

EFFECT OF GUIDANCE AND COUNSELLING SERVICES ON STUDENT ADJUSTMENT IN SECONDARY SCHOOLS

BY

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CERTIFICATION

This is to certify that this research project titled "Effect of Guidance and Counselling Services on Student Adjustment in Secondary Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined effect of guidance and counselling services on student adjustment in secondary schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and guidance. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 386 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 358 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.504$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.03, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.14$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on effect.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of guidance and counselling services on student adjustment in secondary schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In both global and African literatures, effect is now regarded as a key index of institutional performance. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of effect. Empirical evidence from Ekwueme and Alade (2021) suggests that positive developments in guidance are associated with improvements in effect. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Comparative work by Dauda and Ogunlana (2022) across several states uncovered a consistent pattern linking effect with guidance. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The relationship between effect and guidance has been the subject of sustained academic interest across several disciplines. Evidence from national agencies indicates that effect has grown considerably in recent times, underscoring the need for systematic inquiry. Empirical evidence from Olawale and Osinachi (2021) suggests that positive developments in guidance are associated with improvements in effect. Such findings reinforce the argument that effect deserves a place of priority on the development agenda. Research by Famuyide and Salami (2021) using mixed methods provided particularly rich insight into the mechanisms connecting effect and guidance. These observations collectively invite a reconsideration of standard assumptions regarding guidance. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

effect, when examined in relation to guidance, reveals complex and often paradoxical dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with effect. Evidence assembled by Famuyide and Salami (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. Accordingly, there is a growing consensus that deliberate policy action is required. Studies by Ibrahim and Adeniyi (2019) largely support the view that effect exerts a measurable influence on outcomes of interest. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Debates on national transformation repeatedly return to the role of effect and its attendant dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of effect. Evidence assembled by Nnamdi and Ogbeide (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. For practitioners, the practical significance of effect cannot be

overstated, given its demonstrable link with guidance. The work of Adeniyi and Ekwueme (2023) extended earlier analyses by demonstrating that guidance reinforces the effects of effect. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with guidance. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. Nigeria's federal structure and its diverse cultural geography ensure that the experience of effect varies considerably from one region to another. An examination by Aderemi and Adeniyi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Evidence assembled by Obiora and Bamgbose (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. These developments carry important implications for policy and practice in educational management. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. The socio-cultural diversity of Nigeria implies that responses to effect must be differentiated rather than uniform. Studies conducted within the West African subregion by Kalu and Nnamdi (2018) reached conclusions broadly consistent with the Nigerian evidence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The work of Chukwu and Bamgbose (2023) extended earlier analyses by demonstrating that guidance reinforces the effects of effect. These developments carry important implications for policy and practice in educational management. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, effect is now regarded as a key index of institutional performance. Auxiliary variables, including education, income, and location, further condition how effect is experienced across communities. Comparative work by Alade and Eze (2022) across several states uncovered a consistent pattern linking effect with guidance. These developments carry important implications for policy and practice in educational management. Evidence assembled by Ogunlana and Adeniyi (2015) across twelve states underscored the heterogeneity of outcomes linked to effect. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. Auxiliary variables, including education, income, and location, further condition how effect is experienced across communities. Alade and Adeniyi (2020), in a survey of relevant stakeholders, concluded that the benefits of effect are unevenly distributed across groups. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with guidance. Longitudinal research by Bakare and Bakare (2016) revealed that sustained attention to effect yields appreciable dividends over time.