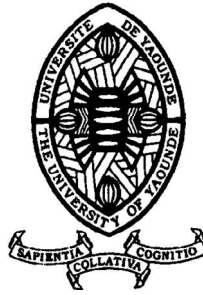


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DEPARTEMENT DE Sciences de l'education



REPUBLIC OF CAMEROUN

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I
HIGHER TEACHER TRAINING COLLEGE
DEPARTMENT OF Science of education

**The role of guidance and counseling services on the
academic achievement of secondary school students:
the case of some selected english schools within
Yaoundé**

A Dissertation submitted in partial fulfilment of the requirements for the
award of D.I.P.C.O in Guidance and Counseling

Par :

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CERTIFICATION

We hereby certify that this dissertation entitled “*The Role of Guidance and Counseling Services on the Academic Achievement of Secondary Students: The case of some selected English Secondary schools within Yaoundé*” was carried out by ALICE AGBOR OJONGTAKO. It has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this dissertation be bound and copies deposited in the Department of Sciences of Education of ENS Yaoundé.

Signatories

President of jury

Examiner

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Date __/__/2016

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DEDICATION

MY LATE MOTHER
MRS AGBOR ESTHER EBOT

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LIST OF ABBRIVATIONS

ANOVA:	One Way Analysis Of Variance.
C.P.O.S.P :	Centre de Psychologie, Orientation et Sélection Professionnelle.
EFA:	Education For All.
GBHS:	Government Bilingual High School.
GCE:	General Certificate of Education.
HSC:	Harvard School Complex.
HTTC:	Higher Teacher Training College.
MINEDUC:	Ministry of National Education.
OXCHS:	Oxford Comprehensive High school.
UNESCO:	United nations Educational Scientific and Cultural Organization
I.C.T:	Information and Communication Technology
ENS:	Higher Teachers' Training College
DV:	Dependent Variable
IV:	Independent Variable
N:	Number

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RESUME

Cette étude, intitulée le rôle des services du conseiller d'orientation et réussite scolaire des élèves du secondaire : cas de certaines établissements secondaires anglophones de la ville de Yaoundé, a été conçue pour vérifier si les services du conseiller d'orientation ont une influence sur le succès scolaire des élèves. Quatre établissements secondaires anglophones sélectionnés dans l'arrondissement de Yaoundé VI ont été la cible de cette étude. A cet effet, la question générale a été formulée de la manière suivante: Dans quelle mesure les services du conseiller d'orientation influencent-ils le succès scolaire des élèves? Cette question et d'autres questions spécifiques ont permis au chercheur de formuler l'hypothèse générale qui suit: les services du conseiller d'orientation influencent de manière significative le succès scolaire des élèves. Trois hypothèses de recherche ont été construites de la façon suivante:

RH1: Les stratégies d'encouragement influent significativement sur le succès scolaire des élèves.

RH2: L'utilisation de stratégies de gestion du temps influe significativement le succès scolaire des élèves.

RH3 : Le partage de l'information de carrière influe significativement sur le succès scolaire des élèves.

La collecte de données a été faite auprès d'un échantillon de 306 élèves provenant de quatre établissements secondaires anglophones sélectionnés du département de Yaoundé VI. L'instrument utilisé pour la collecte de données était un questionnaire. Les données ont été analysées à l'aide des outils de statistiques descriptives et inférentielles, en l'occurrence du coefficient de corrélation. La valeur critique a été lue à un niveau de signification de 0,05.

Les résultats obtenus indiquent que les services d'orientation conseil influencent significativement mais ne déterminent pas seul, le rendement scolaire des élèves du secondaire. Au contraire, d'autres facteurs tels que le concept de soi positive, la discipline, technique d'appropriation d'étude ont également un rôle à jouer. A partir de ces conclusions, des recommandations ont été faites au le gouvernement, aux conseillers d'orientation, aux élèves, aux proviseurs, aux fondateurs et aux parents/tuteurs.

ABSTRACT

This study: entitled The role of Guidance counseling services on the Academic Achievement of secondary school students: The case of some selected English secondary schools within Yaoundé was designed to verify whether Guidance and Counseling services influenced the Academic Achievement of students. Four English secondary schools selected in Yaoundé VI sub division was the case study. To this effect, a general question was posed: To what extend does Guidance and counseling services influence students' Academic Achievement? This question and other specific questions enabled the researcher to formulate the general hypothesis that: Guidance and counseling services significantly influence students' Academic Achievement. Three research hypotheses were constructed as follows:

RH1: Encouragement strategies significantly influence students' Academic Achievement.

RH2: Use of time management strategies by students significantly influences their Academic Achievement

RH3: Sharing career information to students by Guidance counselors significantly influences their Academic Achievement.

The problem raised by this work is that of, increasing rate of Academic failure in our secondary schools. The study seeks to portray that guidance and counseling services could help a learner in the secondary school to succeed in his/her academic pursuit. The survey design was used with a sample of 306 students drawn from four selected English secondary schools within the Yaoundé VI sub division. The instrument used for data collection was a questionnaire. The data was analyzed using both descriptive and inferential statistics. The hypotheses were verified using the correlation coefficient. The critical value was read at a 0.05 level of significance. The results obtained indicated that Guidance and counseling services significantly influenced but does not solely determine the academic achievement of secondary school students. Rather, other factors such as positive self-concept, discipline, and appropriate study technique also have a role to play. From these findings, some recommendations were made to the government, guidance counselors, students, principals, proprietors' and parents/guardians.

GENERAL INTRODUCTION

Secondary education is one of the oldest forms of education in Cameroon and constitutes the foundation of the educational process in the society. This study is titled “The Role of Guidance Counseling Services on the Academic Achievement of Secondary School students: The Case of some selected English Secondary schools within Yaoundé”. The secondary Education (school) occupies a very strategic place in the educational system, this is because it serves as a link between the primary and university levels of education. According to Asikhai (2010), cited by Ekundayo&Alonge (2011), secondary education is the foundation and bedrock towards higher knowledge in tertiary institutions. It is at the same time an investment and instrument used to achieve adequate economic, social, political, scientific, cultural and technological advancement. With the advent of formal education in Cameroon as far back as 1848 by early missionaries, repetition due failure of examination and school dropout have always constitute an obstacle to school internal efficiency. This problem has evolved till date where failing rates in educational institutions like the secondary school are still high, thus bring about low and poor rate of academic achievement. And also involves a lot of wastage of resources. These repetition and failing rates can be as a result of non-usage of certain subsidiary services placed in secondary schools, by educational planners like guidance and counseling on the part of the students. Here we are going to examine the context of study which enhances the variables of study and the justification of study that concretizes the problem, presents the theories and the structure of this study.

The context of this work is Guidance and Counseling services, and the enhancement of academic achievement of secondary school students. A key goal of education is to ensure that every student has a chance to excel, especially in school and in life. Increasingly, children’s success in school determines their success as adults, determining whether and what professions they enter and how much they can earn. In this context we think that, if students are informed and encouraged to consume the services of guidance counselors found in their various institutions, it will eventually help them attain success in their Academic pursuit.

This is because several research have revealed that, the use of counseling services like time management strategies, encouragement strategies to enhanced study habit and career information awareness can lead to Academic achievement of students.

According to annual statistics from the MINESEC 2009-2014, the rate of academic failures in official examination like the GCE O Level and A Level is still higher than expected. We noticed for example in 2014 that 96056 students sat in for GCE ordinary level examination, just 33054 passed. Where as many as 63002 students failed given an achievement rate of just 34.41% Success and 65.59% failure which is quite deployable. The problem of poor and low rate of academic achievement had and continues to be topical in the work of many researchers. According to Fonkoua (2007) no one should put the blame on teachers by putting the cause on their training and lack of vocation. Meanwhile Evola, (2005) instead raised socio economic factors by linking the socio-economic origin of the learners with the rate of their academic achievement. However, we want to know if there exists a correlation between Guidance and Counseling Services and the Academic achievement of students.

In this study the Intrinsic and Extrinsic theory of motivation by Ryan and Deci, and the Person-Centered Theory by Carl Rogers have been used in explanations. This study is divided into five chapters;

Chapter one presents the research problem, the research objectives and questions. It also includes the significance of research , definition of concepts and the delimitation of study.

Chapter two deals with the review of literature related to the problem under investigation, theoretical framework of the study, hypothesis, definition of research variables and a recapitulative table including variable and indicators of study.

Chapter three is concerned with the methodology used in the research work. It presents the population and sample of study, sampling techniques, research instruments, procedure of data collection and method of data analysis.

In Chapter four the presentation of results and data analysis are done using the Statistical Package for Social Sciences (SPSS).

Chapter five deals with the interpretation of results and discussion of findings.

CHAPTER ONE: PROBLEMATIC OF THE STUDY

1.0.BACKGROUND TO THE STUDY

Education is a social phenomenon and an important vehicle for advancement in the contemporary world (Encarta, 2009). According to Fonkoua (2008), it is through education that knowledge, skill and values are transmitted from generation to generation. To ensure social, economic and political cohesion, stability, continuity and advancement of every country. Education has therefore become an important ingredient for advancement in knowledge-based economy of the modern world (Baffour&Akwasi, 2013). This has been strongly supported by Matos (2000), who argued that an educated population is the primary resource that every nation must strive to build. And that only a well-educated population can contribute meaningfully to the development of a society, and participate significantly in national and international distribution of labour and wealth. The third committee of the 61st United Nation's General Assembly (GA/SHC/3847), highlighted the importance of quality education in achieving social development by stating that quality education is critical to a successful democracy and employment. Moreover, Economic, social and cultural development of every nation is the conjugation of many factors such as the awake of conscience, the acquisition of knowledge, and the global manner of education. In effect the development of humanity passes through education which is the means through which every society assures its perennality. Also in the human society, education is a domain that demands patience, attention, regularity and continuity. Economic growth, eradication of poverty, amelioration of life and working condition of man are some objectives of education (Kerlinger, 1973).

The question of education is therefore important to an individual as well as the community. The universal declaration of human right of 10 December 1948 stipulates that "every person have right to education (p.14). It is therefore necessary to grant access to education for everyone since it is a cardinal value. In other words a child should have right to at least a free and obligatory education at the elementary level. He must benefit from education that contributes to his general culture and permits him with equal chance to develop his faculty, personal judgment, moral and social responsibilities.

More so the entire world has committed to concentrate all its energies and efforts on education. The decisions of the conference of ministers of education all over the world, that held in Jomtien(THAILANDE) in 1990 under the guide of UNESCO, UNICEF, and the World Bank stipulates that education is a tool of all development and the magical drug for the prevention of human illness. According to Fonkoua (1998) it is important to provide education to all inhabitants of the earth so as to eradicate illiteracy. Thus the origin of the slogan “education for all (EFA).The 1500 participants of this forum estimated that fundamental education is an accessible goal. To this effect, they proclaim universal education for all and engage in favoring a free and obligatory basic education so as to encourage regular schooling of academic establishments and reduces school dropout rate.

In Cameroon, this was concretized by the reflections introduced by “National Forum on Education of 1995.These resolutions led to the adoption in April 1998 law on education (NtebeBomba, 2008). It manifests itself in the wish of the state to assure the efficiency of its educational system, a wish that made basic education free and compulsory (Fonkeng,1986).Post primary education (Secondary schools) also benefit from this engagement with the laying out of efforts to assure quality education in all secondary schools.

According to Fonkoua (2008), some progresses have been registered in term of access to education especially in infrastructure. At the level of secondary education, efforts have been seen in the opening of other Higher Teachers’ Training College (HTTC) to ensure the training of teachers and diversification of training. These HTTC supplies every year more than 1500 teachers that are dispatched to secondary schools throughout the country. In this way the state invests much in the training of teachers that she recruits to ensure the training of her citizens, Also there have been several shift from one pedagogic method (approach) to the other (from teacher centered to child centered and presently competence based approach), Again the introduction of new subjects in the curriculum like citizenship, logic, food science, ICT(information and communication technology) etc. These efforts involve heavy financial fund and several interventions in the educative practices of this sector. Looking at these investments and taking into account the efforts of parents too who do not stop struggling that their children receive education accompanied by good result.

It is then deplorable to notice that for some years now, Academic performance in our secondary schools progressively reduces, bringing about a fall in the rate of academic achievement of students regardless the numerous efforts placed on it.

Since 1990 during the economic crisis that touched all national sectors, the educational sector in Cameroon also witness crisis in the school milieu as well as the social milieu. Some authors like NtebeBomba (2008), Fonkeng (2007) and Fonkoua (2008) have talked of the drop in the quality of education in Cameroon. With respect to National Forum on Education of 1995, we notice that it generally talks of the low level of academic achievement internally and externally of our educational system. In other words, the movements from one level to another is weak and manifest itself in high rate of repeating and dropout, equally the Cameroon school system is not programmed towards direct employment as more than 80% of graduates that leave the system find it difficult to insert themselves in a formal professional circuit.

