



Impact Of School Counselling On Students Evaluation And Their Academic Achievement In Some Selected Secondary Schools In Atiba Local Government Area Of Oyo State

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ABSTRACT

This study examined the impact of counselling on students evaluation and their academic achievement. This study adopted a descriptive survey approach. The participant for this study comprises of one hundred senior secondary school students that were randomly selected from Atiba Local Government Area of Oyo State, Nigeria. Questionnaire was the main instrument used for data collection from the respondents. Pearson Product Moment Correlation and Multiple Regression was used for Data Analysis. 42% was accountable for joint contributions of the two independent variables to impact on academic achievement of students. The two independent variables also contribute independently to impact on academic achievement, while 52% could be traceable other intervention variables. The findings were discussed and concluded, it was also recommended that at least one qualified counsellor should be deployed to all secondary schools, to assist the students in carrying out proper appraisal and evaluation, to assist the students in solving their academic problems.

Keywords:

INTRODUCTION

Counselling is a broad concept, that has various definitions, and it depends on the way individual perceive it. Counselling could be define as a process of helping individuals with developmental, career and personal adjustment problems, and where individual does not have challenges, counselling could be use to foster healthy human development and increases their self-awareness and resourcefulness.

Effective counselling practice is highly dependent on skills and techniques of the teacher in order to effect the needed changes on student performance. The dynamic and ever growing complexity of the society, coupled with a lot of social problems such as, abnormal behaviour and drug abuse and the influence of social media, place heavy demand on education. The school as an important social institution, is required to adapt quickly to changing patterns and help prepare the students for the challenges ahead. Counselling in the school setting should be seen as a tools to help the student develop their capacity to the fullest, both cognitive, affective and psychomotive.

What Does Counselling Implies

Counselling is the means by which one person (professionally qualified) helps another through purposeful conversation. Counselling is a process in which two people meet to explore personal problem and identify solution to their challenges. Counselling attempts to correct performance through face-to-face communication and problem solving counselling could also be seen as a process that occurs when a client and counsellor set aside time explore difficulties which may involve one-on-one and group of students. Counselling is a professional process which occurs when a counsellor and client meet voluntary to provide solution to their perceived challenges.

Olayinka, (1997), defined counselling as the process in which one person assist another person in a person-to-person or face-to-face encounter. The assistance rendered may be in any form. It may be

educational counselling, vocational/career counselling, social or emotional counselling. Makinde, (1983), defined counselling as an enlightened process whereby people help people by facilitating growth, development and positive change through an exercise of self understanding. Idowu, (1986), view counselling as a concept and practical term. It is all-embracing and it has been termed “the heart or core of guidance, the core of the guidance wheel or the pivotal specific services around which the wheel of guidance resolves.

Okon, (1986), pointed out that education at all levels must provide a better chance for individuals to advance from the classroom to the place of work in addition to developing appropriate values and corresponding to the need of our country. The entrenchment of this values should be incorporated from the secondary schools, the school counsellor through proper counselling and appraisal should ensure that all these values are known to the students, such that they can apply it in their work place, even after schooling. Education should help the youth to understand their academic capabilities, interests, values, aptitudes, so that they can make realistic choice of career, through the help of the counsellor.

The general aim of counselling is to help the young students to understand their strength and limitations, and to help them assess or appraise themselves objectively through adequate evaluation by the counsellor.

What is Student Counselling

Student counselling aims at helping students become self-aware and reach their highest potential in their academic achievement while dealing with anxiety and stress that normally associated with academic achievement. The students are helped to work through their problems, to develop self-awareness and overcome anxiety and stress in their academic pursuit.

Why do Student Need Counselling

- Counselling help to shape the students behaviour and also instill enough discipline in them.
- Proper counselling will help the student to achieve their academic goals so that they will not be frustrated.
- A well counseled students know what to do and how to do things to achieve their academic goals.
- Proper counselling helps the student to learn how to live in peace and harmony with others in the school, and community.
- It also allow the students to understand the importance of evaluation, and why adequate evaluation will lead to the achievement of the academic goals.

