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Editorial Statement

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Professor Selina Ekpo



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GUIDANCE SERVICES AND ACADEMIC ACHIEVEMENT MOTIVATION OF SENIOR SECONDARY TWO (SS2) STUDENTS IN UYO METROPOLIS, AKWA IBOM STATE

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ABSTRACT

This study determined the influence of guidance services on academic achievement motivation of SS2 students in Uyo metropolis. Three research questions and three hypotheses were presented each to guide the study. The descriptive survey design was adopted for the study. The population of this study comprised of all senior secondary two (SS2) students in the study area. A representative sample size of 300 students was selected from 6 public secondary schools found in Uyo metropolis using Taro Yamane sampling formula. Fifty (50) students each were selected from the six (6) schools which gave a total of 300 sampled respondents. The instrument used for data collection was a 20-item self-structured questionnaire called "Guidance Services and Academic Achievement Motivation (GSAAM)". Data generated were analyzed using simple percentages in answering the research questions while chi-square statistics was used to test the null hypotheses at .05 significant levels and at 4 degree of freedom. The findings of the study showed that counselling services, information services, and evaluation services have significant influence on academic achievement motivation of SS2 students in Uyo metropolis. Based on these findings, the study recommended among other things that, for better academic achievement motivation of students in secondary schools, every school should have a functional counselling unit with the services of professional counsellors as the heads.

Keywords: Guidance service, motivation, academic achievement motivation.

INTRODUCTION

In Nigeria, education is regarded as a core instrument for national development, as such, there has been an increasing concern in the educational sector on how to ensure that students learn optimally at school and achieve academic excellence in their academic pursuit. According to Akpan (2010), certain factors seem to influence students ability to learn and to achieve optimally in school subjects, some of which are poor study habit, laziness, ineffective classrooms instructions, inadequate provision of needs among other things. It has been noticed that some students in the classroom do not pay attention to what the teacher is doing as they are easily caught in other activities. Jones (2008) observed that it is easy to see student slouched in their chairs and not listening to the teacher or participating in classroom discussions which portrays lack of concentration. Motivating students to learn in school is a topic of great concern to educationist and motivating students so that they can succeed in school is one of the greatest challenges of this century. According to Awan, Noureen and Naz (2011) lack of motivation is a big hurdle in learning and a pertinent cause in the failing of educational standard. Getting students to learn and sustaining their interest in what they are learning therefore should be the sole objective of educationist.

However, motivation is a strong force in achievement. Moula (2010) observed that motivation is one of the factors that contribute to academic success; that parents and educators should strive to understand the importance of promoting and encouraging academic motivation early in life. Feldman (2005) refers to motivation as factors that direct and energize the behaviour of humans and other organisms, while Wood (2002) sees motivation as a process that initiates, directs and sustains behaviour to satisfy physiological or psychological needs.

Achievement motivation can be seen as self-determination to success in whatever activities one engages in be it academic work, professional work, among others Tella (2007). Also, Moula (2010) links academic to achievement motivation and sees this as the need or desire to excel in academic work as people who are motivated are likely to perform well in their examinations. Based on the above, there is need to tailor and restructure the educational system in order to make learning experience meaningful and rewarding and also cater for the need of the learner in order to produce high academic achievement; and this footing gives impetus to the growth and development of the school service programme called "counselling services". This is the crux of this study, which emphasizes counselling services as a tool in promoting excellence in motivating secondary school students' academic achievement. As contained in the National Policy of Education (2004), one of the goals of educational services is to make learning experiences more meaningful and

rewarding for children. Based on this goal, guidance and counselling services in schools become beneficial because the counsellors work with students in secondary schools to guide them through personal, social, vocational and academic challenges which could abstract their need to achieve thus direct their attention from their educational pursuit.

In guidance and counselling profession, there are various guidance services that the professional counselor renders to the school. The services include but not limited to counselling service, information service, evaluation service, appraisal service; educational, vocational and personal social services. All these services are given to students to bring about high academic achievement motivation in students. According to Okobiah and Okorodudu (2006), guidance services is encompassed by activities of relevant services and also processes of helping persons within and outside the school to achieve their full potentialities in their emotional, moral, social, academic and vocational development. Thus, the utilization of the guidance services bolsters academic achievement motivation and potentials of students in secondary schools.