Many reforms aimed at ameliorating the effectiveness of the educational system have been applied but the situation of buoyancy is still aggravating, especially between the years 2010-2014 which is characterized with high level of failure in official examinations like the GCE Ordinary level, similarly between 2012-2013 for GCE Advanced level. As the total number of registered candidates increase, the rate of success remains between 50% and below. This problematic situation has caused the state to bring in certain measures through official texts like circular N° 06/G/59/MINEDUC/SG/DPOS/SOSUP, in view of optimizing the management of educational activities.

It is still in view of optimizing these activities that circular No036/B1/MINEDUC/SG/DESG of 14 October 2002 emphasize that “pedagogy constitute the raison d’être of all academic institutions”. It also defines pedagogic as tasks assigned to officials of secondary education, which have as worry to ameliorate the quality of education and ensure academic achievement of students. Put under the responsibility of some actors like principals, vice-principals, guidance counselors, discipline masters, etc. who execute educational activities on a daily basis.

These actors named above have contributive roles to redress academic problems like students’ performance in every subjects as well as their rate of academic achievement. They also assist teachers to elaborate on their lessons and progression sheet. This measure also clearly define the roles of those responsible in these structures, whom are considered

as tools and presumed to better master disciplinary aspects, pedagogic problems, teaching methods, material condition and the fundamental objective of assuring a radical and excellent rate of academic achievement of learners. However, despite all these efforts academic achievement of learners continue to fall as their performance drops yearly. This is why pedagogic challenges consist of reducing as well as completely annulling academic failure in our secondary school milieu.

Cahen (1976) thinks that one have to analyze the determinants of academic output with objectivity, because, it is a business that demands broadening the reflection to other systems that participate in the training of children like Guidance counseling. Guidance and Counseling are two closely interrelated concepts. According to Makinde (1984) and Patterson (1977) guidance and counseling refer to a broad area of all educational activities and services, aimed at assisting individual students to understand themselves and adjust to school life. It can also be define as the process of helping individuals especially learners in a learning environment to discover and develop their educational, vocational, and psychological potentialities and thereby achieving an optimal level of personal and social happiness. It is one of the determinants of students' academic achievement and rose as a focal point by this work. Academic achievement is the outcome or extend to which a student achieves his/her educational goals, it is commonly measured through examinations or continuous assessments. Academic achievement in the context of this work is been limited to success ; that is being able to pass tests and exams both internal (class/school) and external(Competitive entrance examination).

1.1. CONTEXT AND JUSTIFICATION OF THE STUDY

A key goal of education is to ensure that every student has a chance to excel, especially in school and in life. Increasingly, children's success in school determines their success as adults, determining whether and what professions they enter and how much they can earn. It is in this context that, the Cameroon government through the April, 1998 law instituted the guidance and counseling services in secondary schools to add to the existing efforts aimed at enabling students attain their educational goals. According to this law, educational counseling and psychological activities shall be carried out during the child's period of schooling, at all levels of education. To make this law more effective and practical the government further promulgated a handbook called the Guidance Counselor

terms of reference(cahier de charge), that carries the syllabus and scheme of work for counseling lessons. In this book we find interesting lessons like:

- Help to improve Academic performance
- Techniques of learning subjects taught
- Assistance to the academic performance of students
- Fields of studies and job opportunities etc, that directly informs the students on how to improve on their performance and attain success. The principal objective of this effort, is to enable individual students acquire academic achievement. But unfortunately we observed that, students in the secondary school do not yet know the role of guidance counseling services on their academic achievement. This is demonstrated by their lack of interest for counseling lessons. During the researcher's two months internship in GBHS Etoug-Ebe, it was heart breaking to see that during counseling lessons most students prefer reading novels than concentrating on the counselor, others even stay out of the class. The outcome of this ignorance based attitude is a constant increase in the rate of failure and decrease in success in our secondary schools, as seen in the tables below that show the results of the ordinary and Advanced level general certificate examination for the past five (5) years results. This attest for the poor academic achievement of students in secondary school. The ordinary level and Advance level results are selected here because, they are the principal measure of academic achievement in the English secondary education of in Cameroon.

Table 1.1: General Results of GCE O'Level for the Last Five Years

Years	Number sat for the exam	Number pass	Number fail	Percentage pass (%)	Percentage fail (%)
2014	96056	33054	63002	34,41	65,59
2013	81675	37380	44295	45,77	54,23
2012	75010	32165	42845	42,88	57,12
2011	55378	24093	31285	43,51	56,49
2010	51881	30099	21782	58,02	41,98

Table1.2: General results of GCE A level for the last five years

year	Number sat for the exam	Number pass	Number failed	% pass	%failed
2014	46744	29308	17436	62.69	37.30
2013	38297	21197	17100	55.34	44.65
2012	37619	20963	16656	54.72	44.27
2011	33099	21314	11785	64.39	35.60
2010	27791	19345	8446	69.60	30.39

Source:MINESEC annual statistic 2009-2014

From the above statistics, it can be observed that the rate of failing is relatively high. The number of student who fail the examination is rising each year, for instance from 21782 unsuccessful candidates in 2010 to 63002 in 2014 for the Ordinary level meanwhile the Advanced level fluctuates rising and falling with generally average performance . This high rate of failure recorded in these examinations can be linked to many factors and marginalization of the role of school counselor to students' success is one of them. It is in this context we think that, if students are informed and encouraged to consume the services of guidance counselors found in their various institutions, it will eventually help them attain success in their Academic pursuit.

1.2. FORMULATION OF THE PROBLEM

It has been observed that Academic achievement of learners in our secondary schools have become more theoretical than practical, where growth or increase is expected when all efforts have been puts in by educational actors. But in reality we notice that academic achievement is dropping progressively in our schools, following annual statistics from MINESUP 2009-2014, we noticed for example in 2014 that 96056 students sat in for GCE ordinary level examination, just 33054 passed. Where as many as 63002 students failed given an achievement rate of 34.41%, Success and 65.59% failure which is quite deplorable. The question of academic achievement had and continues to be topical in the work of many researchers according to Fonkoua (2007) no one should accuse teachers by putting the cause on their training and lack of vocation. Meanwhile Evola, (2005) instead raised socio-economic factors by linking the socio-economic origin of the learners with the rate of their academic achievement. However though these factors contribute to student's

academic achievement, other factors like guidance counseling services also have a role to play as far as learners Academic Achievement is concerned.

Many learners and other stakeholders in the secondary school milieu believe that for them to succeed in their academic pursuit they only need to attend all their classes, buy text books etc., sometimes employ the service of extra teaching hours commonly called “remedial learning.” Thereby limiting the source of academic achievement to teachers, but unfortunately despite all their effort in putting their impression into practice, yet academic achievement still remain a problem as it drops every year. It is in line with this faulty impression that some principals force guidance counselors to teach in classroom, refuse them offices and other working materials since they considered their service to be less contributive to learners’ success. Equally it is a common phenomenon to see some secondary schools functioning without the service of guidance counseling or a trained and qualified counselor especially in the villages and private institutions. More over in schools where there are counselors, the school administration undermines the importance of counseling by failing to include it in the time table. And even the refusal to provide counselors with an appropriate office where they could effectively carry out their services (Ipaye, 1983). The general tendency is marginalizing the role of the counselor, whereas Lapon et al (2001) studied the effect of comprehensive guidance counseling services on a student’s life and affirms that this service have a correlation with student’s academic achievement. We notice today in most learning environments that teachers and parents tend to influence students, as far as their choices of subject is concern. Which in an ideal situation is supposed to be under the guide of a guidance counselor. The outcome of this unprofessionalism is usually poor performance, accompanied by poor and low rate of academic achievement. Whereas the Guidance Counselor in his/her professional practice can actually lead a student to achieve success by helping him/her to manage and improve study habit, efficiently use his/her time, sharing career information and data etc., through counseling and educative talks.

It is with the desire to increase academic achievement of learners in the secondary school, that the government of Cameroon through the law no98/004 of 14 April 1998 instituted guidance and counseling as a subsidiary service in this milieu, but until now it seems like the school community do not yet understand the role and importance of guidance counseling in schools. As such , it therefore appear interesting and urgent to assess the role of guidance and counseling services on our students academic achievement.

1.3. RESEARCH QUESTIONS

Research questions according to Creswell (2012) are interrogative statements that narrow the purpose statement to specific questions that researchers seek to answer in their studies. Schloss& Smith (1999) cited by Amin (2005), argued that a research question asks about the relationship between two or more variable. In order to carry out this study, a number of questions will be formulated to guide the study and shall be divided into general and specific questions

General question

The general research question will be thus: To what extend does Guidance and counseling services influence students' Academic Achievement?

Specific questions

In a similar manner, the specific questions of the research will be as follows:

- 1) How does encouragement strategies by a guidance counselor influence students' Academic Achievement?
- 2) How can the use of time management strategies by students influence their Academic Achievement?
- 3) To what level does sharing career information to students by a guidance counselor in a secondary school influence their Academic achievement?

1.4 OBJECTIVESOF THE STUDY

General objective

A research objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study (Creswell, 2012). According to Amin (2005), the purpose of the study is sometimes referred to as the general objective. The purpose of this study is therefore to evaluate the extent to which guidance counseling services influence Academic Achievement of students

Specific objectives

- 1) To investigate the impact of encouragement strategies on students' Academic Achievement
- 2) To measure the use of time management strategies on students' Academic Achievement
- 3) To assess the influence of sharing career information by a school counselor on students Academic Achievement.

1.5. DELIMITATIONS OF THE STUDY

This work is limited in terms of scope and space. With regards to scope, this work is limited to the role of guidance and counseling services on the Academic Achievement of students. The sub factors considered here include; encouragement strategies by counselor, aim at improving students study habit, the use of time management strategies by student, the sharing of career information to students by the Guidance counselor. With regards to place, it is also limited to students in some selected English secondary schools within Yaoundé city in the center region.

1.6. INTEREST OF THE STUDY

Best (1993), cited by Amin (2005), stated that the researcher must demonstrate why it is worth the time, effort and expense required to carry out the proposed research. An endeavor of this nature is to contribute one's own quota to the development of the society, and the advancement of the existing stock of knowledge in research. The findings of this study will be of great importance theoretically as well as practically to stakeholders in secondary school.

Theoretically

This study helps to unveil to the curriculum planner, the importance of counseling services on the academic achievement of students. This will then permit them to formulate policies that will encourage students, and other stakeholders in a secondary school to consume this service.

This findings will also help the government (Policy makers), as they will be aware that success in GCE Ordinary and Advanced levels is not limited to teachers efforts but

counselors inclusive. And thus increase the number of trained recruited counselors posted to schools so as to breakdown task, and also equip them so as to increase efficiency.

Practically

The results of this study will be important to the students in that, it will enable them to know that counseling services play an important role in their school performance. Many students seem ignorant about the importance and uses of this service, they do believe that for them to succeed in exams, they just need to study hard and attend all classes. But this study will permit them make use of school counselors who will help them psychologically and educationally for them to succeed in their academic pursuit.

To counselors

The study will help them know that their role in a secondary school is very indispensable. And thus encourage them to be more devoted so as to attain the objectives

To proprietors

The study will help them know that not only classroom teachers, can bring about good results that they want but also a guidance counselor can help a student pass and pass well exams. This will then encourage them to start employing qualified counselors in their private institutions

To the community

This study will inform them on the importance of guidance counselors in the secondary schools, and enable them participate in encouraging their children to use this service. They can do so by accompanying their children to counselors when faced with difficulties especially in academics.

For further research

This study will also be of great use to other researchers, who might be willing to undertake educational studies on counseling services and students' academic achievement.

CHAPTER TWO: THEORITICAL INSERTION OF THE STUDY

This chapter aims at reviewing related literature on the phenomenon under study or investigation. It shall describe the body of knowledge surrounding the research topic as well as the theories that supports the research idea. This chapter is divided into three major sub-headings namely: Definition of key words, Review of Literature and Theoretical Framework.