In line with the above need, many school has full-time counsellors, like in many schools in Oyo State, this is made possible through the effort of Oyo State counselling Association (CASSON). Their major role is to provide and help the students to choose careers and help them solve their academic challenges.

What are the Role of School Counsellor

- School counsellor, also known as guidance counsellor were first, primarily responsible for facilitating career development through proper evaluation and appraisal of student ability, this will also help them in placing the student in appropriate class.
- **Providing psychological help-school:** Counsellor might teach sex education by assisting the students to understand their role and what the changes in their body implies and how they can use it in a more meaningful way.
- **Vocational guidance:** School counsellor also help the student in preparing for college and selecting appropriate career for their future.
- **Counselling the students:** School counsellor also help the students in mediating in conflict that may ensure between their peers, teachers or parents at home.
- **Early intervention:** School counsellor also provide training of the students in their area of choice, they help students with learning difficulties and psychological concerns overcome their difficulties.
- **Special need services:** School counsellors also provide special needs students and integrate them into the classroom and may oversee programs that address requirement for such students with special needs or learning difficulties.

Other roles performed by the school counsellor include, referrals, recommendations, maintenance of academic standard and set goals for academic success.

The school counsellor needs to identify, areas of interest, the student strength in terms of intellectual ability and aptitude of students. All these can be achieved through proper evaluation.

What is Evaluation?

Evaluation could be defined as the collection of, analysis and interpretation of information about students and their academic pursuit. It is a recognize process of judging the effectiveness, its efficiency and any other outcome of education.

Importance of Evaluation

- It help in building educational programme.
- It also help in assessing the achievement of learners.
- It provide a framework for improvement upon its effectiveness.
- It serve as an in-built monitor within the programme to review its progress in learning from time to time.
- Evaluation of students also provide valuable feedback on student academic achievement.
- Evaluation also provide a basis for judging the implementation of educational programme.

The success of students in terms of their academic achievement can only be determined through proper evaluation. Thus there is a close relations between counselling and evaluation. Education is considered as an investment in human being terms of development of human resources, skills motivation, and knowledge. Evaluation help to build an educational programme, assess its achievement and improve upon student’s achievement through counselling. Evaluation plays an enormous role in the teaching-learning process. It help the teachers and students to improve in teaching and learning. Evaluation is a continuous process and a periodic exercise.

The role of evaluation in the teaching-learning process is diagrammatical represented below:

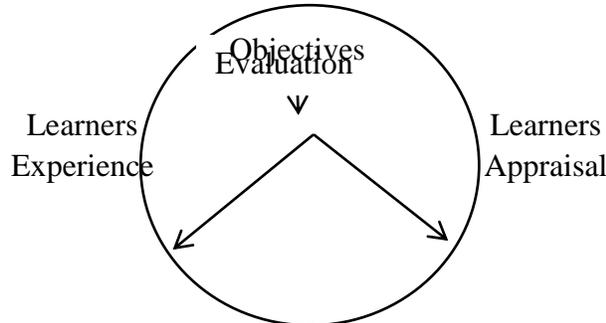


Fig. 1: Representation of the Role of Evaluation in the Teaching-Learning Process

Proper appraisal of student’s academic achievement can only be done by the school counsellor, so for student to have correct and genuine information about their academic achievement, they need the counselor. It is the counsellor that has cumulative academic records of all the students and other relevant information that can be use for student evaluation. According to Bajah (2003) and Oguneye (2007), they identified the four major characteristic of evaluation as follow:

- **Evaluation should be Cumulative:** This has to do with all the information on students in all, class assignment, homework, test, examination, even attendance in classes that the student obtained over a given period of time.
- **Evaluation should be Comprehensive:** By this we mean that all the three domain, (affective, cognitive and psychomotive) of the students should be properly taken into consideration. It also involves using different types of measuring instrument in assessing the student’s performance.

