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# Perceived Influence of Guidance and Counselling on Educational Development of Public Senior Secondary School Students in Port Harcourt Metropolis.

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### ABSTRACT

The study examined influence of guidance and counselling on the educational development of senior secondary school students in Port Harcourt metropolis. To achieve the purpose of the study, the researcher developed three (3) specific objectives, 3 research questions and 3 null hypotheses to guide the study. The research design used for the study was a descriptive research design. The population of the study consisted of all Senior Secondary 1 (SS1) and Senior Secondary 2 (SS2) students in the 37 public senior secondary schools in Port Harcourt Metropolis with a total population of 39,668 students. A sample size of 399 was drawn from the population using the Taro Yamen formula. The instrument used for the data collection was titled 'Influence of Guidance and Counselling on the Educational Development Questionnaire'. Face and content validity of the instrument was ensured by test experts in the department of educational foundation, Rivers State University. Test-retest method was used to determine a reliability index of 0.74. The data gathered were analyzed using mean and standard deviation for the research questions, while the null hypotheses were tested using z-test statistical tool at 0.05 level of significant. Based on the analysis of the data, the findings of the study revealed that educational counseling, vocational counselling and personal social counselling influence the educational development of senior secondary school students in Port Harcourt metropolis. Based on the findings of the study, the researcher recommends among others that Schools should be supplied with sufficient manpower in terms of trained professional counsellors who will be able to guide, direct and assist the students towards achieving their ultimate goal in life and schools Management should also provide a conducive environment for counselling sessions and career programme to thrive for the students.

Key Words: Educational Counselling, Educational Development, Guidance and Counselling, Influence, Public Senior Secondary School.

### Introduction

As individuals develop through stages of life and 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 and counselling programs by individuals/students. Guidance and counselling is a term usually used together which focus on assisting individuals attain self-understanding and direction, although attempts have been made by various authors to define the term separately. While Ezeji (2011), defines guidance as the help given by a person to another in making choices, adjustment and in solving problems, Ezeji, sees guidance as a cluster of formalised educational services designed by the school to assist students to achieve self knowledge or self-understanding which is necessary for them to attain full self- development and self- realization of their potential. On the other hand, Okeke (2013), define counselling as a helping relationship involving the counsellor and the client, in which the counsellor uses his professional knowledge and skills to assist the client attain proper development and maturity, improved functioning and ability to cope with life's problems. Counselling is also defined according to Eze (2012), as an inter-personal relationship between a professionally trained individual (counsellor) and a troubled individual (counsee) or individuals (counsees) whereby the former utilises his professional skills to help the latter to be able to solve his educational, vocational and person social problems. Bark (2013), states that guidance and counselling are the assistance made available by qualified and trained persons to an individual of any age to help him/her to manage his own life activities, develop his own points of view, make his own decisions and carry his own burden.

There are different types of guidance and counselling such as family guidance and counselling, marriage guidance and counselling and pastoral guidance and counselling among others. The researcher's concern however, is on school guidance and counselling. The focus of school guidance and counselling is on three major areas namely: educational, vocational, and personal-social. Educational guidance and counselling according to Bark (2013), is aimed at assisting both the students and their parents to develop educational plans that will help them plan their school work such as study

habit, examination techniques and how to choose subjects, among others. According to Ifelunni (2013), the planning is such that they benefit from their school work and hence able to progress to the next level of schooling. Ifelunni (2013) also viewed vocational counselling as aiming to assist a person match his personal attributes and his background with suitable jobs and employment opportunities. Personal-social counselling according to Ifelunni (2013), takes care of the problems of the students that may not be educational or vocational such as boy-girl relationship, leisure time activities, personal appearance, social skills, home and family relationship, among others.