2.1. DEFINITION OF KEY WORDS

2.1.1. Academic achievement

Academic achievement refers to a student's success in meeting short or long term goals in education. That is being able to achieve a high school or college degree in a giving semester or academic year. In the Cameroon context, academic achievement in the secondary education is rated through end of course certificates like: GCE Ordinary and Advanced level for the Anglophones and the probatoire and Baccalaureate for the Francophones. There are diverse schools of thought on how academic achievement should be evaluated. According to Marlow (2003) as cited by Chukujindu (2012) and Agbor Christiana (2013), written test have been used for more than one hundred and fifty years now to measure the rate of Academic Achievement. Whereas Coleman (1966) affirms that non-school resources inputs like learners family background contributes to students' academic achievement more than the impact of school resources like laboratory facilities and equipments, books and quality of teachers. Academic achievement represents performance outcomes, that indicates the extent to which a person has accomplished specific goals, that are the focus of activities in instructional environments. Specifically in school, college and university. School systems mostly defined cognitive goals that apply across multiple subject areas, such as critical thinking or include the acquisition of knowledge and understanding in a specific intellectual domain, like numeracy, literacy, science, history etc. Thus Academic achievement can be considered as a multifaceted construct that comprises of different domains of learning. However, because of wide ranging and broad variety of educational outcomes ,the definition of academic achievement can best depend on the indicators used to measure it Richarda et al June

(2014). Amongst the many criteria that indicates academic achievement, very common indicators like procedural and declarative knowledge acquired in an educational setting like a secondary school remains potent, procedural knowledge is knowledge exercise in the performance of task while declarative knowledge is knowledge that involves knowing that something is the case e.g. J is the tenth letter in the alphabet. More curricular based criteria like grades, degrees and certificates remain the main visible assessment mode. Academic achievement in the secondary level of education is very important, because it defines whether one has to continue education in higher levels like university. And also based on the educational degrees attained, it influences one vocational career. Beside the relevance of academic achievement of citizens is of utmost importance for the wealth and prosperity of the nation. This is because there is relationship between a country' level of academic achievement and positive socioeconomic development Linda wirthwein et al June (2014).

Academic achievement in the context of this work is been limited to success, that is being able to pass tests and examination both internal (class/school), and external/national also call public exams or professional exams into professional schools. Academic achievement have always been the preoccupation of the state of Cameroon, that is why several reforms have been put into place by the government, so as to ameliorate the quality of education, that will enable learners succeed in their academic pursuit. In this respect the convention of education in 1955, made recommendations in certain areas like; school programs, method of teaching, didactics materials, school counseling and research in education. The State Education Forum (1995), as cited in this convention, indicated that for education in Cameroon to be qualitative and bring out the best in the youths the above mentioned factors must be considered. Quality education in a country is seen through the Academic achievement of students demonstrated through performance. As such, for students to acquire academic achievement several factors must be taken into consideration, which are human resources, material resources and curriculum. Human resources include both teaching and non-teaching staff like the guidance counselor; Material resources include libraries, classrooms, school buildings, text-books and laboratories. Curriculum on its part has to do with school program and extracurricular activities. The acquisitions of Academic achievement by learners in the secondary school have therefore remain a major challenge to stakeholders in this level of education in Cameroon. To effectively handle this challenge , efforts should be placed towards

encouraging the principal actor, who is the students in this milieu to practically consume all services put at the disposal of this establishment by the educational planner.

2.1.2. Guidance and counseling services

Guidance and Counseling are two closely interrelated concepts. According to Makinde(1984) and Patterson (1977) Guidance and Counseling refer to a broad area of all educational activities and services, aimed at assisting individual students to understand themselves and adjust to school life. Mutie and Ndambuki (1999) define it as a ‘‘learning oriented process which occurs in an interactive relationship, with the aim of helping the client to learn more about themselves’’. Guidance and Counseling therefore aimed at bringing about maximum development and self-realization of human potentials, for the benefits of the individuals and the society. In a learning milieu like a secondary school, it helps students to harmonize their abilities, interests and values which enable them to develop their full potentials. In fact guidance and counseling is a two sided coin that cannot be separated, this is because one can’t go without the other. Thus school Guidance and Counseling can therefore be defined as the process of helping individual learners in a learning environment like the secondary school to discover and develop their educational, vocational, and psychological potentialities thereby achieving an optimal level of personal and social happiness.

Guidance and counseling services is therefore work done by a guidance counselor to meet the needs of the society in which he is directed to. This work in the Cameroon secondary education context is guided by a hand book called the guidance counselor terms of reference (cahier de charge). This book carries the syllabus for guidance and counseling lessons in the secondary school, which is further divided into weeks and terms with respect to the various classes.

This service was instituted in the Cameroon secondary education by Law No.98/004 of April 1998, to lay down guidelines for education in Cameroon. According to section 29 Educational counseling and psychological activities shall be carried out during the child’s period of schooling at all levels of education. School counseling services are offered as part of a comprehensive and developmental program, to address the development of academic/educational, career, personal/social skills and competencies. Based on this importance, school counseling is offered to every student, as well as school personnel, families, and the community at large. The Program’s services are aligned with the overall educational mission to initiate Academic Achievement in this milieu. Counseling in a

secondary is offered by trained counselors from the Higher Teacher Training colleges (ENS) who are often called the school counselors. School counselors develop a program plan based on the assessment of school improvement and needs-based data; they then coordinate, deliver, evaluate, and revise their program on a regular basis. The program also is shared with all stakeholders in the school and community.

A comprehensive program is designed for all students. The goal is to provide the most comprehensive opportunities possible to benefit every student, so as to enable them attain their academic objectives which principally is success. Comprehensive programs employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster inter personal communication skills, and impart life success skills for all students uses (Savage, 2004). Which are critical components of every student's school experience. This comprehensive school counseling program follows five primary steps: 1) utilizes needs and school data to identify critical and important needs; 2) implements clear assessments and purposeful program to address identified needs; 3) aligns with educational Standards and National Model and district goals; 4) evaluates progress of efforts; and, 5) identifies and communicates benefits to students and stakeholders (wuama et al 1991). These steps as well as the coordination of services are valuable to students and the school community, because the efforts make a difference in the lives of all students by maintaining a comfortable and structured learning environment. By determining ways in which students will acquire the competencies for appropriate knowledge, skills, attitudes, and behaviors, will assist them become productive members of school, family and society (wuama et al 1991).

However put things simple, below are some of the services a guidance counselor in a secondary school can render to students, to help them attain Academic success;

- Identify learners' development needs: the secondary school learner is usually that individual at the adolescent stage, who is undergoing several growth hormones that most often turn to pose a big personality problem, This often derail attention from studies. School counselors then helps by carrying out test which can be cognitive, psychological sociological, to locate the exact problem disturbing at the moment. And thereby propose solutions which are appropriate to resolve the problem. These proposals are often in the form of advice, discussions which will help the learner improve on the study habits so as to attain academic achievement

- Sharing knowledge and information; here the school counselor serves as a reference to students' difficulties and doubts. He helps the students through advice, in the terms of discussion in decision making, especially in subjects choice which most often is done after administering intelligence test to the learner. He again enlightens students on other life fields like sex education which is hardly taught by many parents.
- Seeking parental support; this is another means in which a school counselor can enhance the academic achievement of a learner in the secondary school. Accepting that students success is combination of several efforts, the school counselor always call on the attention of parents when there is need. This is aimed at calling on parent's attention to continue the child's follow up at home while the counselor handles it during school hours to enhance efficiency and assure success.
- Management of study habits: the counselor also helps students to attain academic achievement by helping them to manage study habits. Managing study habit here reflects at programming studying hours in a particular manner that will enhance understanding there by leading success. The counselor can do this by drawing up reading time table for the learner after considering other activities run by that learner (Makinde, 1988).

2.1.3. Secondary school

It's an intermediary learning level or institution between the primary and university education. Secondary Education (school) occupies a very strategic place in the academic ladder, this is because it serves as a link between the primary and university levels of education. According to Asikhai (2010) and cited by ((Ekundayo& Alonge2011), secondary education is the foundation and bedrock towards higher knowledge in tertiary institution. It is at the same time an investment and instrument used to achieve adequate economic, social ,political, scientific ,cultural and technological advancement.

2.1.4. Services

According to Oxford Advanced Learners Dictionary (Special edition, 1998) services are work done for a government or company. However one can rightly see services as a system that functions or operates to meet social needs

2.1.5. Student

It is a learner found in the secondary school (Okobiah, 2006). A student can also be define as a person formally engaged in learning, especially one enrolled in a school or college or university, be it private or public.

2.1.6. Role

According to Oxford Advanced Learners Dictionary (Special edition, 1998) it is part played by somebody or service in realizing a particular task.

2.2. REVIEW OF LITERATURE

This will be done according to our main concepts as follows:

2.2.1. The Role of Guidance and Counseling in Schools

Leviton (1977) describes guidance and counseling programme as a vehicle to assist students with concerns such as academic planning, study skills and teacher relationships. Fapohuda (1976) gave the importance of guidance and counseling in Nigerian schools as to:-

- a) Help the students to identify the career to pursue, whether in college or university.
- b) Assist students in their social life. The students should be able to adjust in the society they live in. They have to face life problems like performing the academic duties well, not to drop out of school, stay away from crime and avoid getting involved in drugs. Also as they grow old, they have emotional and love problems that they have to solve.
- c) Help students to be able to choose the right vocations, which they will pursue in life. This is why guidance and counseling is important to school students.

According to the American School Counselor Association (2003), the high school counselors are required to provide information to students and parents during the students' first year and senior year in high school, regarding the importance of higher education, the advantage of finishing high school programme, the advantage of taking courses to prepare for high school equivalency, financial aid availability and requirements, instructions on how to apply for federal financial aid, the eligibility and academic performance

requirements for the Texas Grant, the automatic admission of students who graduate with a grade point average in the top 10% of the students graduates class. This goes a long way in strengthening arguments that effective guidance and counseling services are indeed important in all aspects of students at all levels. This is why this study tried to find out the influence of guidance and counseling on students' academic achievement.

2.2.2. Guidance and Counseling services and Academic Achievement in Schools.

Brigman and Campbell (2003) finding showed that school counseling interventions that focus on the development of cognitive, social and self-management skills can result in sizeable gains to students' academic achievement. The literature is rich with reports on the effects of comprehensive developmental guidance programs on the academic achievement of students (Brigman & Campbell, 2003), as well as evidence that student counseling improves school attendance, school behavior, increases student achievement and increases students' levels of self-esteem and attitudes toward school (Beale, 2004& Schmidt, 2003).

In 2001, Lapan, Gysbers and Petroski studied the effects of comprehensive guidance and counseling programs on several areas of students' lives. Lapan, Gysbers and Petroski (2001) found that there was a correlation between complete implementation of a comprehensive guidance and counseling program and several of the items examined in the research. Primarily, there was a direct and positive relationship between program implementation and student perceptions of school safety and success. However, McGannon, Carey and Dimmitt (2005) noted the limitations associated with this study, limitations that are documented too frequently in school counseling research. That is, given its correlational nature, the study failed to take into account that schools that implement comprehensive counseling and guidance programs may also be implementing other educational programs that influence academic achievement. Additionally, "more complete guidance implementation and higher student grades might both result from the schools' organizational structure, leadership and/or personnel strengths rather than being causally related to each other" (p. 10).

In 2003, Brigman and Campbell conducted a study referred to by McGannon, Carey and Dimmitt (2005) as an "exceptionally well-done, comprehensive study" (p. 12). Its' purpose was to evaluate the effects of counselor-led interventions on student achievement and behavior. Using math and reading scores from the Florida Comprehensive Assessment Test (FCAT) as their dependant measure, student academic achievement was evaluated.

The scores of students randomly selected from schools with equal racial and socioeconomic make-ups in the treatment group were contrasted with students in a control group that was matched for achievement levels (Brigman & Campbell, 2003). The study involved examining whether or not the combinations of curriculum-based and group-based interventions with a specific focus on cognitive and metacognitive, social skills and self-management skills would have a measurable effect on students' test scores on the FCAT (Brigman & Campbell, 2003).

In Brigman and Campbell's (2003) quasi-experimental, pre-post test design, 185 students made up the treatment group that was randomly selected from schools implementing the study's counselor-led interventions. In contrast, the control group consisted of 185 students randomly selected from schools not implementing the interventions. Participation was limited to those students whose initial scores on the FCAT ranged from the 25th to the 50th percentile (Brigman & Campbell, 2003). Students ranged in grades from 5th grade to 9th grade. In the treatment schools, school counselors implemented a pre-designed curriculum known as *Academic and Social Skills Support: Student Success Skills Curriculum* (Brigman & Goodman, 2001). Students received the material in both classroom based and small group formats. Brigman and Campbell (2003) found that implementation of the *Student Success Skills Curriculum* as a school counselor-led intervention program did result in sizable gains in students' academic achievement on the FCAT. In both reading ($p < .003$) and math ($p < .0001$), students in the treatment group had higher group mean scores than did their counterparts in the control group. While Brigman and Campbell certainly call for further research on this topic, their study does indicate that counselor-led interventions have a positive effect on student academic achievement.