- **Evaluation should be systematic:** The counsellor need to plan his assessment systematically. The period and the duration of time to carry out assessment of the students should be properly plan ahead of time.
- **Evaluation should be Guidance Oriented:** This has to do with the school counsellor carried the students along and properly brief them on the type of assessment and what. It intends to measure on the students. There are different types of test, i.e. personality, intelligence, interest, ability, aptitude, etc. The students should be informed through proper guidance by the counsellor on what the test result will be used for. In all areas of human endeavours, evaluation of the past and present action is done so as to improve the future performance of the students.

Research Questions

The following research questions were raised to answer:

1. To what extent does counselling impact on student's evaluation?
2. Does counselling have any impact on student academic achievement?
3. To what extent does counselling and evaluation when combine together impact on students academic achievement?

METHODOLOGY

Research Design

The research design adopted for this study was a correlational research. This research approach is considered suitable for the fact that, it gives opportunity for comparism between two or more variables.

Sample and Sampling Technique

The sample considered for this study consist of one hundred, senior secondary school students, randomly selected, from Atiba Local Government Area of Oyo State using simple random sampling.

A demographic breakdown of the respondents by gender shows that 45, representing 45% of the respondent were female, while 55, representing 55% of the respondent were male, students. 65, representing 65% of the respondents are between the age of 13 and of 15 years while 35 representing 35% of the respondents were between 16 years and above 16 years.

Research Instrument

The research instrument used for data collection from the respondent was a structured questionnaire, that contains 25 items, which was divided into three sections A, B, C, with the 4 likert scale of scoring that is (Agree, Strongly Agree, Disagree, Strongly Disagree).

Significance of the Study

The study is very important, because it provide ample opportunity for the student, to actually understand their worth and also afford them the opportunity of making necessary adjustment in their academic pursuit. If counselling is properly explore, it enables the teachers as well to understand and identify students learning problem.

Method of Data Collection

Questionnaire was administered to the students, having took permission from the school principals and other relevant authority. The respondent were inform not to write their names or their school names on the questionnaire. The questionnaire was distributed to the respondent personally by the researcher with the aid of other two research assistance. Out of about one hundred and twenty that was distributed, one hundred was properly filled and returned.

Method of Data Analysis

The data collected was analysed using Pearson Moment Correlation and multiple regression analysis.

RESULT**Research Question One:** *To what extent does counselling impact on student's evaluation?***Table I:** Relationship between Counselling and Evaluation

Variable	No	X	SD	r-cal	Sig.
Counselling	100	23.34	9.09	.626	.000
Evaluation	100	63.20	4.86		

Sources: Field Studies, 2021

From the above table 1, it could be deduced that r-cal ($r = 625$) is significant at 0.05 level of Alpha. The relationship between the variables under study could be seen as having direct impact. This means that effective counselling can impact positively on evaluation of student. It further weak that adequate counselling of student, by means of providing feedback to the student can assist the student in performing better in their studies.

Research Question Two: *Does counselling have any impact on student academic achievement?***Table II:** This table show relationship between counselling and academic achievement of student Relationship between counselling and academic achievement.

Variable	No	X	SD	r-cal	Sig.
Academic Achievement	100	24.34	4.68	.543	.000.
Counselling	100	29.53	5.86		

Source: Field Studies, 2021**Research Question Three:** *To what extent does counselling and evaluation combine together impact on student's academic achievement?*

From the above result, it could be concluded that there is a great impact of counselling on academic achievement of student, and there is a strong relationship between counselling and academic achievement of learners. ($r=.543$), this implies that adequate counselling can lead to greater academic achievement.

Table III: Combined impact of counselling and evaluation on students academic achievement.