However, several researchers have written in support of the influence of guidance services on academic achievement motivation of students. One of such research was conducted by Modo, Sanni, Uwah and Mogbo (2013), the authors found that guidance services serve as a coping strategy for improved academic achievement of secondary school students. It is against this background that the researchers became interested in examining the influence of guidance services on academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis.

THEORETICAL AND CONCEPTUAL REVIEW

McClelland's Achievement Motivation Theory (1961)

Achievement motivation theory by McClelland began in the 1940s, but it was in his later work, "The Achieving Society", that he focused his attention on three types of needs namely: need for achievement, affiliation and power. Achievement motivation theory explains and predicts behaviour and performance based on need for achievement, power and affiliation. McClelland postulates that people are motivated in varying degrees by their need for achievement, power and affiliation and that these needs are acquired or learned during an individual life time.

Basic Principles of McClelland Achievement Motivation Theory

- **Need for Achievement:** McClelland defined the need for achievement as "success in competition with some standard of excellence". He went on to describe that competition with a standard of excellence was most notable when an individual was in direct competition with someone else but that it

can also be evident in the concern for how well one performs a tasks, regardless of how someone else is doing. The need for achievement is the desire to accomplish something difficult, attain a high standard of success, master complex tasks, as well as surpass others.

- **Need for Affiliation:** Restoring positive relationship with another person or the desire to form close personal relationships, avoid conflict and establish warm friendships.
- **Need for Power:** McClelland (1961) stated that the need for power is concerned with the control of the means of influencing persons. In other words, it is the desire to influence or control others, be responsible for others, and have power over others. Individuals who exhibit the need for power have a desire to be influential and want to make an impact.

The implications of this theory to this study is that it helps the counsellor to identify how to direct guidance and counselling services to drive student's achievement motivation in respect of the factors that motivates each individual. It shows that students' achievement in their academic pursuit is highly determined by how well they are motivated through guidance and counselling services offered to them in school. It also laid emphasis on the fact that student's motivation or drive to attain a high standard of success is determined by the extent of awareness provided by the school counsellor on the content of the subject of study, the rewards and privileges received through the course of study.

CONCEPTUAL REVIEW

The Concept of Guidance Services

Guidance services are the services rendered by counsellors in the process of helping individuals to understand themselves and their world. Guidance is concerned with the maximum development of the individual to make his own decisions, and it makes the individual aware of his abilities and potentialities. A guidance service is required by the learner to enable him/her make necessary adjustments in life. American Counselling Association (ACA, 2010) defined guidance services as a professional service aimed at empowering diverse individuals, families, and groups to accomplish mental health, wellness, and education and career goals. Similarly, Eze (2006) also sees guidance service as a helping relationship in which the counsellor assists the client to better understand himself and his world.

In the view of the researchers, guidance service is a means of providing educational service to the students to help them solve their academic needs. Here, the school counsellor must understand what the student wants and offer counselling

assistance to help him/her solve the problems. Guidance includes the following services: appraisal, information, orientation, counselling, placement, follow-up and evaluation services. Guidance service is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose in life. This study was delimited to counselling, information and evaluation services.

The Concept of Academic Achievement Motivation

Psychologists and sociologists believe that motivation is a necessary ingredient for learning. Denhardt (2008) defined motivation as “what causes people to behave the way they do”. He argued that motivation is not directly observable. Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes (Denhardt, 2008). Motivation is a desire to accomplish a goal or a drive to carry out a specific behaviour. Motivation tries to explain the reason why people decide to do something with which decision they go after their willingness, and how long they are willing. The self-determination theory distinguishes between different types of motivation on the different reasons or goals that give rise to an action, which are: intrinsic motivation, extrinsic motivation and amotivation (Ryan and Deci, 2000).

Academic achievement motivation, on the other hand, is the person's tendency to achieve special goals. This kind of motivation is associated with special goals and ways of achieving them, planning, effort, and feelings of self-worth (Barkhori, 2008). Achievement motive is a social need including overcoming barriers, achieving high standards, competing with others and overtaking them. Motivation is one of the theories of “achievement motivation” proposed by Atkinson expectancy-value theory in essence. This theory of motivation focuses on the process to explain the need for achievement and fear of failure (Brophy, 2008).

Counselling Services and Academic Achievement Motivation

Counselling services are very important tools in human development especially during adolescent stage. Adolescent stage is characterized by rapid growth and change: physically, socially, spiritually, morally and intellectually. Most of adolescents are in secondary schools, that is why counselling services are seriously needed. According to Bark (2003), counselling services are the assistance made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. In addition, Bark (2003), states that, the purpose of counselling services in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts.