The focus of guidance and counselling in school is to address the needs and concerns of students or learners at different levels of academic or educational development. Braddock (2011), states that the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habit, increase acquisitions and application of conflict resolution skills and decrease school dropouts. The primary mission of a school's guidance and counselling program is to provide a broad spectrum of personnel services to the students. Denga (2011), referred to these services as "cluster of formalised educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest self-development and self-realization of their potential". These services include: student appraisal service, information service, counselling service, placement service, orientation service, referral service, follow-up and evaluation service, research service among others. Appraisal service involves the use of tests and non-test instruments to collect, analyze and interpret data on students to understand themselves better. It also affords counsellors and significant others, the opportunity of having insight into the strengths and weaknesses of students. Information service is tailored towards equipping students with the necessary information in the areas of educational, vocational and personal social (Ezeji, 2011). These information are very important because they assist students to make wise and informed decisions about life. Counselling service is a face to face interaction between the counsellor and the students, through which students are assisted towards overcoming obstacles to their academic, vocational, personal-social progress and other life needs. Placement service is concerned with assisting students to adjust to the next stage of development whether in school or on the job. Orientation service is designed to familiarize fresh students with their new environment. It is a process of initiating an individual to a work or learning situation and of instructing him about rules, regulations and responsibilities, as an introduction to a new situation. According to Denga (2011) referral service affords the school counsellor an opportunity to refer the cases which he cannot handle to specialists like clinical psychologist, medical practitioner and others. Follow-up and evaluation service is designed to ascertain the extent to which the guidance programme previously carried out by the school is meeting the objectives for which it was established and also to monitor the progress of students in their work places. Research service helps the school counsellor to discover relevant information that can improve students learning and understanding. The service should be an on-going process which professional counsellors should embrace and encourage. These services constitute the core of any guidance program and should be organised to facilitate the growth and development of all students from kindergarten through post high school experiences (Ezeji, 2013).

The most important outcome of a guidance program is desirable change in the behaviour of students, such as improved school attendance, better study habits, better scholastic achievement, fewer scholastic failures, lower drop-out rate, better educational planning, and better home-school relations. Effective guidance and counselling programs balance corrective, preventive and developmental functions. In collaboration with parents, school administrators and teachers, the school counsellor can effectively achieve the goals of counseling (Ifelunni, 2013).

Students make many transitions in their lives such as beginning early childhood education and care services, change year levels within a school, transfer from one school to another, from primary school to secondary school, and from secondary school to further education, training and employment. Cox & Kennedy (2018), viewed transition in education as referring to the three major transitional points in the public education system: when students move from elementary school to middle school, from middle school to high school, and from high school to college. While students experience other "transitions" during their educational journey such as advancing from one grade level to the next, the three "major" transition points are the focus of educators and school reformers. Often, transitioning students often experience significant academic, social, emotional, physical or developmental changes that may adversely affect their educational performance (Cox & Kennedy, 2018). In this study, the researcher refers to school transition as the shift that students make from secondary school into college or university after obtaining good grades in their subject areas.

All these services aimed at improving the academic standard of secondary school students. Counselling services has a lot of impact on students' academic performance. Counsellors play active roles in dealing with the emotional and psychological problems that could mar the academic progress of the students. Okeke (2013) note that students who are exposed to educational guidance and counselling services perform in their study better than their counterparts. Omotosho (2014) explains that the counselor helps to guide the students in the choice of career that matches with their personality. In the same vein, Egbule (2016) emphasizes that educational guidance and counselling services enable students to make appropriate use of their educational opportunities. It aids in planning effective study habit which in turn, enhances students' academic competencies. Furthermore, Daniel (2011) reveals that counselling services are intervention process that are effective in dealing with student academic problems and at the same time foster healthy heterosexual relationship among the students. The counsellor also keeps proper record of continuous assessment of the academic activities of the students. Through the counsellors effort, the academic deficiencies ranging from slow learning, lack of attention, poor concentration and other learning difficulties are remedied (Yusuf, 2014).