Sink and Stroh (2003) conducted a large-scale (statewide) project that examined the question "Do school counseling interventions in elementary schools with comprehensive developmental guidance programs foster higher academic achievement test scores in students" (pg 9)? According to McGannon, Carey and Dimmitt (2005), Sink and Stroh's (2003) study stands as a solid example of well conducted, outcome based research into the effectiveness of school counseling programs. In their study, Sink and Stroh (2003) randomly selected 150 elementary schools from across the state of Washington. The schools and students within those schools accurately reflected the diversity found throughout the state. Schools were then divided into the treatment group and the comparison group based on the level of implementation of the comprehensive counseling program within each school. Standardized norm-referenced and criterion-referenced test

score data from third and fourth grade students were used to evaluate the academic achievement of the students participating in the study.

Sink and Stroh (2003) found that early elementary aged students who attended the same school for three or more years where a comprehensive counseling program was in place performed better academically. Additionally, students who remained in the same school for multiple years with a fully implemented comprehensive school counseling program earned higher achievement test scores than students who attended schools where no such programs were in place (McGannon, Carey & Dimmitt, 2005).

While some literature notes the positive effects of the school counselor and counselor-led interventions on achievement (Boutwell & Myrick, 1992) it should be noted that similar studies have found little or no effect on academic achievement directly (Poynton, Carlson, Hopper & Carey, 2006). While Poynton, Carlson, Hopper and Carey did find that classroom-based interventions implemented and led by the school counselors in a middle school had a positive effect on students' self-efficacy beliefs regarding problem solving, there were no significant differences in student scores on the Washington Assessment of Student Learning (WASL). Additionally, there exists the call for even more outcome-based research in this area (Brigman & Campbell, 2003)

In a 2004 study, Fitch and Marshall found that counselors in schools labeled "high achieving" spent more time on program management, coordination and efforts to align comprehensive counseling programs with professional standards. Fitch and Marshall surveyed full-time school counselors representing different school districts in Kentucky to determine the school counselor's perceived importance of different counseling duties, chosen using the Kentucky School Counseling Standards (Education Professional Standards Board, 1996). Then, each school was categorized as either high-achieving or low-achieving based on the schools mean scores on the California Test of Basic Skills (CTBS) as provided by the participants.

Conclusively, from the above literature one could rightly say that guidance and counseling services are very necessary in a school establishment like a secondary school, because it is one of the indicators of students' success.

2.2.3. Other Causes of Poor Academic Achievement in Schools

Teachers, parents, peers and personal motivation strongly influence a student's academic self-concept and academic achievement. Napier (1972) observes that leaving secondary school students on their own to develop self-reliance, self-understanding, self-direction and problem-solving skills without proper guidance from trained counselors will not yield lasting results. There are a lot of problems which cause students to attain poor academic performance. These include: anxiety, poor self-concept, and sexuality, poor methods of study, poor reading techniques, organ disabilities and indiscipline.

2.2.3.1. Anxiety

According to (Mandler&Sarason, 1952) anxiety exists when individuals are at odds with themselves. The underlying conflict springs from a clash between incompatible impulses, desires and values. Secondary school students are in adolescence stage, whereby many adolescents are seriously confronted for the first time with facts about themselves and in specific their academic performance. This brings forth conflict and frustration in them that produce anxiety and tension thus affecting their concentration in studies and they end up performing poorly in academics

2.2.3.2. Poor Self-Concept

This is the sense of self. Its basis is ones knowledge of what he/she has been and has done. Self-concept helps a student to understand himself/herself and regulate their behavior. Teachers, parents, peers, personal motivation and the student's gender strongly influence a student's academic self-concept and academic achievement. Teacher's approval/disapproval patterns are directly related to pupil's academic self-concepts (Davidson & Lang, 1960). The more positive a student believes about his/her teacher's evaluation of him/her, the better his/her academic achievement as measured by grades behavior. Teachers, parents, peers, personal motivation and the student's gender strongly influence a student's academic self-concept and academic achievement. Teacher's approval/disapproval patterns are directly related to pupil's academic self-concepts (Davidson & Lang, 1960). The more positive a student believes about his/her teacher's evaluation of him/her, the better his/her academic achievement as measured by grades, and vice versa. The teacher bears a major responsibility for helping student's develop positive academic self-concepts. According to Makinde (1984), most students in secondary schools

being in adolescence have poor self-concept as they undertake the tasks for adolescents. Lindsay (1983) supports this by observing that the adolescents compare their real and ideal selves and judge themselves by how well they perform in academics. Self-concept remains fairly stable during adolescence especially for the students whose view of themselves was initially positive (Engel, 1959). Hence, the individual's academic self-concept is a learned structure which grows through training, identification with individual peers, teachers and significant others. The self - concept of an individual is effectively assessed from self-reports in academic and non-academic domains (Marsh, 1990). Since the academic self-concept is such a major factor influencing development and learning, the school must assume a prominent role in helping students to develop a more adequate academic self concept

2.2.3.3.Poor Methods of Study

A student with self-knowledge will develop a powerful motive or aim in academic achievement. Mutie and Ndambuki (1999) observe that poor organization, laziness, being easily distracted and lack of self-confidence are among issues that contribute to a student's poor academic performance. But he emphasizes that through academic teacher counselors can motivate students and help them improve their academic standards. To achieve academic success, a student needs to be trained on effective study methods and examination techniques.

2.2.3.4. Poor Reading Techniques

Many secondary students are faced with academic problems such as poor reading habits, whereby most of them are slow readers and do not comprehend what they read. As such they lack recognition of underlying framework and the main points in information already acquired which then contribute to students' poor academic performance. Poor concentration has been an issue to many students who have performed poorly. Academic is thus a good remedy for students with reading problem by training them to have effective reading.

2.2.3.5.Indiscipline

Indiscipline being act of disorder in a student against the established norms in a school has widely affected many students' academic performance. Lindsay (1983) observes that there

are two reasons why adolescents result in indiscipline. These are internal and external reasons. The internal reasons involve fulfilling the needs of the adolescent while the external reasons include individual, administrative and the social community causes. When the students' needs are not met, then they are frustrated and this affects their academic performance.

2.3. THEORETICAL FRAMEWORKS

Theoretical frameworks are explanations about the phenomenon that is being studied (Camp, 2001). These explanations are based on the theories developed by many researchers and theorists. According to Kerlinger, (1973) and Amin (2005, p10), a theory is “a predisposition that presents a systematic view of specifying the relations among variables with the purpose of explaining and predicting the phenomena”. A theory is a set of interrelated concepts, which structure a systematic view of phenomena for the purpose of explaining and predicting. According to Zaden (2000) and Wujungbuen (2007), a theory is a set of interrelated statements that provide an explanation for a class of events. Therefore theories help us to bring together a number of facts to better understand them. The theoretical framework of this research is based on the following theories:

- The intrinsic and extrinsic motivational theory of self-regulation by Ryan and Deci
- Person centered theory of Carl Rogers

2.3.1. Intrinsic and Extrinsic theory of motivation by Ryan and Deci (2000)

This theory focuses on how counselors can enhance Academic Achievement of learners by empowering all students to be self-regulated learners

To be successful in school students need to become proficient in a wide range of tasks and knowledge domains. Ideally, young people find certain activities and subjects in their curriculum inherently satisfying while others do not. The reward for engaging in the task would be the enjoyment in this interaction. Thus students vary greatly in terms of what activities and subjects more engaged pull their interest and feed their imagination. According to Ryan and Deci 2000 there exist two types of motivation which are the intrinsic and extrinsic motivation. Intrinsic motivation to them is a continuum of self-regulating motivational styles. At the end of this type of continuum, individuals do not

exhibit intention to act in a self-determined manner. Extrinsic motivation refers to those situations where an individual act obtains an outcome that is external to the activity itself. This type of motivational style can facilitate a student progression from an unmotivated to a more intrinsically motivated approach eg a student does her homework not because she is intrinsically motivated or interested in the activity but itself but only because of the reward or consequences imposed by parents. They suggest that externally motivated actions can be brought under the control of self-regulatory processes.

The significance of this theory to this work is the fact that the theory pointed the need for an external motivation to enhance internal motivation and bring about task accomplishment. Thus aims at helping individuals to increase output by conditioning their input. To apply then the theory on our work it will mean that, for academic achievement to be attain in our secondary schools, learners needs external motivation to activate their internal motivation, which can effectively be handled by the guidance counselor amongst other factors. Hence emphasizing on the importance of the guidance counselor in a secondary school.

2.3.2. Client-Centered Theory by Carl Rogers

This theory focuses on the human interaction between the counselor and the client. Rogers (1980) called it the client-centered theory in order to suggest that his principles extended beyond the client-therapist relationship to encompass all human interaction. The client-centered theory is understood as a process of helping clients discover new and more satisfying personal meanings about themselves and the world they inhabit. Students will always drive towards success, growth, health and adjustment (Makinde, 1984). The model assumes that human interaction is only possible when certain conditions prevail. In the case of guidance and counseling, these conditions should prevail in the counselor's demonstration in the counselor-client orientation. According to Omulema (2000), these conditions include counselor's demonstration of empathy, unconditional positive regard and warmth to the client. He notes that growth occurs in an acceptance, warm, empathetic, non-judgmental environment that allows students, the freedom to explore their thoughts and feelings and to solve their own problems. Guidance and counseling programs that lack these characteristics culminate into poor performance of students in school. When a counselor communicates the above conditions, those being helped will become less

defensive and more open to themselves and their world and they will behave in more social and constructive ways. Many students harbor feelings of failure in academics and thus have low self-esteem, but a counselor is able to counter the feelings by working towards fostering the students' capacity to hope, and believe that they are capable of overcoming academic failures they are experiencing and even end up performing their best potentialities. A conducive environment for the student should be provided and teachers should provide room for self-actualization by being friendly, loving, competent and responsible. Guidance counselor should also help the student set goals and allow positive self recognition after attaining set goals and aspirations that will boost success in academic performance.

This theory is therefore related to this work because the author admitted the fact that, guidance and counseling services can actually help a learner attain academic success which is the main objective and hypothesis of this study. Rogers actually outline some counseling services which if rendered to a learner, will actually help him/her to attain academic achievement. He made mention of services like; empathy, unconditional positive regard, and warmth to the client. He even went further to urge Guidance Counselors to effectively apply them during practice as it will help counter feelings of failure in academics in students and enhance constructive ways that will lead them towards success. Infact guidance and counseling services proposed by this research and Carl Rogers can significantly influence the academic achievement of learners in a secondary school.

2.4. RESEARCH HYPOTHESES

General hypothesis

Gay (1996) defines a research hypothesis as a tentative explanation for certain behaviors, phenomena, or events that have occurred or will occur. A hypothesis is defined as a presumptive statement of a proposition or a reasonable guess based on available evidence that the research intends to check (Amin 2006). Hypotheses are declarative statements in quantitative research in which the investigator makes a prediction or conjecture about the existence or outcome of relationships (Creswell, 2012).

The following predictions were formulated as a conjectured relationship between counseling services and students' academic achievements as follows:

General Research Hypothesis: Guidance and counseling services significantly influence students' Academic Achievements.

Specific hypothesis

RH1: Encouragement strategies significantly influences tudents' Academic Achievement.

RH2: The use of time management strategies by students significantly influences their Academic Achievement

RH3: Sharing career information to students by Guidance counselors significantly influences their Academic Achievement

2.5. OPERATIONALISATION OF VARIABLES

According to Luma (1999), a variable is a characteristic on which people can differ from one another. A variable is an element whose value can change and take other forms when we make an observation to another. The variables are normally classified into Dependent and Independent Variables. The two types of variables used in this study are:

2.5.1. Independent Variable

According to Makynghome (2003), independent variables are the conditions or characteristics that the researcher manipulates in order to determine their relationship with the other state of affairs. The independent variable of the study is the role of Guidance counseling services.

2.5.2. Dependent Variable

Makynghome (2003) defines dependent variable as those characteristics that are being predicted when statements of hypothesis are made. They change as the researcher manipulates the independent variables. The dependent variable in this study is Academic achievement of students.

Table 2.1: Summary table of research questions, objectives, hypothesis, variables, indicators, modalities and items

Research Tittle	Research questions	Research objectives	Research hypothesis	Variables	Indicators	Modalities	Indices
The role of guidance counseling services on the Academic Achievement of secondary school students	GQ: To what extend does Guidance counseling services influence students Academic Achievement?	GO: The purpose of this study is therefore to Measure the extent to which guidance counseling services influence Academic Achievement of students	GH: Guidance and counseling services significantly influence students Academic Achievement	DV: Students Academic Achievement.	-performance -punctuality -Assiduity -Participation -task complition	-never -rarely -sometimes -usually -regularly	Item 1-25
				IV: The role of Guidance and counseling services	- Empathy -Unconditional positive regard - warmth to client - Encouraging - Advising - sharing career information - counseling - guiding - intimacy	- Never - Rarely - Sometimes - Usually - regularly	Item 1-25
	RQ1: Does encouragement strategies by a guidance counselor influence students Academic Achievement	RO1: To investigate the impact of encouragement strategies by the guidance counselor on students Academic Achievement	RH1: Encouragement strategies significantly influence students Academic Achievement.				