However, a number of studies have been carried out internationally on the benefits of counselling services on students' achievement motivation. Lapan, Gysbers and Sun (2007) showed in their study of Missouri high schools that schools with more fully implemented model of counselling programs had students who were more likely to report that they had earned higher grades; that their education was better preparing them for the future; their school made more career and college information available to them and their school had a more positive climate (greater feelings of belonging and safety at schools, classes less likely to be interrupted, peers behaving better). Results also highlight the important roles of school counselling services in promoting the central educational goals of their schools and support a comprehensive counselling program for students in order to drive them to achieving success academically.

Bray, Braxton and Sullivan (2001) have examined the prediction of students' dropping out of school is based on socio-emotional adjustment problem that could be well addressed by proactive counselling service. Individual lack of counselling service may create negative behaviours that have large impact on school and students' academic achievement. Brigman and Campbell (2004) reported that students from the fifty through ninth grade who participated in students' skill guidance curriculum implemented by a school counsellor scored significantly higher in reading and mathematics on the Florida comprehensive assessment test than students who did not participate in counselling.

Information Service and Students' Academic Achievement Motivation

Nwachukwu (2007) stated that in any primary or secondary schools, there are standard units of services usually offered by any trained guidance counsellor. This service forms the core of the work of a school counsellor. The author observed that information service is the largest unit of services offered because it stored for example information on vocation, academic, psychological tests, students' personal data records and current affairs. Nwachukwu (2007) further stresses that information service involve a collection of vital information relevant to students' present and future education, life and career needs.

The counselling information service also contains current, external and internal information on further education stored for usage by potential students graduating from the secondary school. The unit carries vital information on how to assist the students prepare for tertiary institutions or the job market search if he or she may not continue with further education. The service make provision for all valid, relevant, useful and up to date information to enable individual have greater awareness of educational, vocational and personal-social opportunities available to

him for the purpose of gaining enlightenment on making adequate choices and decision making in the ever changing and increasing complex society (Asuquo, 2001). Some relevant studies have been conducted on the importance of counselling services on students' achievement motivation.

Lapan and Sun (1999) in their study observed that students attended schools that offered a comprehensive information service received high grades in school. They also reported that educational and vocational information was readily available indicating that school was preparing them well for future life challenges. Enya and Obot (2009) reported that more than 60 out of every 100 Nigerian students are ignorant of the existing educational opportunities within the country and this contributes to their poor academic achievement motivation. He asserted that counsellors' information service provides student with an opportunity to learn more about themselves and that rich information package helps the students to face challenges of today and that of the future. He added that information service can bring about improved reading and study habits.

Denga and Aluto (2004) concluded that information service motivates the academic and behavioural student to understand the nature of the problems the world of work, their educational and vocational opportunities, and this enhances positive academic achievement on their part.

Evaluation Service and Students' Achievement Academic Motivation

Nwachukwu (2007) stated that evaluation unit is one of the essential units of guidance and counselling services in school. She stressed that evaluation of guidance and counselling programme indicated the focus of counselling for academic adjustment. Evaluation seeks answers to questions such as: what services have been rendered and what have those who passed through the services gained? She further stated that summary evaluation that is represented by the counsellor at the end of the term determines how successful students' anti-social behaviour have been changed.

Denga (2003) stated that school assignments, test and examinations which are designed not only to test cognition of candidates but also aim at looking into the effective and psychomotor domains of such students. The overall purpose of continuous assessment records according to him is for evaluation service which is essential to the counsellor.

Jones (2008) carried out a study of secondary school students to demonstrate how evaluation service contributes to the adolescent motivation towards achievement in several ways. Jones found that evaluation service predicted social behaviour and achievement among students. The study further showed that active evaluation of counselling programme is very valuable in assessing students' progress with respect to specific classroom activities or discipline, motivating students toward achieving meaningful goals and assessing weakness and strength. Makinde

in Ikoedem (2012) studied how the counsellor's utilization of evaluation service in schools can influence students' level of academic achievement using a sample of 182 students. The result shows that there is a relationship between evaluation services of the counselling unit and students' academic achievement.

Statement of the Problem

The quality of citizens depends on the quality of education received and the quality of education beside other factors depends upon guidance and counselling services provided to the students. Through school guidance and counselling services, students can adjust to changes, cope with personal-social problems and also deal with academic changes which could act as hindrance to students' academic achievement motivation.