According to Denga (2011), guidance and counselling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals. Barak (2014) explains that: "a student may not work hard to realize his potential, because he or she has a low concept about himself or herself, lacks personal security or may be experiencing excessive pressure to succeed hence causing anxiety and tension that hinder his or her learning". Therefore any problem that is an obstacle to a student is an important one and if possible should be dealt with through guidance and counselling. Braddock (2011) defines guidance and counselling as the art of helping boys and girls to plan their own actions wisely in the full light of all the facts that can be mustered about themselves and the world in which

they live and work. The aim is to help the individual learn to discover his unique personal resources, to develop them properly and use them wisely in pursuit of goals that are satisfying to them and are constructive to the society. One of the goals of education system is the promotion of social justice, morality, social obligation and responsibility. This means that by the time students' graduate from secondary schools, they should have developed good moral characteristics as they also aspire for good grades in their examinations. It is therefore imperative for guidance and counselling to be introduced into public senior secondary schools for the educational development of students. It is against this background that this study is concerned.

### **Statement of the Problem**

The importance of Educational development of students cannot be overemphasized, that is why the Federal Government of Nigeria, in its National Policy on Education (2013), has mandated every state to include guidance and counselling programs in the school curriculum. And most of the secondary schools in Port Harcourt metropolis have not taken the implementation of this important education policy (Denga, 2011). This is evident in the fact that, of the 37 public senior secondary schools in the study area which are supposed to have professional guidance counsellors, only 17 out of this number have. This has consistently affected the educational development and academic performance of the students. No wonder the state's general performances in the external Examination of the West African Examination Council (WAEC), over the years have been low, and consequently, affecting the rate of transition of students to tertiary institutions (Braddock, 2011).

From the foregoing, the level of educational development in the study area is depreciating because of lack of guidance and counselling unit to address the issues of cognitive skills, psychomotor skills, knowledge-based learning and skill-based learning. The researcher viewed the importance of guidance and counselling on the educational development of senior secondary school students as very paramount to make impactful educational, vocational and personal-social development. This is the problem of the study the researchers examined the perceived influence of guidance and counselling on the educational development of senior secondary school students in Port Harcourt metropolis.

### **Purpose of the Study**

The main purpose of the study was to examine the perceived influence of guidance and counselling on the educational development of public senior secondary school students in Port Harcourt metropolis. Specifically, the study sought to:

1. find out the extent to which educational counselling influences the educational development of SSI and SS II public senior secondary school students in Port Harcourt metropolis.
2. examine the extent to which vocational counselling influences the educational development of SSI and SSII public senior secondary school students in Port Harcourt metropolis.
3. determine the extent to which personal social counselling influences the educational development of SSI and SSII public senior secondary school students in Port Harcourt metropolis.

### **Research Questions**

The following research questions were formulated to guide the study:

1. To what extent does educational counselling influence the educational development of SSI and SSII public senior secondary school students in Port Harcourt metropolis?
2. To what extent does vocational counselling influence the educational development of SSI and SSII public senior secondary school students in Port Harcourt metropolis?
- 1 To what extent does personal social counselling influence the educational development of SSI and SSII public senior secondary school students in Port Harcourt metropolis?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

- 1 There is no significant difference in the mean rating of SSI and SSII students on the extent to which educational counselling influence the educational development of public senior secondary school students in Port Harcourt metropolis.
- 2 There is no significant difference in the mean rating of SSI and SSII students on the extent to which vocational counselling influences the educational development of public senior secondary school students in Port Harcourt metropolis.
- 3 There is no significant difference in the mean rating of SSI and SSII students on the extent to which personal social counselling influences the educational development of public senior secondary school students in Port Harcourt metropolis.

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## **Literature Review**

### **Aims of Guidance and Counselling Services**

The purpose of guidance and counselling in school according to Bradrock (2011) is to improve academic achievement, foster positive study attitudes and habits, increase acquisition and application of conflict resolution skills, and decrease school dropout. Eze (2012) also add that the task of educational guidance and counselling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. However, guidance and counselling in educational system was established to help all students to develop their capacities to the fullest. These capacities include intellectual, social, physical and moral capacities. Lunenburg (2010) states that the aims of guidance and counselling services are similar to the purposes of education in general to assist the students in fulfilling their basic physiological needs, understand themselves and accept their efforts in developing associations with peers, balancing between permissiveness and control in the educational setting, realizing successful achievement and providing opportunities to gain independence. Though, there are different aspect of guidance and counseling, but the focus of the school guidance and counseling is on three major areas which include: Educational, vocational, and personal-social guidance and counseling.

