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## Factors promoting good academic performances among secondary school students as perceived by guidance counsellors

BY

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### Abstract

*This study investigated Factors promoting good academic performances among secondary school students as perceived by guidance counsellors in Anambra state. One research question guided the study and the descriptive survey research design was adopted. Accidental sampling technique was used to select a sample size of 115 guidance counsellors who are willing to participate in the study. A structured questionnaire on Factors for promoting good academic performances among secondary school students as perceived by guidance counsellors (FFPGAPSASSSSAPBGCS) designed for the study was used for data collection. The data collected was analyzed using arithmetic weighted mean. The instrument for this study is validated by three experts from the department of Guidance and Counselling and one from Measurement and Evaluation. The researchers adopted direct approach in the administration of the questionnaire on the respondents to enable them the opportunity to appeal for their co-operations and also to ensure a 100% return. The data collected are analyzed using statistical weighted mean and ranking. The mean score of each was computed and any score that was below 2.50 was accepted while any one below a mean score of 2.50 was rejected as not being a factor. Among other things, the findings of this study that good teaching skills, family size, parental positive involvement, availability of qualified teachers, students serious mindedness to studying and studying in groups are some of the factors promoting good academic performances among secondary school students as perceived by guidance counsellors. The researchers recommended among other things that government should ensure the availability of a guidance counsellor in every secondary school for creating the awareness of these factors to the students to enhance their better performances in academics. Also, Counsellors will through the use of Parent Teachers Association intimate parents on their positive involvements in their wards academics to enhance their good performances in academics.*

**Keywords:** factors, promoting, academic, secondary school students, Counsellors.

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### Introduction

Education plays a crucial role in producing qualified human power that accelerates economic development and solves the real problems of a community. Students are expected to spend much of their time on their education and need to come home with good academic results. Every parent that have children in school is expecting good academic performances from their children's schools. At times such high expectations turn to low ones as some parents' perform poorly in their academic subjects. The funny part

of it is that some children do cook cock and bull story and tell their parents as the reasons why the poor results. Academic performance of a child provides the general background of how he is progressing in his academics. It also represents the amount of knowledge and skills developed scholars. Students display their qualities of learning in academics by writing tests, involving in class/homework, writing examinations. All these contributes to the final take-home results of the children. Every parent likes his children to be performing wonderfully in academics. Payment of school fees is not the only factor that can influence good academic



performance in school. Invariably, many factors contribute to the high performance of children in school. However, an information obtained from the State Post Primary School Service Commission (PPSS), Awka indicates the poor academic performances of some students from 2013 to 2016 in different school subjects in their external examination which ranges from 40% down to 10% respectively (Obidile, Amobi, Uzoekwe and Akuezilo, 2017). Despite government investment and that of the parents in education, yet some students fail to achieve good academic performance at all levels of education. This is why the present study is to determine the counsellors' perceived causes of academic performances. Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests (Coordinating Center (2022)). Also, Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) Talib and Sansgiry (2012). For this work, academic performance is seen as *the measure of a student's success in school* which is being influence by different factors.

In every endeavour whether business, teaching or studying, there are certain ingredients one will be equipped with for him to become successful. Gaining knowledge, attitudes, values, and skills through education is not a simple task; rather it is a long and challenging trip in life which needs support and aids of the very important persons in the children's life. Scholars to help themselves are expected to spend much of their time studying in order to enhance their academic performances in school subjects. In highlighting the need for the students' good performance in school, a correlational study among vocational high school students in Indonesia found that students who had good academic achievements have higher income, better employment benefits, and more advancement opportunities Tentama and Abdillah (2019). Also, academically successful students have higher self-esteem and self-confidence, low levels of anxiety and depression, are socially inclined, and are less likely to engage in substance abuse (Regier, 2011). However, a cross-sectional study in Malaysia in higher learning institutions reported that an increasing number of students still do not graduate on time, suggesting that they did not perform well in their studies (Ab-Razak, Baharom, Abdullah, Hamdan, Abd-Aziz, and Anuar (2019). On the other hand, correlational study in Arba Minch University, South Ethiopia, reported that the trend of graduating students is not proportional to the trend of enrolled students and more students commit readmission due to poor academic performance (Yigermal 2017). Further, it resulted in unemployment, poverty, drugs elicit, promiscuity, homelessness, illegal activities, social isolation, insufficient health insurance, and dependence. Additionally, a systematic review in India concluded that poor academic achievement causes significant stress to the parents and low self-esteem to the students (Karande and Kulkarni 2005). It is also significantly associated with high anxiety scores among university students Sothan 2019). Further academic failure

affects self-concept and leads to a feeling of disturbance and shock. In this way, students finally drop out of the education system at all Chohan (2018). These reasons call for the attention of the guidance counsellors to put forward the factors that can likely promote good academic performances among students to avoid the above problems later in future. This is why the present authors embark on this present study: counsellors perceived necessary factors for promoting good academic performances among secondary school students.