Despite the importance of guidance services in enhancing students' growth, the researchers observed that most secondary school students have not been motivated to work harder academically in order to achieve greatly. Most students have been complaining that their need to strive to attain academic success is hampered by lack of guidance and counselling services, which could have assisted them in knowing their strength and weaknesses, know how to study effectively, apply the necessary skills to pass examination/test as well as overcoming academic failure. Others argued that they have not been receiving adequate feedback about their academic progress from school counsellors which would have enable them take appropriate measures towards improving upon their academic weak points, and working towards the attainment of future academic needs.

Some other students experience poor study habit, laziness, and their inability to cope with educational, vocational and personal-social problems, due to improper information or counselling on how to deal with such problems. Regardless of emphasis placed on guidance and counselling service as the only measures that can tackle the problem of low academic achievement motivation among students, the level of academic dishonesty in our educational system is a cause for concern. On perusal of some empirical studies conducted by other researchers similar to the subject matter of this study, the researchers observed that most of these work anchor on socio-economic and environmental factors as indicators to poor academic achievement motivation of students. These informed the researchers to ponder on what can be attributed as the cause of students not being motivated to work harder and achieve good success. Could it be poor counselling, information and evaluation services that have hand in academic achievement motivation of secondary school students? The study therefore, sought to determine the influence of counselling, information and evaluation services on academic achievement motivation of secondary two (SS2) students in Uyo metropolis.

Purpose of the Study

The major purpose of this study was to examine the influence of guidance and counselling services on academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis.

Specifically, the study sought to determine:

- 1) The influence of counselling service on academic achievement motivation of senior secondary two (SS2) students' in Uyo metropolis.
- 2) The influence of information service on academic achievement motivation of senior secondary two (SS2) students' in Uyo metropolis.
- 3) The influence of evaluation service on academic achievement motivation of senior secondary two (SS2) students' in Uyo metropolis.

Research Questions

Based on the purpose of the study, the following research questions were formulated:

- 1) How does counselling service influence academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis?
- 2) How does information service influence academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis?
- 3) How does evaluation service influence academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis?

Research Hypotheses

Based on the questions raised to guide the study, the following research hypotheses were formulated.

- (1) Counselling service has no significant influence on academic achievement motivation of SS2 students in Uyo metropolis.
- (2) There is no significant influence of information service on academic achievement motivation of SS2 students in Uyo metropolis.
- (3) Evaluation service has no significant influence on academic achievement motivation of SS2 students in Uyo metropolis.

Research Method

The descriptive (survey) design is used in the study because it describes conditions or events that exist now, that are current situation at hand. It is a self-report research that enabled a researcher to collect data from respondents through the use of questionnaire on present issues of counselling services that influence academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis.

Population

The population of the study comprised all the 4224 Senior Secondary Two (SS2) students in the nine (9) schools found in Uyo Metropolis, out of 14 public schools in the entire local government area. (State Secondary Education Board, Uyo, 2017).

Sample and Sampling Technique

A sample of 300 senior secondary two (SS2) students was selected for the study, using hat and draw method. This sample size was determined using Taro Yamane sampling formula. Six (6) public secondary schools were selected using purposive sample technique. 50 students each were selected from 6 schools which gives a total of 300 sampled respondents.

Instrumentation

The instrument that was used in this study was a questionnaire developed by the researcher and titled "Guidance Services and Academic Achievement Motivation (GSAAM)" Questionnaire. The items were frame in line with the research questions and hypotheses. The instrument had two sections. The bio-data part carried section (A), section (B) contains 20 items on the variables of the study. The subjects were required to tick from a list of options as individuals.

Validity of the Instrument

To ensure the face and content validity of the instrument, draft copies were given to measurement evaluators and guidance counsellors from the Department of Educational Foundations, Guidance and Counselling to assess the suitability or otherwise of the items in the instrument. The inputs and corrections made by the evaluators were codified into final copy for administration.

Reliability of the Instrument

The questionnaire was administered on 50 senior secondary two (SS2) students in a selected school not included in the sample of the study but was part of the study area. Cronbach Alpha was used to determine the reliability of the instrument. The coefficient Alpha of 0.75 was obtained which is an indication of a reasonable reliability.

Method of Data Analysis

Data collected were analyzed using simple percentage in answering the research questions, while chi-square statistic was used to test the null hypotheses at .05 significant levels and at 4 degrees of freedom.