Ifelunni (2013), sees educational guidance as a service aimed at assisting both the students and their parents to develop educational plans that will help them plan their school work such as, study habit, examination techniques and how to choose subjects, among others. According to Ifelunni, the planning is such that the students benefit from their school work and hence able to progress to the next level of schooling. Also Egbule (2016), defines educational guidance as assistance given to pupils and students that enable the students function well in the school. Egbule continues by saying that it assists them in understanding themselves and how their potentials could be developed. With these definitions, educational guidance and counselling for the adolescents is a *sin-qua-non* if they must achieve maximally.

Vocational guidance services are the process of assisting the individuals to choose occupation, prepare to enter into it and make progress, Egbule (2016). Egbule goes further to list the following as the reasons for vocational guidance and counselling in the school system. They include: to help students understand themselves in terms of their abilities, aptitudes and interests, to provide students with broader views about the world of work and to enhance students awareness of the various options opened to them and given them the confidence that they can make a reasonable choice from the various options available. Besides, vocational guidance and counselling is given inorder to develop in the students the concept of variety of roles in the society. To develop the spirit of job satisfaction and motivation as well as self actualization in the students after a choice of career has been made. Ifelunni (2013) viewed vocational guidance and counselling as the assistance given to an individual to match his personal attributes and background with suitable jobs and employment opportunities.

Following the elaborate explanation of vocational guidance and counselling by Egbule (2016), the researcher sees vocational guidance and counselling as the service provided by the counsellor to assist students start early enough to plan for proper vocation in terms of their interest, abilities, aptitude, and duration of training, sponsors, family and societal needs. Personal social guidance service according to Egbule (2016), is a service that helps the students to take care of socio-personal problems relating to personality maladjustments. Bark (2013) had earlier enumerated the following as the objectives of personal-social guidance and counselling service:

- a) To make the school child happy, well adjusted and self confident.
- b) Identify students' feelings and attitudes towards others and improve on the feelings and attitude especially if they are negative.
- c) Identify the nature of students' relationship with friends and associates and ensure that it is a progressive and beneficial one.
- d) Help the student to assess and accept himself.

### **Influence of Guidance and Counselling on Educational Development**

According to Nakpodia (2011), Educational development is a sub-discipline of higher education research and practice. Specifically, it is about: supporting and enhancing the design and development of high quality student learning experiences, while promoting the scholarship of teaching, learning and research into higher education goals and practices. In order to tie in this concept and construct together for this research the researcher broke educational development into four key variables which are as follows: Cognitive Skills, Psychomotor Skills, Knowledge-based Learning and Skill-based Learning.

In respect of cognitive skills, Grassam (2011) states that cognitive skills and knowledge involve the ability to acquire factual information, often the kind of knowledge that can easily be tested. So cognition should be distinguished from social, emotional, and creative development and ability. Cognitive science is a growing field of study that deals with human perception, thinking, and learning. According to Daniel (2011), cognition is defined as the mental action or process of acquiring knowledge and understanding through thought, experience, and senses. It is in essence, the ability to perceive and react, process and understand, store and retrieve information, make decisions and produce appropriate responses.