	RQ2: Can the use of time management strategies by students influence their Academic Achievement?	RO2: To evaluate the use of time management strategies on students Academic Achievement	RH2: The use of time management strategies by students significantly influences their Academic Achievement				14,15,16,17,18,19
	RQ3: Does sharing career information to students by a guidance counselor in a secondary school influence their Academic achievement?	RO3: To assess the influence of sharing career information by a school counselor on students Academic Achievement	RH3: Sharing career information to students by Guidance counselors significantly influences their Academic Achievement				20,21,22,23,24,25

CHAPTER THREE: METHODOLOGY

This chapter presents an explanation of methods and instruments used in carrying out the research. It comprises of the following sub topics: The research design, research area, population of the study, sample and sampling technique, construction of instrument, validation and reliability of research instrument, pilot testing, data collection, procedures and techniques of administration, method of data analysis and conclusion

3.1. RESEARCH DESIGN

A research design is a detailed plan or method of obtaining data scientifically. According to Nworgu (1991, p50), a research design is a plan or print which specifies how data related to a given problem should be collected and analyzed. It provides a procedural outline for the conduct of any given investigation. There exist different types of research designs but in this piece of work, the survey design was used through a quantitative measure (questionnaires). According to Nworgu (1991,p55), “a survey research design is one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be representative of the entire group” the findings of the sample of this population can be generalized to the entire population.

3.2. AREA OF STUDY

This study was carried out in Yaoundé. It is the political capital of Cameroon and also the headquarter of the Centre Region. It is the seat of major State institutions, such as educational, economic, political and social institutions. The research specifically takes place in four secondary schools in the Yaoundé VI sub division, which are; Government Bilingual high school Etoug-Ebe (GBHS Etoug-Ebe), Government Bilingual high school Mendong (GBHS Mendong), Oxford comprehensive High school Obili(OXCHS) and Harvard school complex Etoug-EBE (HBC), all in the Mfoundi division. YaoundeVI was chosen as the research area because of the availability of English secondary schools and the access or connectivity between the schools. The four secondary schools were chosen because they practice the English sub system of education, as such tie with the need of the research.

3.3. POPULATION

The population of a study is the entire group whose characteristics or behaviors are to be studied. Amin (2005, p13), defines population of study as the complete collection or universe of all the elements we are interested in a particular investigation. Also, population according to Nworgu (1991) includes all members or elements, be they human beings, animals, trees, objects or events of a well-defined group. It therefore defines the limits with which the research is applicable.

The population of this study was made up of Form Five and Upper Sixth students of 4 selected English secondary schools. The population comprises of 1490 students distributed as follows

Table3.1: showing the population distribution of the sample population.

Schools	Population of form 5	Population of Uppersixth	Total
GBHS Etoug-Ebe	380	250	630
HBC	75	58	133
OXCHS	166	91	257
GBHS Mendong	250	220	470
Total	871	619	1490

3.4. SAMPLE AND SAMPLING TECHNIQUE

3.4.1. Sample

A sample is that proportion of elements is drawn from a defined population through a specified procedure. It therefore contains any number of elements less than the total number of elements which constitute the population. There are several legalised secondary schools in Yaoundé VI sub-division. Out of this number, two (2) schools were selected from the public secondary schools and 2 from the private secondary schools.

These schools were selected using the random sampling technique. The names of the schools were written on pieces of papers and placed in different baskets, after shuffling the papers

two students were called to make separate draws from each basket and the following schools were chosen;

- Government Bilingual high school Etoug-Ebe.(GBHS Etoug-Ebe)
- Harvard Bilingual complex Etoug-Ebe.(HBC)
- Oxford comprehensive high school Obili.(OXCHS)
- Government bilingual high school Mendong.(GBHS Mendong)

The random sampling technique was used because it is considered to give each member of the population an equal and independent chance of being selected. It therefore ensures the representativeness of the population, as such sample resulting from the proper application of this procedure are consequently said to be unbiased.

Table 3.2: distribution of school, population and sample selected

Schools	Population of form 5		Population of Uppersixth		Total	
	N	S	N	S	N	S
GBHS Etoug-Ebe	380	77	250	51	630	128
HBC	75	15	58	13	133	28
OXCHS	166	34	91	19	257	53
GBHS Mendong	250	52	220	45	470	97
Total	871	178	619	128	1490	306

3.4.2. Sampling technique

Using the random sample technique, three hundred and six students were selected from the schools included in the sample. This procedure was used because it is considered to give each member of the population an equal and independent chance of being selected. It therefore ensures the representativeness of the population. Samples resulting from proper application of this procedure are consequently said to be unbiased.

To select the students, “yes” was written on slips of papers corresponding to the number of students from each of the classes and “No” on the rest of the slips. These papers were folded into balls, put in a basket and shuffled. Then students were asked to make a draw each, at the end of the exercise those who picked “Yes” were considered as part of the sample, while

those with “No” were excluded from the sample. This procedure was repeated in all the selected classes in the various schools chosen for the sample.

3.5. CONSTRUCTION AND DESCRIPTION OF RESEARCH INSTRUMENT

Osuala (1991) defines an instrument as any device used in measuring or recording data. The instrument used in this study was the questionnaire. This questionnaire was both in the form of closed-ended response and open-ended questions.

Instruments are research tools that enhance the collection of information (data). Since most of the information needed for this study was obtained by means of sampling the opinion of respondents, the questionnaire was used. The questionnaire was used because it is time saving and creates room for the researcher to handle many information conveniently. It is also objective and easy to administer. The questionnaire was constructed with respect to the hypothesis and literature of the study.

The first part of the questionnaire consisted of the identification of the respondent. This section enabled the respondent to know more about the background of the student and how it could influence Academic achievement. The second to the fourth part consisted of how guidance and counseling, time management strategies, Sharing Career Information, study strategies can influence Academic Achievement of students in secondary school. All the above provided the necessary data to verify the hypothesis

The questionnaire consisted of the following type of questions:

- Close-ended questions: These are questions with limited responses. They are guided by “yes” or “no” answers. This type of questions aim at limiting the scope of responses by respondents so as to help keep them focused on the subject and also to ease interpretation.
- Open-ended questions: these are questions in which the respondents are given the opportunity to give their own opinion about the subject. The objective is to permit the respondent to freely say what they think or feel about a particular situation. This type of questions provides the researcher with a wider scope of knowledge as concerns the subject of study.

3.6. VALIDATION OF THE INSTRUMENT

The validation of instrument occurred in two phases, which were the face and content validity

- Face validity

To attain face validity, the instrument was handed to the supervisor of the dissertation who scrutinised the items while making necessary corrections, and giving alternative replacements. After these corrections, the supervisor authorised the next phase which was the pilot study.

- Pilot study and content validity

Twenty-five copies of the questionnaire were administered to 25 form 5 students and upper sixth each, but were not included in the sample. They were taken from Holy Infant Secondary School and City Bilingual College. The responses of the students were critically examined after collection and no ambiguity was evident. It was thus noted that the responses measured what the study intended to measure. This process assured the content validity of the instrument.

3.7. RELIABILITY OF THE INSTRUMENT (PILOT TEST)

The reliability of the questionnaire was assessed through a pilot test. To ensure the reliability, the questionnaire was pretested on 25 students from 2 other English secondary schools in the Mfoundi division (Holy Infant Secondary School and City Bilingual College). These students had the same characteristics as the population of the study but were not included in the study. The responses were compared and calculated using the test re-tests technique. At the end, the results of the pilot study revealed a complete understanding of the content of the questionnaire. This was so because most of the respondents responded to the questions precisely showing an understanding of the questions.

The students were given instructions and guided by the researcher where they had difficulties. The questionnaires were later collected and carefully checked. It was discovered that the questions were well understood by the students. It is in this regard that the questionnaire was considered ready for administration. This exercise was aimed at finding out whether the instrument was simple and clear.

3.8. ADMINISTRATION AND RETURN OF QUESTIONNAIRE

The method used to administer the questionnaire was the same for all the students. It was done in class as they were still attending their normal classes for the third term of the Academic year. The procedure for the administration and return of the questionnaire was as follows;

- To ensure an effective and efficient administration of questionnaire, the researcher contacted the respective school administration to take an appointment for the administration of the questionnaire.
- In the process of the administration of the questionnaires the students who were not involved in the exercise were asked to leave the class. This was to avoid external influence on the respondents in the course of answering the questions.
- The questionnaire was then distributed to the students by the researcher and the students were given 30 minutes to answer the questions.
- In the course of this exercise, the researcher walked round the class, monitoring the students, to ensure that they answered the questions independently so as to ensure objectivity.
- At the end, the researcher collected the questionnaires and counted them.
- In all 306 questionnaires were distributed to students and all were also received, giving a return rate of 100%.
- Again, it was also realised that the time allocated for the students to answer the questionnaire was adequate as no student did not leave any question unanswered

3.9. METHOD OF DATA ANALYSIS

This work applies the correlation research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Mbua (2003, p.527), “*a correlational research attempt to determine whether, and to what degree, a relationship exists between two or more quantifiable variable*”. The relationship can now be used to make predictions. Both descriptive and inferential statistics are used to analyze the responses and verify the hypotheses. For quantitative data, responses will be coded, summarized and reported in relation to the specific research questions as provided by the different groups of respondents. Tables, percentages, charts, mean, standard deviations will be used to analyze

the data. Also the Statistical Package for Social Sciences (SPSS) version 23.0 will be used for data analysis.

In this particular study, data analysis consisted of a combined statistical tool to analyze the data obtained from the experiment and the survey. To organize and give meaning to our data, we use various statistical tools: descriptive statistics, mean, standard deviation, the univariate analysis of variances(ANOVA), the Pearson Product Moment Correlation Coefficient and the Stepwise multiple regression analysis. To describe our data analysis techniques, we will follow the steps by explaining what we did and the statistical tools involved. Quantitative data analysis of this study involved two major steps:

1. Data preparation in which data was logged, checked for accuracy, and entered into the computer using SPSS, which is designed to analyze, display, and transform data (Trochim& Donnelly, 2007).
2. Data organization was developed and documented into a database structure that integrates the various measures present in the data (Trochim& Donnelly, 2007).

The survey consisted of questionnaire administration in the various school of our sample. Surveys are the primary source for data collection of this nature. In so doing, the results from the 4-point Likert scale questions of the survey were analyzed using SPSS software. Frequencies of distribution such as frequency tables (Trochim& Donnelly, 2007) were used to describe multiple variables such as standardized test scores and demographic data. The central tendency of a distribution “is an estimate of the center of a distribution of value” (Trochim& Donnelly, 2007, p. 266) used to determine and describe the median of sets of values of the data that require this approach. Ranges, which are measures of dispersion in a frequency distribution (Trochim& Donnelly, 2007) were also used to describe the variability of data values.

In order to do this, researchers summarize the data, so that readers can construct a mental picture of the relationship between the data and the phenomena under study.

3.9.1. Representing the Data

Trochim and Donnelly (2007, p.83) stated that the use of graphic displays is “particularly valuable in making the logic of mixed-method design explicit”. In this perspective, Tufte (2006) affirmed, “Most techniques for displaying evidence are inherently multimodal,

bringing verbal, visual, and quantitative elements together” (Tufte, 2006, p. 83). The researcher also used tables to report results related to the research questions. According to Creswell and Plato Clark (2007, p.135), “These visual forms depict the trends and distributions of the data” and allow readers to better understand the quantitative results of the study in a summarized form.

3.9.2. Bivariate Descriptive Statistics

A frequent goal in data analysis is to efficiently describe and measure the strength of relationships between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describes such relationships.

3.9.3. The Student t test and one way ANOVA

The research was conducted with a sample of girl have personal characteristics and the univariate analysis of variances (one way-ANOVA) was used to determine the variability of the participation of girl-child in school by personal characteristics (school, class, age, marital status of parents and parents’ level of education).

3.9.4. Correlation

The correlation coefficient was used to test our research hypotheses. The purpose was to measure the degree of association between the independent variables in our research hypotheses and professional development of student teachers, symbolize by the correlation coefficient.

The correlation coefficient is a simple descriptive statistic that measures the strength of the linear relationship between two variables (Amin, 2005). The value of the correlation coefficient r ranges from -1 for a perfect negative correlation, to +1 for a perfect positive correlation. The degree of association between two variables is described by the coefficient of correlation, which indicates the strength of this association. In this study, in order to determine existing relationships between two variables, the researcher used the Pearson’s r correlation coefficient because the purpose of this study is to predict the dependent variable from the independent variable (Muijs, 2004). In so doing, the Pearson Product Moment Correlation coefficient was used because the data in this study are parametric, that is, its interpretation does depend on the population fitting a parameterized distribution. This means that the quantitative data in this study numerical interpretation. The researcher also preferred

to use parametric statistics because there is generalization of the results of this study to a larger population.