RESULT/FINDINGS

Analysis to Research Questions

Research Question One

How does counselling services influence academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis?

Table1: Percentage analysis of responses on the influence of counselling services on academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis.

S/N	Items Counselling Services and Students Academic Achievement Motivation	Agreed (SA+A)		Disagreed (SD+D)	
		F	%	F	%
1.	Counselling enables me to realize my academic strengths and weaknesses..	202	13.5	98	6.5
2.	I have always been counselled by my school counsellor on how to overcome failure.	175	11.7	125	8.3
3.	Through school counselling service, I am always motivated to study well for academic excellence.	184	12.3	116	7.8
4.	Frequent counselling service helped to reduce examination anxiety which I used to experience.	185	12.31	115	7.6
5.	My exposure to examination passing skills by my counsellor has helped me score high in schools subjects.	120	8	180	12
Total		806	57.8	634	42.2

Result in Table 1 reveals that 202 (13.5%) of the respondents agreed that counselling enables them to realize their academic strengths and weaknesses, while 98 (6.5%) disagreed. Also 175 (11.7%) agreed that they have always been counselled by their school counsellor on how to overcome failure, while 125 (8.3%) disagreed. Again, 184 (12.3%) agreed that through counselling service, they are always motivated to study well for academic excellence, while 116 (7.8%) disagreed. In addition, a total of 185 (12.31%) of the respondents agreed that frequent counselling service helped to reduce examination anxiety which they usually experience, while 115 (7.6%) disagreed. Finally, 120 (8%) agreed that their exposure to examination passing skills by their school counsellor has helped them score high in school

subjects. Thus, since the percentage total of agreed exceeds 50, it therefore implies that counselling services posed positive influence on academic achievement motivation of senior secondary two students in Uyo metropolis.

Research Question Two

To what extent do information services influence academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis?

Table 2: Percentage analysis of responses on the influence of information services on academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis.

S/N	Items	Agreed (SA+A)		Disagreed (SD+D)	
		F	%	F	%
6.	I usually receive information from my school counsellor on how to deal with my academic challenges.	201	13.4	99	6.6
7.	Guidance information service enables me to choose subjects that meet my potentials .	167	11.13	133	8.86
8.	Information on academic achievement which I received encouraged me to work hard for better achievement.	192	12.8	108	7.2
9.	Through information service, I am always motivated to prepare well for every classroom lessons.	195	13	105	7
10.	I now know various careers available in the society through information service.	183	12.2	117	7.8
	Total	938	62.53	562	37.46

Result in Table 2 shows that 201 (13.4%) of the respondents agreed that they usually receive information from their school counsellor on how to deal with academic challenges, while 99 (6.6%) disagreed. Also, 167 (11.13%) agreed that information service enables them choose subjects that meet their potentials, while 133 (6.86%) disagreed. Again, 192 (12.8%) of the respondents agreed that information on academic achievement which they received encouraged them to work hard for better achievement, while 108 (7.2%) disagreed. In addition, 195 (13%) agreed that through information services, they're always motivated to prepare well for every classroom lessons, while 105 (7%) disagreed. Finally, 183 (12.2%) agreed that they know various careers available in the society trough information

service, while 117 (7.8%) disagreed. Thus, the above result indicate that the percentage total of agreed exceeds 50 compared to disagreed. This implies that senior secondary two (SS2) students academic achievement motivation is highly determined by information service supplied by school counsellors.

Research Question Three

How does an evaluation service influence academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis?

Table 3: Percentage analysis of responses on the influence of evaluation services on academic achievement motivation of senior secondary two (SS2) students in Uyo metropolis

S/N	Items Evaluation Service and Students Academic Achievement Motivation	Agreed (SA+A)		Disagreed (SD+D)	
		F	%	F	%
11.	I know my future academic needs through evaluation service provided by my school counsellor.	184	12.26	116	7.73
12.	Evaluation service usually provides me with feedback that motivates me to make changes in my academic pursuit.	102	6.8	198	13.2
13.	Through evaluation service, I could make good decision regarding my studies	186	72.4	114	7.6
14.	I have been placed in my area of specialty through evaluation service, so this enables my positive achievement in schools.	176	11.7	124	8.26
15.	Whenever my school counsellor exposes my academic record to me, I see the need to improve in my studies.	196	13.06	104	6.93
	Total	844	56.22	656	43.72