On the possible factors affecting performances of children in school, some authors opine that teaching skills, family size, and parental involvement are related with academic performance (Sothan 2019 and Mushtaq & Khan 2012). Also, in identifying the determinants of academic performance study among university students in Southern Ethiopia Brew, Nketiah and Koranteng (2021) identified that peaceful family, availability of qualified teachers, and students' serious-mindedness to studying as some of the factors that enhance academic performances of students. Sothan (2019) adds having good study hours regularly, studying in groups, and asking and answering questions for clarity purposes as some factors for enhancing good academic performances among students.

Also, Mushtaq & Khan (2012) and propose that quality of schools, various personal and family factors, including socioeconomic factors, English ability, class attendance, and academic self-efficacy as factors that may enhance high academic performances. The following factors may equally enhance good academic performances among students according to Tshabalala & Ncube (2013), Talib & Sansgiry (2012), and Tadese, Yeshaneh & Baye-Mulu (2020): good teaching methods, adequacy of teaching facilities, availability of quality textbooks, equipped libraries and laboratories, good grounding in the subject areas at the lower levels, positive reinforcements and adequate teaching experiences. Many of these studies are carried out in other locations especially in western states outside Anambra state. This is why the researchers deem it right to carry out this study in Anambra to close the gap in knowledge.

## Research Question

The following one research question guides the study:

1. What are the factors for promoting good academic performances among secondary school students as perceived by the guidance counsellors?

## Method

The study investigated Factors for promoting good academic performances among secondary school students as perceived by guidance counsellors in Anambra state. One research question guided the study and the descriptive survey research design was adopted. Accidental sampling technique was used to select a sample size of 115 guidance counsellors in Anambra State. A structured questionnaire on Factors for promoting good academic performances among secondary school students as perceived by guidance counsellors (**FFPGAPSASSSSAPBGCS**) designed for

the study was used for data collection. The data was analyzed using arithmetic weighted mean. The instrument have two parts: A and B. Part A seeks information on personal data of the respondents while Part B contains 17 items that solicits the respondents' opinions regarding the factors for promoting good academic performances among secondary school students designed in the modified Likert 4 point scale format involving: Strongly Agree (SA) 4points, Agree (A) 3points, Disagree (D) 2points and Strongly Disagree (SD) 1 point. The instrument for this study is validated by three experts from the department of Guidance and Counselling and one from Measurement and Evaluation. The researchers adopted direct approach in the administration of the

questionnaire on the respondents to enable them the opportunity to appeal for their co-operations. The data collected are analyzed through the use of statistical weighted mean and ranking. The mean score of each was computed and any score that was below 2.50 was accepted while anyone below a mean score of 2.50 was rejected as not being a factor.

**Results**

Research Question: What are the factors promoting good academic performances among secondary school students as perceived by the guidance counsellors?

The data obtained from the above is analyzed and presented in the table below:

Mean scores of counsellors' perceived health promoting behaviours for enhancing physical well-being of clients

S/N	ITEMS	Mean	Ranking	Remark
1.	Good teaching skills	3.74	1 <sup>st</sup>	Accepted
2.	Family size	3.57	5 <sup>th</sup>	Accepted
3.	Parental positive involvement	3.64	4 <sup>th</sup>	Accepted
4.	Availability of qualified teachers	3.56	6 <sup>th</sup>	Accepted
5.	Students serious mindedness to studying	3.74	1 <sup>st</sup>	Accepted
6.	Studying in groups	3.67	2 <sup>nd</sup>	Accepted
7.	Making use of good study habits	3.64	4 <sup>th</sup>	Accepted
8.	Asking and answering questions in class	3.56	6 <sup>th</sup>	Accepted
9.	Quality of schools	3.66	3 <sup>rd</sup>	Accepted
10.	Regular class attendance	3.41	7 <sup>th</sup>	Accepted
11.	Availability of equipped libraries/laboratories	3.56	6 <sup>th</sup>	Accepted
12.	Good teaching methods	3.74	1 <sup>st</sup>	Accepted
13.	Availability of quality text books	3.66	3 <sup>rd</sup>	Accepted
14.	Teachers' high remunerations	3.57	5 <sup>th</sup>	Accepted
15.	Good grounding in the subject areas	3.74	1 <sup>st</sup>	Accepted
16.	Quality supervisions of teachers	3.57	5 <sup>th</sup>	Accepted
	Use of positive reinforcement for students	3.67	2 <sup>nd</sup>	Accept