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## **METHODOLOGY**

The research adopted the descriptive survey research design. The population of the study consisted of all the Public Senior Secondary School Students (SS1) and Public Senior Secondary School Students (SS2) students in the 37 public senior secondary schools in Port Harcourt Metropolis with professional counsellors, the students on those schools is 39,668 students and counsellors. We have 21,696 SS I students and 17,972 SS 2 students in the study area (Rivers State Senior Secondary Schools Board, 2023). A sample size of 399 was drawn from the population using the Taro Yamen formula. The study adopted the simple random sampling technique to draw the sample. The instrument for the study was a structured questionnaire titled "Influence of Guidance and Counselling on Educational Development Questionnaire" (IGCEDQ) with a four point rating scale designed to elicit information from the respondents. The instrument was content and face validated by experts in the fields of Guidance and Counselling and

Measurement and Evaluation, while a reliability of the instrument was established through the test-retest method using the Pearson's Product Moment Correlation Coefficient and a reliability coefficient value of 0.74 was obtained and this was high for use. The direct delivery method was used in administering the instrument. Means and Standard Deviations were used to answer the research questions. The criterion decision rule is that any mean score from 2.50 and above was accepted, while the mean score that was less than 2.50 was rejected while z-test statistic was used in testing the null hypotheses at 0.05 significance level.

## RESULTS

**Research Question 1:** To what extent does educational counselling influences the educational development of SSI and SSII in Public Senior Secondary School Students in Port Harcourt metropolis?

**Table 1: Mean and Standard Deviation Analysis on the extent educational counselling influences the educational development of SSI and SSII in Public Senior Secondary School Students in Port Harcourt Metropolis**

S/No	Item	SSI Students 219			SSII Students 180		
		(N <sub>1</sub> = 219)		Mean	(N <sub>1</sub> = 180)		SD
		Mean	SD		Mean	SD	
1.	Educational counselling helps me to maintain good study habit by developing my education.	3.20	0.89	HE	3.14	0.89	HE
2.	Educational counselling prepares me for academic challenges by relating educational agendas to my success in the future.	3.12	0.88	HE	3.04	0.87	HE
3.	It provides support for me to addresses my educational goals.	3.17	0.89	HE	3.19	0.89	HE
4.	Educational counselor gather and share resources with teachers to help me develop my skills in classroom.	3.01	0.87	HE	2.99	0.86	HE
5.	Educational counseling makes teaching and learning easy by enhancing my educational development	3.11	0.88	HE	2.87	0.85	HE
<b>Grand Total</b>		<b>3.12</b>	<b>0.88</b>		<b>3.05</b>	<b>0.87</b>	

**Source:** Field Data 2023.

The analysis in Table 1 above showed that the respondents accepted the view that educational counselling helps me to maintain good study habit that develop my education of students. The study still revealed that the respondents agreed on the fact that educational counselling prepares students for academic challenges by relating educational agendas to my success in the future. It was also observed from the analysis that the respondents accepted the point that it provides support to me by addressing my educational goals. The study indicated that the respondents agreed on the view that educational counselor gather and share resources with teachers to help the student develop their skills in classroom. The analysis still showed that the respondents accepted the point that educational counseling makes teaching and learning easy by enhancing my educational development. The answer to research question 1 is that educational counselling has significant influence on the educational development of SSI and SSII students in Port Harcourt metropolis.

**Research Question Two:** To what extent does vocational counselling influences the educational development of SSI and SSII Public Senior Secondary School Students in Port Harcourt metropolis?

**Table 2: Mean and Standard Deviation Analysis on the extent vocational counselling influences the educational development of SSI and SSII Public Senior Secondary School students in Port Harcourt metropolis**

S/No	Item	SSI Students 219			SSII Students 180		
		(N <sub>1</sub> = 219)		Mean	(N <sub>1</sub> = 180)		SD
		Mean	SD		Mean	SD	
6.	Vocational counselling motivates me and facilitate my exploration of careers.	3.01	0.87	HE	2.99	0.86	HE

7.	It prepares me for career challenges by relating vocational agenda to my success in the future.	3.11	0.82	HE	2.87	0.85	HE
8.	Vocational counselling identifies my strengths and weaknesses thereby engaging my educational development	3.20	0.89	HE	3.19	0.89	HE
9.	Vocational counselling explores options for me thereby enhancing educational development	3.04	0.87	HE	3.02	0.87	HE
10.	Vocational counselling identifies my individual set goals which enhances my educational development.	3.01	0.87	HE	2.99	0.86	HE
<b>Grand Score</b>		<b>3.07</b>	<b>0.88</b>		<b>3.01</b>	<b>0.87</b>	

Source: Field Data 2023.