From Table 3, it can be observed that 184 (12.26%) of the respondents agreed that they know their future academic needs through evaluation service provided by their school counsellor, while 116 (7.73%) disagreed. Also, 102 (6.8%) agreed that evaluation service by their school counsellor usually provides them with feedback that motivates them to make changes regarding their academic pursuit, while 198 (13.2%) disagreed. Again, 186 (72.4%) agreed that through evaluation service, they could make good decision regarding their studies, while 114 (7.6%) disagreed. In

addition, 176 (11.7%) agreed that they have been placed in their area of specialty through evaluation service, so this enables their positive achievement in school, while 124 (8.26%) disagreed. Finally, 196 (13.06%) of the respondents agreed that whenever their school counsellor exposes their academic record to them, they see the need to improve in their studies, while 104 (6.93%) disagreed. The result of the analysis indicate that the percentage total of agreed exceeds 50 compared to that of disagreed. This implies that the influence which evaluation services posed on senior secondary two (SS2) students academic achievement motivation is positive.

HYPOTHESIS BY HYPOTHESIS TESTING

Hypothesis One

Counselling services has no significant influence on academic achievement motivation of SS2 students in Uyo metropolis.

Table 4: Chi-square analysis of responses on the influence of counselling services on academic achievement motivation of SS2 students in Uyo metropolis.

S/N	Items Counselling Services and Students Academic Achievement Motivation	Agreed (SA+A)	Disagreed (SD+D)	Total	χ^2_{cal}	χ^2_{crit}	DF
1.	Counselling enables me to realize my academic strengths and weaknesses.	202(173.2)	98(126.8)	300	4.79		
2.	I have always been counselled by my school counsellor on how to overcome failure	175(173.2)	125(126.8)	300	1.47		
3.	Through school counselling service, I am always motivated to study well for academic excellence.	184(173.2)	116(126.8)	300	1.118	9.486	4
4.	Frequent counselling service helped to reduce examination anxiety which I used to experience	185(173.2)	115(126.8)	300	22.88		
5.	My exposure to examination passing skills by my counsellor has helped me score high in schools subjects.	20(173.2)	180(126.8)	300	23.23		
	Total	866	634		53.48		

Result in Table 4 shows that since the calculated chi-square value of 53.48 exceeds the critical value of 9.486 at the degree of freedom of 4 and at 0.05 significant level, the null hypothesis is rejected while the alternate hypothesis is retained. This implies that SS2 students' academic achievement motivation is significantly influenced by counselling services provided by school counsellors in Uyo metropolis.

Hypothesis Two

There is no significant influence of information services on academic achievement motivation of SS2 students in Uyo metropolis.

Table 5: Chi-square analysis of responses on the influence of information services on academic achievement motivation of SS2 students in Uyo metropolis.

S/N	Items Information Service and Academic Achievement Motivation	Agreed (SA+A)	Disagreed (SD+D)	Total	χ^2_{cal}	χ^2_{crit}	DF
6.	I usually receive information from my school counsellor on how to deal with my academic challenges	201(187.6)	99(112.4)	300	1.05		
7.	Guidance information service enables me to choose subjects that meet my potentials.	167(187.6)	133(112.4)	300	0.35		
8.	Information on academic achievement which I received encouraged me to work hard for better achievement	192(187.6)	108(112.4)	300	2.37	9.486	4
9.	Through information service, I am always motivated to prepare well for every classroom lessons.	195(187.6)	105(112.4)	300	4.25		
10.	I now know various careers available in the society through information service.	183(187.6)	117(112.4)	300	1.88		
	Total	938	562		9.9		

Result in Table 5 reveals that since the calculated chi-square value of 9.9 exceeds the critical value of 9.486 at the degree of freedom of 4 and at 0.05 significant level, the null hypothesis which state that there is no significant influence of information services on academic achievement motivation of SS2 students in Uyo metropolis is rejected, while the alternate hypothesis is upheld. This implies that SS2 students' academic achievement motivation is determined by information services offered to them by the school counsellors in Uyo metropolis.

Hypothesis Three

Evaluation services have no significant influence on academic achievement motivation of SS2 students in Uyo metropolis.

Table 6: Chi-square analysis of responses on the influence of evaluation services on academic achievement motivation of SS2 students in Uyo metropolis.