Model	Unstandardize Coefficient	Standardize Coefficient	F	T	Sig.
	β	Std. error	Beta		
Constant	3.308	2.551		1.297	.198
Counselling	.248	.051	.482	4.820	.000
Evaluation	.181	.080	.227	2.270	0.25

Source: Field Study 2021

From the above result, it could be deduced that counselling contributed greatly to academic achievement of students based on standard regression weight, standard error of estimate (scb) and the t-value, the result reveals that statistical relationship existed between counselling and evaluation as follows ($p = .248$, std. 051 and $t = 4.820$ which is significant at 0.05 level of significant. The same applies to evaluation, adequate and consistent evaluation contribute positively to student academic achievement. The table indicated that ($p = .181$, and std 080 and $t = 2.270$ at 0.05 level of significant.

Table IV: ANOVA and of the Multiple Regression of counselling and evaluation on student's academic achievement.

R = .650

R-square = .423

Adjusted R-square = .411

Standard Error of the estimate = 3.59126

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	917.416	2	458.708	35.567	.000
Residual	1251.025	97	12.897		
Total	2168.440	99			

Source: Field Studies, 2021

From the above table, it could be deduced that the joint contribution of independent variables (counselling and evaluation) to the impact on students' academic achievement is significant at 0.05 level ($f_{2, 97} = 35.567$; $R = .650$; $R_2 = .422$; $Adj.R^2 = .411$; $p < 0.05$). Based on this, it could also be realized that the two independent variables of counselling and evaluation accounted for about 42% of the total variance in academic achievement, while the other 58% could be traced to variance which are not related to the study.

DISCUSSION OF FINDINGS

The major aims of this is to establish, the relative joint impact of counselling and evaluation on students' academic achievement. Based on the result of the study, it implies clearly that the relative and joint contribution of the independent variables (counselling and evaluation) was significant. The independent variables contribute about 42% of the total impact on student academic achievement. The impact did not occur mistakenly and it could be established that counselling and evaluation are strong enough to determine students' academic achievement.

The findings of this study as regards the impact of school counselling on student evaluation and their academic achievement corroborate the finding of Oyerinde and Folayajo (2004) who describe adequate evaluation as an integral part of teaching process, it places the teacher at the center of all performance assessment activities. In line with this assertion, counsellor should perform adequate appraisal of students and provide necessary feedback to them, so as to know the area where they need improvement.

Oladunni, (2000), emphasise that evaluation has been adopted in primary and post primary institutions at both public and private schools as a means of diagnosing student's areas of academic difficulties and to guide them through the administration of test to ascertain if actually learning has taken place. One of the major function of school counsellor is to diagnose students learning problems. The role of the teacher is to impact knowledge through teaching, he/she may not actually diagnose learners with learning problem, but through proper counselling, the counsellor should be able to assist learners with learning problems to overcome such problems.

Oguniyi, (2004), opined that adequate evaluation is formative in nature, as it concerned with finding out in a systematic form, the overall gain that the students have made in term of knowledge, attitude and skill after a given set of learning experience. The result derived actually corroborate this assertion in, that, adequate counselling on evaluation can impact students' academic achievement.

CONCLUSION

Based on the finding of this study, it has been established that adequate counselling on student evaluation plays a significant role in students' academic achievement. It has it relative as well as joint contribution to student academic achievement. It can also be concluded that successful academic achievement of students largely depend on quality of counselling through proper diagnosis of students as well as systematic evaluation.

RECOMMENDATIONS

- Based on this finding, it is recommended that at least one qualified guidance counsellor should be employ in each secondary schools, to assist the learners in proper diagnosis of their learning problems and evaluation.
- It is also recommended that the school counsellor should keep adequate cumulative records of each of the learners for proper appraisal and evaluation.
- It is also recommend that adequate feedback should be provided for the students, this will enables them to know the areas that need to be strengthened in their academics.
- A conducive environment should be created for both the school counsellor and the students so as to enable them carries out their evaluative function without any bias.

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