The analysis in Table 2 revealed that the respondents accepted the point that vocational counselling motivates me and facilitate my exploration of careers. The study still indicated that the respondents agreed on the view that it prepares me for career challenges by relating vocational agenda to my success in the future attainment. It was also observed in the analysis that the respondents accepted the fact that vocational counselling identifies my strengths and weaknesses thereby engaging my educational development. The study showed that the respondents agreed on the point that Vocational counselling explores options for me thereby enhancing educational development. The analysis revealed that the respondents accepted the fact that vocational counselling identifies the my individual set goals which enhances my educational development. The answer to research question two is that vocational counselling has positive influence on the educational development of SSI and SSII students in Port Harcourt metropolis

**Research Question Three:** To what extent does personal social counselling influences the educational development of SSI and SSII students in Port Harcourt metropolis?

**Table 3: Mean and Standard Deviation Analysis on the extent personal social counselling influences the educational development of SSI and SSII students in Port Harcourt metropolis**

S/No	Item	SSI Students 219 (N <sub>1</sub> = 219)			SSII Students 180 (N <sub>1</sub> = 180)		
		Mean	SD	Remark	Mean	SD	Remark
11.	Personal social counselling brings about better expression and management of emotions, which enhances my educational development.	3.01	0.87	HE	2.99	0.86	HE
12.	Personal social counselling increases my confidence and decision-making skills for my development.	3.11	0.82	HE	2.87	0.85	HE
13.	It enables me to change self-defeating behaviours and habit thereby enhancing my educational development.	3.20	0.89	HE	3.19	0.89	HE
14.	Personal social counselling provides better expression and management of emotions including anger in me.	3.04	0.87	HE	3.02	0.87	HE
15.	It relieves me from depression, anxiety or other mental condition thereby enhancing my educational development.	3.01	0.87	HE	2.99	0.86	HE
<b>Grand Score</b>		<b>3.07</b>	<b>0.88</b>		<b>3.01</b>	<b>0.87</b>	

Source: Field Data 2023.

The analysis in Table 3 revealed that the respondents accepted the point that personal social counselling brings about better expression and management of emotions, which enhances my educational development. The study still indicated that the respondents agreed on the view that personal social counselling increases my confidence and decision-making skills for my development. It was also observed in the analysis that the respondents accepted the fact that it enables me change self-defeating behaviours and habit thereby enhancing my educational development. The study showed that the respondents agreed on the point that personal social counselling provides better expression and management of emotions including anger in me. The analysis revealed that the respondents accepted the fact that it relieves me from depression, anxiety or other mental condition thereby enhancing my

educational development. The answer to research question three is that personal social counselling has positive and significant influences on the educational development of SSI and SSII students in Port Harcourt metropolis

### Test of Hypotheses

**Hypothesis 1:** There is no significant difference in the mean rating of SSI and SSII students on the extent to which educational counselling influence the educational development of public senior secondary school students in Port Harcourt metropolis.

**Table 4: Z-test Analysis of significant difference in the mean rating of SSI and SSII students on the extent to which educational counselling influence the educational development of public senior secondary school students in Port Harcourt metropolis**

Status	N	Mean $\bar{X}$	SD	Df.	z-cal	z-crit	Decision
SS I Students	219	3.12	0.88	397	1.39	1.96	Accepted
SS II Students	180	3.05	0.87				

The analysis on Table 4 showed that the z-cal of 1.39 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean rating of SSI and SSII students on the extent to which educational counselling influence the educational development of public senior secondary school students in Port Harcourt metropolis

**Hypothesis 2:** There is no significant difference in the mean rating of SSI and SSII students on the extent to which vocational counselling influences the educational development of public senior secondary school students in Port Harcourt metropolis.