Interpreting the Pearson's Product Moment Correlation Coefficient: The usefulness of the correlation depends on its size and significance (Muijs, 2004). If r reliably differs from 0.00, the r -value is statistically significant, that is, does not result from a chance occurrence, implying that if the same variables were measured on another set of similar subjects, a similar r -value would result. If r achieves significance, it is possible to conclude that the relationship between the two variables was not due to chance.

According to Muijs (2004), the size of any correlation generally evaluates as follows:

Table 3.3: showing correlation value and interpretation

Correlation value	Interpretation
0.00 to 0.10	Weak
0.11 to 0.29	Low
0.30 to 0.59	Modest
0.60 to 0.79	Moderate
0.80 to 0.89	Strong
0.90 to 1.00	Very strong

On the other hand, it is important to state that correlation does not imply causation. In this regard, just because one variable relates to another variable does not mean that changes in one cause changes in the other. In other words, other variables may be acting on one or both of the related variables and affect them in the same direction. Cause-and-effect may be present, but correlation does not prove cause (Fraenkel and Wallen, 2000). In this study, the researcher was not interested in verifying if the occurrence of one variable caused or increased the occurrence of the other variable. The researcher was only interested in determining the strength of the correlation between the variables.

Coefficient of Determination (r^2): The relationship between two variables can be represented by the overlap of two circles representing each variable. If the circles do not overlap, no relationship exists. The area of overlap represents the amount of variance in the dependent (y-variable) than can be explained by the independent (x-variable). The area of overlap, called the percent common variance, calculates as $r^2 \cdot 100$

CHAPTER FOUR: PRESENTATION OF RESULTS AND ANALYSIS OF DATA

This chapter presents the results of the data collected from the respondents through the use of the questionnaire constructed in relation to the research variables and equally analyze them with respect to the research hypothesis and to verify if the hypotheses are confirmed or rejected. In this chapter percentages were computed and the statistical values were used to interpret the results. The data collected was analyzed using the following statistical tests; the independent sample student t-tests and the one way analysis of variance (ANOVA). The chapter provides graphical and statistical representation as well as description of the demographic characteristics of the respondents, description of the independent, and the dependent variable with the aim of verifying and testing the possible relationship existing between them. The results shall also be presented in the form of a pie chart and a histogram. In this chapter, we shall present and describe the results obtained in relation to each research variable in the first part and analyze the results in relation to the research hypotheses on the other part.

4.1. PRESENTATION AND DESCRIPTION OF DATA

In this section, we are going to present and analyze the data collected from the sampled population with respect to the demographic characteristics of the respondents and the data obtained from the opinions of the respondents following the order of items in constructed questionnaire. Table 1 to 7 depicts the demographic characteristics of the respondents while tables 8 to 26 represents and analyze data in relation to research variables.

4.1.1. Distribution of respondents according to schools

Table 4.1 below shows that GBHS Etoug-Ebe constituted the majority in the sample. While they were 128, making up 41.83% of the sample, followed by GBHS Mendong with a total of 97 respondents making up to 31.70%. OXCHS came third with a total of 53 respondents comprising 17.32% of the sample. Finally, HSC were the least with a total of 28 respondents comprising 9.15%.

Table 4.1: Shows the distribution of respondents by school.

	Frequency	Percentage	Cumulative Percentage
GBHS Etoug-Ebe	128	41,83	41,83
Havard school complex	28	9,15	50,98
Oxford Comprehensive HS	53	17,32	68,30
GBHS Mendong	97	31,70	100,00
Total	306	100,00	

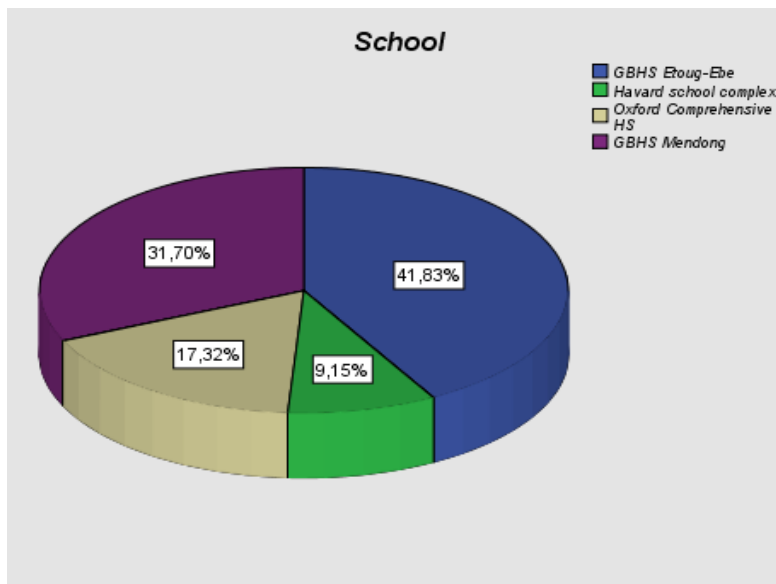


Figure 4.1: Distribution of the respondent according to schools

4.1.2. Distribution of respondents by series.

According to Table 4.2 and figure 4.2 below, 74.51% of the students were Arts incline, which was the majority. Meanwhile the science incline students were the least in the sample with a total of 78 respondents comprising just 25.49% of the sample.

Table 4.2: Shows the distribution of respondents by series.

	Frequency	Percentage	Cumulative Percentage
Art	228	74,51	74,51
Science	78	25,49	100,00
Total	306	100,00	

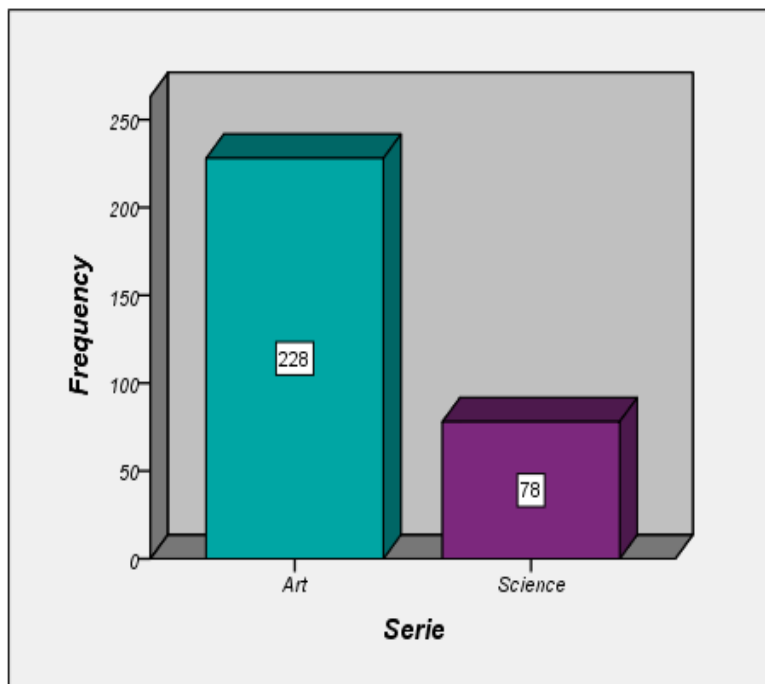


Figure 4.2: Distribution of respondents by series.

4.1.3. Distribution of respondents by class

Table 4.3 and figure 4.3 below presents the findings on the class level of students included in the sample. All the 306 students indicated their class level. Of the 306 respondents, 178, constituting the majority, indicated that they are in Form 5. This group of respondents made up 58.17% while those found to be upper sixth students were 128, constituting 41.83% of the sample being the least in the sample.

Table 4.3: Shows the distribution of respondents by class

	Frequency	Percentage	Cumulative Percentage
From 5	178	58,17	58,17
UpperSixth	128	41,83	100,00
Total	306	100,00	

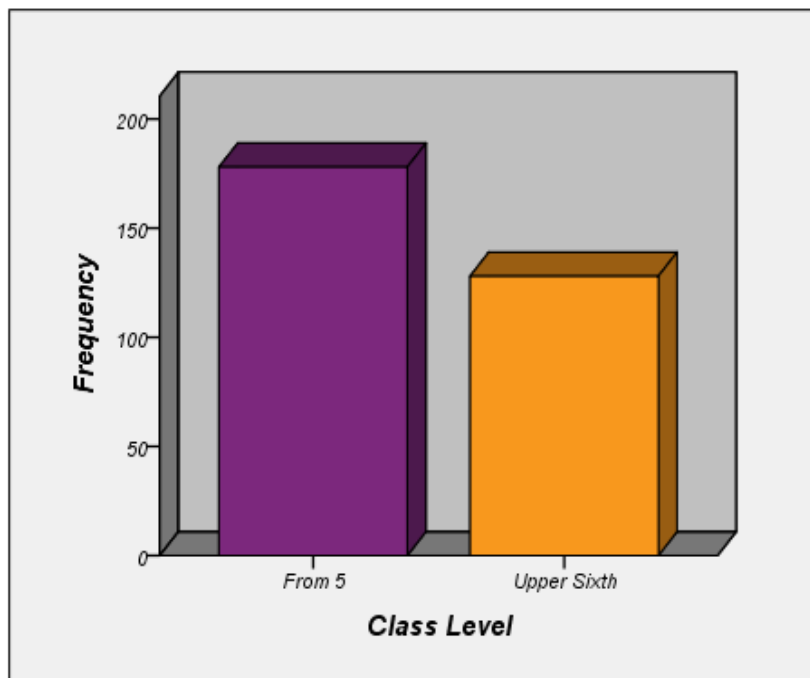


Figure 4.3: Distribution of respondents by class

4.1.4. Distribution of respondent according to sex

From our findings presented on Table 4.4 and figure 4.4 below, females constituted the majority in the sample. While they were 236, making up 77.12% of the sample, meanwhile the males were just 70, comprising 22.88%. This statistic demonstrate the dominance of the females in our secondary schools.

Table 4.4. Distribution of respondents by sex

	Frequency	Percentage	Cumulative Percentage
Male	70	22,88	22,88
Female	236	77,12	100,00
Total	306	100,00	

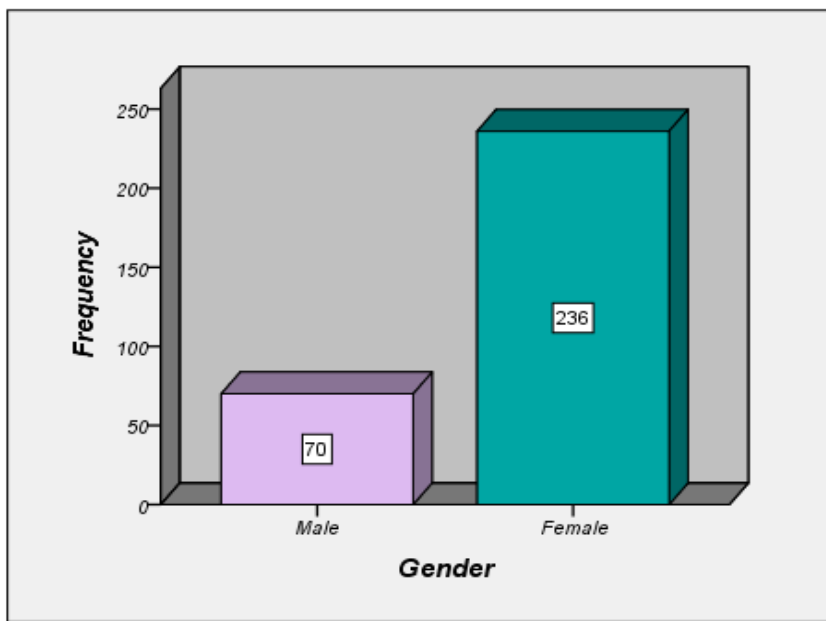


Figure 4.4: Distribution of respondents by sex

4.1.5. Age Distribution of the Respondents

Age is considered a very significant factor in this study because the reasoning of individuals differs according to age. Distribution of the sampled population according to age would effectively provide a proper respond to the research question. The table and the diagram below present the partition of the respondents according to different age groups

Table 4.5: Distribution of respondents by age

	Frequency	Percentage	Cumulative Percentage
< 18 yrs	217	70,92	70,92
18 yrs	42	13,73	84,64
> 18 yrs	47	15,36	100,00
Total	306	100,00	

The results obtained revealed that majority of the respondents were in the age range below 18 years. 217 of the students included in the sample were noted in this age group and constituted 70.92%. This was followed by the age range more than 18 years old which were 47 in number and made up 15.36% of the sample while those of 18 years were 42, making up 13.73%.