S/N	Items Evaluation Services and Academic Achievement Motivation	Agreed (SA+A)	Disagreed (SD+D)	Total	χ^2_{cal}	χ^2_{crit}	DF
11.	I know my future academic needs through evaluation service provided by my school counsellor.	184(168.8)	116(131.2)	300	5.74		
12.	Evaluation service usually provides me with feedback that motivates me to make changes in my academic pursuit.	102(168.8)	198(131.2)	300	3.51		
13.	Through evaluation service, I could make good decision regarding my studies.	186(168.8)	114(131.2)	300	2.64	9.486	4
14.	I have been placed in my area of specialty through evaluation service, so this enables my positive achievement in schools.	176(168.8)	124(131.2)	300	39.64		
15.	Whenever my school counsellor exposes my academic record to me, I see the need to improve in my studies.	196(168.8)	104(131.2)	300	26.74		
Total		844	656		78.27		

Result in Table 7 shows that since the calculated chi-square value of 78.27 exceeds the critical value of 9.486 at the degree of freedom of 4 and at 0.05 significant level, the null hypothesis which state that evaluation services have no significant influence on academic achievement motivation of SS2 students in Uyo metropolis is rejected, while the alternate hypothesis is retained. This implies that of SS2 students in Uyo metropolis is rejected, while the alternate hypothesis is upheld. This implies that SS2 students' academic achievement motivation is determined by evaluation services provided by school counsellors in Uyo metropolis.

Discussion of Findings

Discussion of the results of this study is primarily based on the three research questions and three hypotheses that were formulated for the study. From the data analyses, the results from the research question one and hypothesis one revealed that counselling services has significant influence on academic achievement motivation of SS2 students in Uyo metropolis. This finding is in line with that of Brigman and Campbell (2004), who reported that among students who participated in students' skill counselling services implemented by a school counsellor in Florida

comprehensive assessment test, those who took part scored significantly higher in reading and mathematics than students who did not participate in the counselling programme. Also, Lapan, Gysbers and Sun (2007), in their study of Missouri high schools, showed that schools with more fully implemented model of counselling programmes had students who were more likely to report that they had earned higher grades; and that education was better preparing them well for future task.

Again, the results from the research question two and hypothesis two shows that there is no significant influence of information services on academic achievement motivation of SS2 students in Uyo metropolis. This finding is also in line with that of Jones (2008) who researched on the relationship between counselling information service and students social behaviour in schools. He observed that information service utilized by the counsellor is one of the potential routes to meaningful students' social behaviour and academic achievement. That information service becomes relevant mechanisms for data on educational, vocational/career and personal social problem. Lapan and Sun (1999) supported this finding by stating that students who attended schools that offered a comprehensive information service received high grades in school. They also reported that educational and vocational information was readily available indicating that school was preparing them well for future life challenges.

In addition, the result from the research question three and hypothesis three reveals that also the results from the research question three and hypothesis three shows that evaluation services have no significant influence on academic achievement motivation of SS2 students in Uyo metropolis. This finding is in consonance with the finding of Jones (2008) who carried out a study of secondary school students to demonstrate how evaluation service contributes to the adolescent motivation towards achievement in several ways. Jones found that evaluation service predicted social behaviour and achievement among students. The study further showed that active evaluation of counselling programme is very valuable in assessing students' progress with respect to specific classroom activities or discipline, motivating students toward achieving meaningful goals and assessing weakness and strength. Makinde in Ikoedem (2012) also studied how the counsellor's utilization of evaluation service in schools can influence students' level of academic achievement using a sample of 182 students. The result shows that there is a relationship between evaluation services of the counselling unit and students' academic achievement.

Conclusion

As a result of the findings, the place of guidance services in enhancing academic achievement motivation ought not to be underrated. It then stand to reason that if students are to cope with the challenges of academic activities, of which academic achievement motivation is involved, counselling services as an educational service is paramount. The study further concluded that counselling services, information services and evaluation services has significant influence on academic achievement motivation of students in secondary schools.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

- 1) For better academic achievement motivation of students in secondary schools, every school should have a functional counselling unit with the services of professional counsellors as the heads.
- 2) School counsellors should ensure that relevant information regarding students' present and future education, life and career needs are adequately collected and disseminated so that students will gain enlightenment on making life choices.
- 3) School counsellors should ensure that students' progress regarding specific class room activities are periodically assessed, as this will motivate the students towards achieving meaningful goals as well as assessing their strength and weaknesses.
- 4) Both school counsellors and teachers should cultivate the habit of addressing the needs of all students, not only those who have extreme needs or challenging behaviours.

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