventions: A Meta-Analytic Replication and Extension.
- Xiong, Q., Fang, X., Wu, Y., Chen, H., Hu, W., & Zhang, Y. (2023). Guidance and counselling relations to high school students' positive development and psychopathology: A non-recursive modeling study. *Current Psychology*, 42(6), 4609-4619. <https://doi.org/10.1007/s12144-021-01722-7>