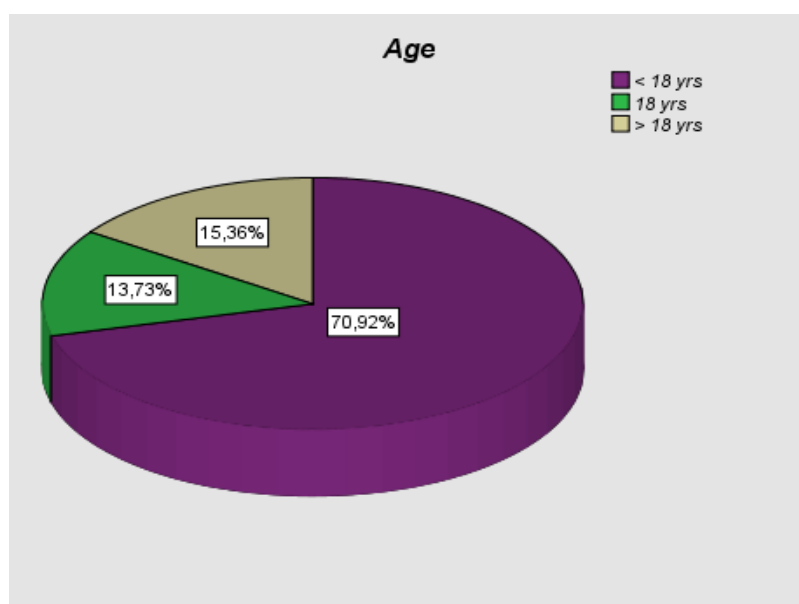


Figure 4.5: Distribution of respondents by age

4.1.6. Distribution of respondents according to father's level of Education

Distribution of the sample population according to father's level of education is considered necessary because the literate level of a parent have a relation with the level and extent to the which the child succeed in his/her Academic pursuit. It is commonly observed that educated

parents do not abandon the education of their children only to the class teachers, they must often follow up children at home by employing home teachers or engaging in home repetitions for those that are chanced. Thus helping in fostering the Academic Achievement of their children. Thereby justifying the need for father’s level of education by this research.

Table 4.6: Distribution of respondents according to father’s level of Education

	Frequency	Percentage	Cumulative Percentage
Primary	70	22,88	22,88
Secondary	127	41,50	64,38
University	109	35,62	100,00
Total	306	100,00	

Table 4.6 above and figure 4.6 below reveals that majority of the respondents’ father’s level of education falls in the secondary. Of the 306 respondents, 127 father’s level of education is the secondary comprising 41.50% of the sample. Meanwhile 109 were discovered to have university as father’s level of Education and comprise 35.62% of the sample. Whereas 70 respondent’s father’s level of education was primary comprising 22.88%

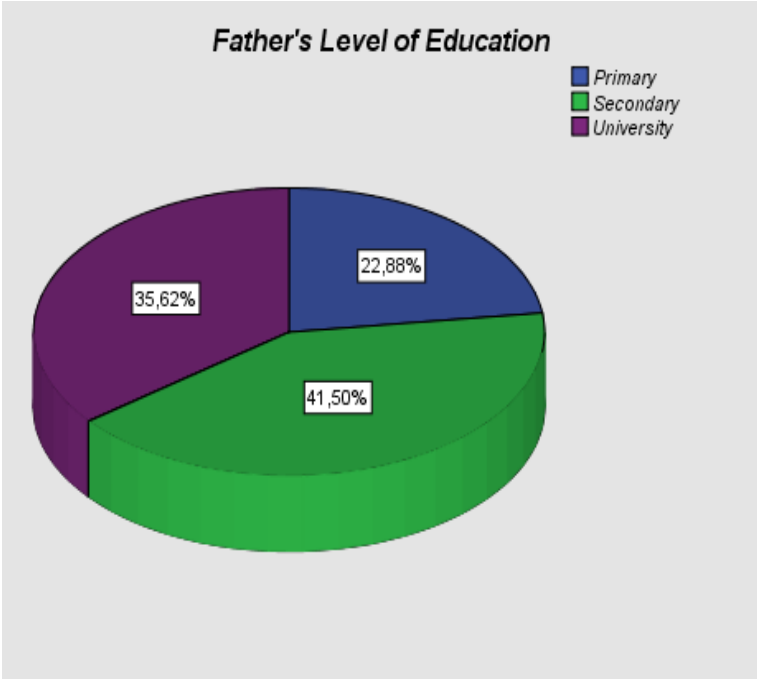


Figure 4.6: Distribution of respondents according to father’s level of Education

4.1.7. Distribution of respondents according to mother's level of Education

Distribution of the sample population according to mother's level of education is considered necessary because the literate level of a mother has a link with the level and extent to which the child succeed in his/her Academic pursuit. It is commonly observed that educated parents do not abandon the education of their children only to the class teachers, they must often follow up children at home by employing home teachers or engaging in remedial classes for those that are chanced. Thus helping in fostering the Academic Achievement of their children. Thereby justifying the need for mother's level of education by this research.

Table 4.7: Distribution of respondents according to mother's level of Education

	Frequency	Percent	Cumulative Percent
Primary	62	20,3	20,3
Secondary	146	47,7	68,0
University	98	32,0	100,0
Total	306	100,0	

Table 4.7 above and figure 4.7 reveal that majority of the respondents' mother's level of education falls in the secondary. Of the 306 respondents, 146 mother's level of education is the secondary comprising 47.7% of the sample. Meanwhile 98 were discovered to have university as mother's level of Education and comprise 32.0% of the sample. Whereas 62 respondents' mother's level of education was primary comprising 20.3% which was the least in the sample.

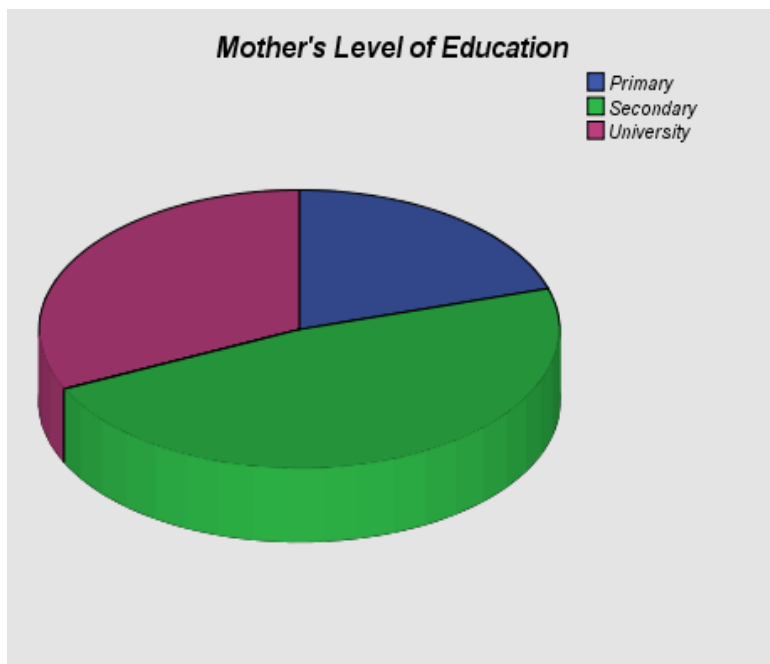


Figure 4.7: Distribution of respondents according to mother's level of Education

4.1.8. Distribution of students according to their responses on encouragement strategies

Table 4.8 below provides a statistical presentation of the opinion of the respondents regarding the items relating to encouragement strategies. The first item on the table have the mean of 3.04 indicating that more than half of the respondents agreed with the statement that counselors often motivates them to study hard. In relation to the second item, the mean score is 3.13 signifying a high majority of the respondents indicated that counselors often gives them strategies on how to tackle difficult tasks in class. The mean score for the third item on the table is 2.84 signifying that a small majority of the respondent are of the opinion that counselors often encourage them to work in group. The mean for the fourth item is 2.93 signifying that a small majority of the respondents supports the statement that, they prefer difficult work from which they learn something new to easy work. The mean for the fifth item is 2.25, meaning that a very low majority of the respondent agree that, during maths tasks they are afraid that other children will notice that they make mistakes and the sixth item with the mean score of 3.14 signifies that a majority of the respondents agreed that listening to the counselor always refresh them.

Table 4.8: Distribution of students according to their responses on encouragement strategies

	Mean	Std. Deviation
How often the counselor does motivate you to study very hard?	3,04	1,309
Does the counselor often give you strategies on how to tackle difficult tasks in this class?	3,13	1,372
How often does the counselor encourage you to work in groups?	2,84	1,391
I prefer difficult work from which I can learn something new, to easy work I use strategies to learn science well	2,93	1,365
During maths tasks I am afraid that the other children will notice that I make mistakes	2,25	1,299
Does listening to the counselor always refreshing?	3,14	1,345
Valid N (listwise)	306	

4.1.9. Distribution of students according to their responses on Time management

Table 4.9 below provides a presentation on the distribution of the respondents' perception on items relating to time management strategy. The first item on the table has a mean score of 2.81. This signifies that a majority of the respondents agrees that counselors often advise them to plan a day before starting it. The mean acquired from the second item on table 9 is 2.70 indicating that a low majority of the respondents strongly agree that counselors often advise them to make a list of things they have to do each day. The mean obtain with respect to the third item is 2.95 meaning that a majority of the respondents agree that counselor often advise them to write a set of goals for themselves each day. The mean obtained for the fourth item is 3.34. This signifies that a high majority of the respondent agreed to the statement that counselors often advise them to regularly review their class notes, even when a test is not imminent. Looking at the fifth item, the mean obtained was 3.02. Signifying that a high majority of the respondents agreed with the statement, that counselors often advised them to plan their time from the beginning till the end of the day. The sixth item have as mean 2.98 meaning that a majority agreed with the statement the counselor always advised them have a clear idea of what they want

Table 4.9: Distribution of students according to their responses on Time management

	Mean	Std. Deviation
Does the counselor often advise you to plan a day before you start it?	2,81	1,331
Does the counselor often advise you to make a list of things you have to do each day?	2,70	1,430
Does the counselor often advise you to write a set of goals for yourself each day?	2,95	1,492
Does the counselor often advise you to regularly review your class notes, even when a test is not imminent?	3,34	1,465
Does the counselor often advise you to plan your time from the beginning of the day until the end?	3,02	1,434
Does the counselor often advise you to have a clear idea of what you want to accomplish during the next week?	2,98	1,499
Valid N (listwise)	306	

4.1.10. Distribution of students according to their responses on sharing career information.

The first item on table 4.10 is accorded the mean of 3.15 which signifies that a majority of the respondents were of the opinion that, they always look forward to career guidance sessions with the guidance counselor. In relation to the second item, with the mean score of 3.47, shows that a high majority of the respondents are of the opinion that Guidance counseling sessions always bring lots of interesting information. The third item with a mean of 3.70 indicates that very high majority of the respondents agree with the statement on item. With respect to item four with a mean of 3.21 signifying that a small majority accepted with the statement. Item five had a mean of 3.58 portraying that a majority of them abide with the statement. Item six and seven had the highest mean of 3.67 and 3.74 respectively indicating a high majority of the students agreed with the statements

Table4.10: Distribution of students according to their responses on sharing career information

	Mean	Std. Deviation
I always look forward to career guidance sessions with the guidance counselor.	3,15	1,252
Guidance counseling sessions always bring lots of interesting information	3,47	1,242
The guidance counselor always provides us with information to help us make adequate career choice.	3,70	1,228
Through the guidance counselor, I am aware of my skills and talents capacities.	3,21	1,347
The guidance counselor always shows us the relationship between school subjects and various careers.	3,58	1,265
Our Guidance counselor always gives us career information and advice.	3,67	1,338
Vocational counseling should be part and parcel of educational Programmes.	3,74	1,332
Valid N (listwise)	306	

4.1.11. Distribution of students according to their responses on Academic achievement

Table 4.11 provides statistical illustration of items relating to the respondents' responses on Academic Achievement. With respect to this table, the tenth and ninth item had the highest mean of 4.29 and 4.17 respectively indicating that a high majority of the respondents agreed with the point. This was followed by item eight and seven with a mean of 3.77 and 3.70 respectively. The majority lane was followed by item three and one with a mean of 3.65 and 3.34 respectively. Item five had the least mean of 3.19 indicating that fewer students agreed with the statement.

Table4.11: Distribution of students according to their responses on Academic achievement.