In the views of the guidance counsellors, factors promoting good academic performances among secondary school students are as follows: good teaching skills, family size, parental positive involvement, availability of qualified teachers, students' serious-mindedness to studying, studying in groups, making use of good study habits, asking and answering questions in class, quality of schools, regular class attendance, availability of equipped libraries/laboratories, good teaching methods, availability of quality textbooks, teachers high remunerations, good grounding in the subject areas, quality supervisions of teachers and the use of positive reinforcement for students. Their respective means and rankings are as follows: good teaching skills, students' serious mindedness to studying, good teaching methods, and good grounding in the subject areas have the mean score of 3.74 respectively and these factors came first in ranking. Studying in groups and the use of positive reinforcement for students have the mean score of 3.67 each and were 2<sup>nd</sup> in ranking. Also, quality of schools and availability of quality textbooks got 3.66 respectively, and were 3<sup>rd</sup> in ranking. These factors: parental positive involvement and making use of good study habits scored the mean

value of 3.64 respectively and were 4<sup>th</sup> in ranking. Family size, teachers' high remunerations, and quality supervisions of teachers have mean score of 3.57 each and came 5<sup>th</sup> in ranking. Moreover, availability of qualified teachers, asking and answering questions in class, and availability of equipped libraries/laboratories got the mean scores of 3.56 each and were 6<sup>th</sup> in ranking while regular class attendance came 7<sup>th</sup> in ranking with a mean score of 3.41.

**Discussion**

The findings of this study indicate the following as the factors promoting good academic performances among secondary school students: good teaching skills, family size, parental positive involvement, availability of qualified teachers, students' serious-mindedness to studying, studying in groups, making use of good study habits, asking and answering questions in class, quality of schools, regular class attendance, availability of equipped libraries/laboratories, good teaching methods, availability of quality textbooks, teachers high remunerations, good grounding in the subject areas, quality supervisions of teachers and the use of positive reinforcement for students. Some of these findings collaborates with the findings of Sothan (2019) and Mushtaq &



Khan (2012) who identified that teaching skills, family size, and parental involvement are related with good academic performance. Also, the findings are in support of the findings of Brew, Nketiah, and Koranteng (2021) that have identified in their study that availability of qualified teachers and students' serious mindedness to studying as among the factors that enhance academic performances of students. The findings are also agreed with the findings of Sothan (2019) who indicates that studying in groups and asking and answering questions for clarity purposes contributes to factors for enhancing good academic performances among students.

Moreover, some findings of this study concurs with the findings of Mushtaq & Khan (2012) which identified class attendance, as one of the factors that enhances high academic performances. Finally, the findings of this present study equally gave support to the findings of Tshabalala & Ncube (2013), Talib & Sansgiry (2012), and Tadese, Yeshaneh & Baye-Mulu (2020) whose study identified good teaching methods, adequacy of teaching facilities, availability of good equipped libraries and laboratories, good grounding in the subject areas at the lower levels and positive reinforcements as factors affecting academic performance.

## Conclusion

The findings of this study provided a number of insights into the counsellors' perceived factors promoting good academic performances of secondary school students which includes: good teaching skills, family size, parental positive involvement, availability of qualified teachers, students serious-mindedness to studying, studying in groups, making use of good study habits, asking and answering questions in class, quality of schools, regular class attendance, availability of equipped libraries/laboratories, good teaching methods, availability of quality textbooks, teachers high remunerations, good grounding in the subject areas, quality supervisions of teachers and the use of positive reinforcement for students.

## Recommendations

The researchers made the following recommendations based on the findings of this study and they are as follows:

1. Government should ensure the availability of a guidance counsellor in every secondary school for creating the awareness of these factors to the students to enhance better performances in their academics.
2. Counsellors will through the use of Parent Teachers Association intimate parents on their positive involvements in their wards academics to enhance their good performances in academic.
3. Government should employ qualified teachers for every subject for students to have good grounding in their respective subject areas.

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