**Table 5: Z-test Analysis of significant difference in the mean rating of SSI and SSII students on the extent to which vocational counselling influences the educational development of public senior secondary school students in Port Harcourt metropolis.**

Status	N	Mean $\bar{X}$	SD	Df	z-cal	z-crit	Decision
SS I Students	219	3.07	0.88	397	1.29	1.96	Accepted
SS II Students	180	3.01	0.87				

The analysis on Table 5 revealed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in the mean rating of SSI and SSII students on the extent to which vocational counselling influences the educational development of public senior secondary school students in Port Harcourt metropolis.

**Hypothesis 3:** There is no significant difference in the mean rating of SSI and SSII students on the extent to which personal social counselling influences the educational development of public senior secondary school students in Port Harcourt metropolis..

**Table 6: Z-test Analysis of significant difference in the mean rating of SSI and SSII students on the extent to which personal social counselling influences the educational development of public senior secondary school students in Port Harcourt metropolis.**

Status	N	Mean $\bar{X}$	SD	Df	z-cal	z-crit	Decision
SS I Students	219	3.07	0.88	397	1.29	1.96	Accepted
SS II Students	180	3.01	0.87				

The analysis on Table 6 revealed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean rating of SSI and SSII students on the extent to which personal social counselling influences the educational development of public senior secondary school students in Port Harcourt metropolis.

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## Discussion of Findings

The first findings revealed on table 1, answering research question one and table 4 answering hypotheses 1 revealed that educational counseling influences the educational development of students. This is not surpassing but expected because educational counselling assist students to function well in school. The presence of guidance and counselling in these schools helps students to progress to the next level with ease due to the service they render. This finding agrees with the findings of Cooper (2016). However, Eze (2012) disagreed on this view stating that guidance and counseling educational service have minimal influence on the educational development of the students.

The second findings of the study revealed on table 2, answering research question two and table 5 answering hypotheses 2 revealed that vocational counseling influences the educational development of students. This is not surpassing but expected because vocational counselling motivates learner and facilitate their exploration of careers. It prepares students for career challenges by relating vocational agenda as to their success in the future attainment. Vocational counselling identifies strengths and weaknesses of the students thereby engaging the educational development. This finding was in line with Barak, (2014). However, Nobel (2015) disagreed on this view stating that guidance and counseling vocational service has minimal influence on the educational development of the students.

The third findings revealed on table 3, answering research question three and table 6 answering hypotheses 3 revealed that personal social counseling has positive influences on the educational development of the students. This is not surpassing but expected because personal social counselling brings about better expression and management emotions, which enhances educational development. Personal social counselling increases confidence and decision-making skills among the students and It gives the ability to change self-defeating behaviours and habit thereby enhancing educational development. This finding agrees with the findings of Okeke, (2013). However, Gratty (2011) disagreed on this view stating that guidance and counseling personal social service have minimal influence on the educational development of the students.

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## CONCLUSION

The study concluded that the major aim of guidance counselling service is to encourage students' academic, social, emotional and personal development. To reach this aim, it helps students get to know themselves better and find effective solutions to their daily problems. The guidance and counselling services in the school refers to the range of interventions provided to students to enable them to make choices in the key areas of their personal/social lives, education and career. In other words, guidance and counselling services such as educational, vocational and personal social counselling in schools assist students to harmonize their abilities, interests and values and thereby helping them to develop their full potentials. Counselling is a collaborative process that involves the development of a confidential professional relationship that focuses on personal problems. Based on the findings, it was concluded that no significant difference was found between SSI and SSII students on how guidance and counseling enhances their educational development.

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## RECOMMENDATIONS

From the findings of the study, it was recommended that;

1. Professional counselors in secondary schools should give sufficient educational guidance to students to enable them develop and progress smoothly in their educational plans.
2. Professional guidance counsellors in school should engage students in vocational counselling and development by intentionally mapping programme scheme as career days, career talks, etc. for students career development and advancement
3. Personal-Social counseling should be extended to all the secondary school students to address the issue of emotional and decision-making problems in the schools and their homes to enhance emotional stability for educational development.

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