	Mean	Std. Deviation
My class results are usually good	3,34	1,160
I always come to school on time and leave school on time	3,33	1,282
I'm a student who always participates in class by asking and answering questions	3,65	1,112
My class performance are usually above average	3,27	1,112
I always make sure I complete my home work before class	3,19	1,190
I am not satisfied with my class performance	3,33	1,192
While in school, I do what is expected of me	3,70	1,180
I always respect all school rules and regulations	3,77	1,139
I chose my current academic field (arts, science)	4,17	,951
I use various strategies to study my lessons	4,29	,837
Valid N (listwise)	306	

4.2. VARIABILITY OF THE PARTICIPATION OF THE GIRL-CHILD BY PERSONAL CHARACTERISTICS

The usual goal in data analysis is to efficiently describe and measure the strength of relationships between variables. In this regard, bivariate descriptive statistics describes such relationships. The survey was conducted with sample population of secondary school girl in the Yaoundé VI sub-division with special interest in their background characteristics. So, the one way-ANOVA test and the t-test were used to determine the variability of Academic achievement of these students by their background characteristics (school, series, class level, gender, age category, Level of education of father and mother).

4.2.1. Variability of the academic achievement by school

Literature shows that the academic achievement varies according to school (Harold Wenglinsky, September 2011). We want to look at the variability of academic achievement across the school attended by the respondent. We will be addressing the question: does the academic achievement differ across school? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the academic achievement across school as shown in the table 4.12 below.

Table 4.12: Descriptive of students' academic achievement by school

	N	Mean	Std. Deviation	Std. Error
GBHS Etoug-Ebe	128	3,5930	,59090	,05223
Havardschoolcomplex	28	3,6286	,70756	,13372
Oxford Comprehensive HS	53	3,5906	,54852	,07534
GBHS Mendong	97	3,6237	,61994	,06295
Total	306	3,6056	,60186	,03441

Table 4.12 above shows that there were some relative differences in the Means and Standard Deviations in the various schools involved in the study. However, the main issue at this level was to test whether the differences were significant between the different schools.

Table 4.13: Analysis of the effect on students' academic achievement by school

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,079	3	,026	,072	,975
Within Groups	110,402	302	,366		
Total	110,481	305			

The analysis of variance as shown in table 4.13 above reveals that attending a particular school, does not cause students' academic achievement to vary in a significant way among the students in this study, $F(3, 302) = 0.072, p > 0.05$.

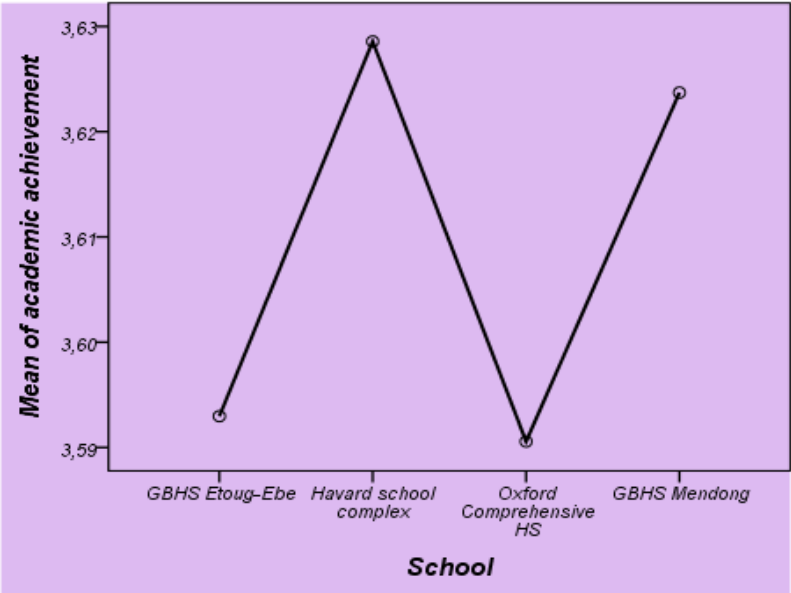


Figure 4.8: Graph of the variability of students' academic achievement by school

The overall analysis as illustrated in figure 4.8, revealed a non-significant difference in students' academic achievement for the different school, $F(3, 302) = 0.072, p > 0.05$; meaning that, students' academic achievement is not affected by the school they attend.

4.2.2. Variability of students' academic achievement by the series

We want to see if students' academic achievement varies by the series. In other terms, does students' academic achievement differ across art section and science section? So we will compare the academic achievement of the two groups by using the t-test as shown in table 4.14 below.

Table 4.14: Analysis of the variability of students' academic achievement by the series

	Serie	N	Mean	Std. Deviation	Std. Error Mean
Academic achievement	Art	228	3,5807	,63750	,04222
	Science	78	3,6782	,47908	,05425

Table 4.14 above shows that there were some relative differences in the Means and Standard Deviations in the various series involved in the study. However, the main issue at this level was to test whether the differences were significant between the different schools.

Table 4.15: Analysis of the variability of students' academic achievement by class level

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Academic achievement	Equal variances assumed	7,947	,005	-1,236	304	,217
	Equal variances not assumed			-1,418	176,57	,158

The results show that on the average, reported variability of students' academic achievement in the study was not significantly different for art students ($M = 3.5807$, $SD = 0.63750$) than for science students ($M = 3.6782$, $SD = 0.47908$), $t(304) = -1.236$, $p > 0.5$.

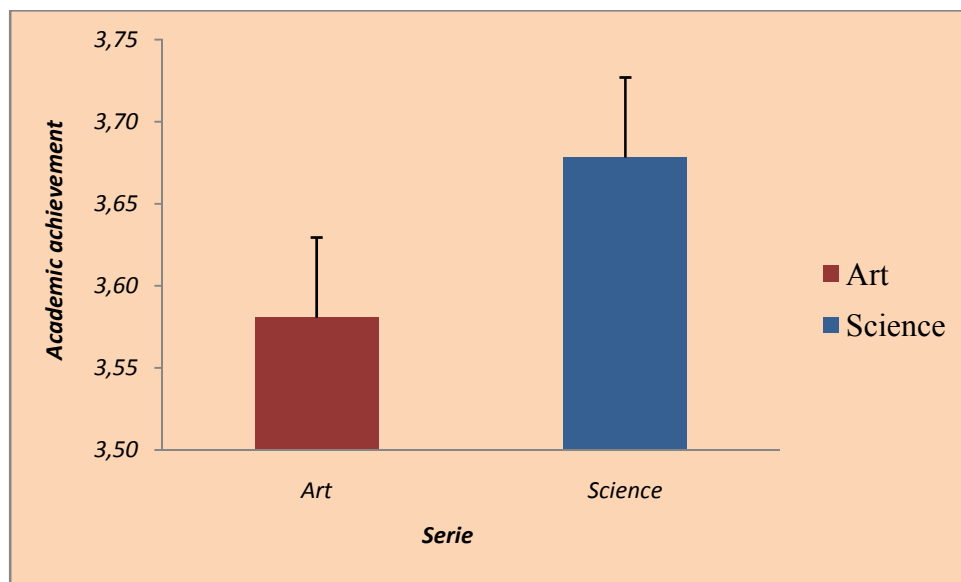


Figure 4.9: Bar chart of the variability of students' academic achievement by series

The overall analysis as it is shown in figure 4.9, displayed a non-significant difference in academic achievement for students of art section and science section ($p > 0$); meaning that, though the students' academic achievement is different in the two groups, the difference

remains non-significant. So it can be concluded that the series attended by the student does not affect students' academic achievement.

4.2.3. Variability of students' academic achievement by class level

We want to see if students' academic achievement varies by class level attended. In other terms, does students' academic achievement differ across Form 5 and Upper sixth? So we will compare the academic achievement of the two groups by using the t-test as shown in table 4.16 below.

Table 4.16: Group Statistics for students' academic achievement by class level

	Class Level	N	Mean	Std. Deviation	Std. Error Mean
Academic achievement	From 5	178	3,5865	,63052	,04726
	UpperSixth	128	3,6320	,56092	,04958

Table 4.16 below shows that there were some relative differences in the Means and Standard Deviations in the various series involved in the study. However, the main issue at this level was to test whether the differences were significant between the different schools.

Table 4.17: Independent t-test for the variability of students' academic achievement by class level

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Academic achievement	Equal variances assumed	2,271	,133	-,652	304	,515
	Equal variances not assumed			-,664	290,535	,507

The results show that on the average, reported variability of students' academic achievement in the study was not significantly different for form 5 students ($M = 3.5807$, $SD = 0.63750$) than for Upper sixth ($M = 3.6782$, $SD = 0.47908$), $t(304) = -0.652$, $p > 0.5$.



Figure 4.10: Bar chart of the variability of students' academic achievement by class level

The overall analysis as it is shown in figure 4.10, displayed a non-significant difference in academic achievement for students of Form 5 and Upper sixth ($p > 0$); meaning that, though the students' academic achievement is different in the two groups, the difference remains non-significant. So it can be concluded that the class level attended by the student does not affect students' academic achievement but rather the usage of guidance and counseling services like encouragement strategies, time management strategies and career information could influence students' academic achievement.

4.2.4. Variability of students' academic achievement by sex

We want to see if students' academic achievements vary by sex of respondent. In other terms, do academic achievements differ between male and female students? So we will compare students' academic achievements of the two groups by using the t-test as shown in the tables below.

Table 4.18: Group Statistics for students' academic achievement by sex of student

	Gender	N	Mean	Std. Deviation	Std. ErrorMean
Academic achievement	Male	70	3,7057	,65251	,07799
	Female	236	3,5758	,58416	,03803

Table 4.19: Independent t-test for students' academic achievements by sex of student

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Academic achievement	Equal variances assumed	3,733	,054	1,589	304	,113
	Equal variances not assumed			1,497	103,981	,137

The results show that on the average, reported variability of students' academic achievement in the study was significantly different for male student ($M = 121.6380$, $SD = 17.59259$) than for female student ($M = 3.7057$, $SD = 0.65251$), $t(304) = 1.589$, $p > 0.5$.

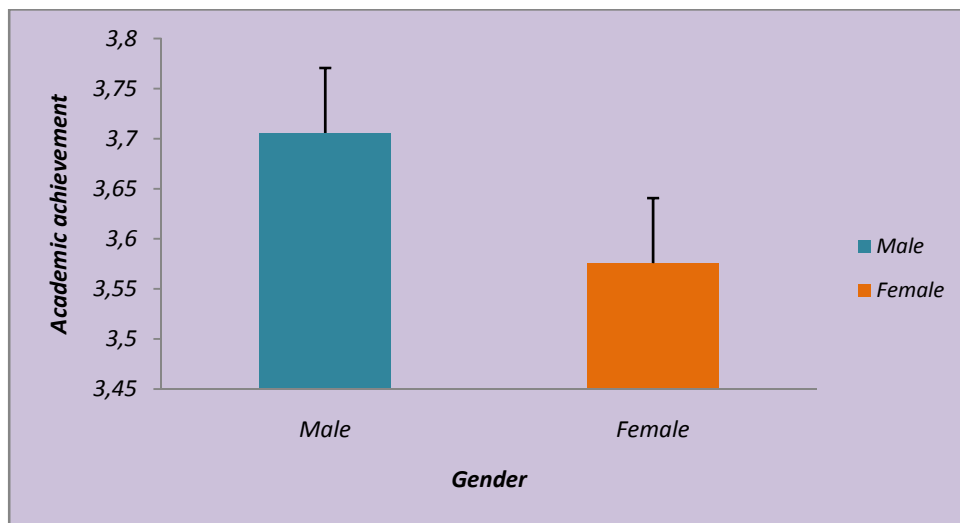


Figure 4.11: Bar chart of the variability of students' academic achievement by sex of student

The overall analysis as it is shown in figure 4.11, displayed a non-significant difference in academic achievement for male students and female students ($p > 0$); meaning that, though the students' academic achievement is different in the two groups, the difference remains non-significant. So it can be concluded that the sex of the student does not affect students' academic achievement. As such, Guidance and Counseling services amongst other factors remain potent determinant of students Academic Achievement.

4.2.5. Variability of the academic achievement by age category

Literature shows that the academic achievement varies according to school (Margaret Jennifer, December 2011). We want to look at the variability of academic achievement across age category. We will be addressing the question: does the academic achievement differ across age category? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the academic achievement across age category as shown in the table 4.20 below.

Table 4.20: Descriptive of students' academic achievement by age category

	N	Mean	Std. Deviation	Std. Error
< 18 yrs	217	3,6525	,62361	,04233
18 yrs	42	3,5071	,52377	,08082
> 18 yrs	47	3,4766	,54302	,07921
Total	306	3,6056	,60186	,03441

Table 4.20 above shows that there were some relative differences in the Means and Standard Deviations in the various schools involved in the study. However, our aim at this level was to test whether the differences were significant between the different schools.

Table 4.21: Analysis of the effect on students' academic achievement by age category

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,667	2	,834	2,321	,100
Within Groups	108,813	303	,359		
Total	110,481	305			

The analysis of variance as shown in table 4.21 above reveals that belonging to a particular age category, does not cause students' academic achievement to vary in a significant way among students in this study, $F(2, 303) = 2.321, p > 0.05$.

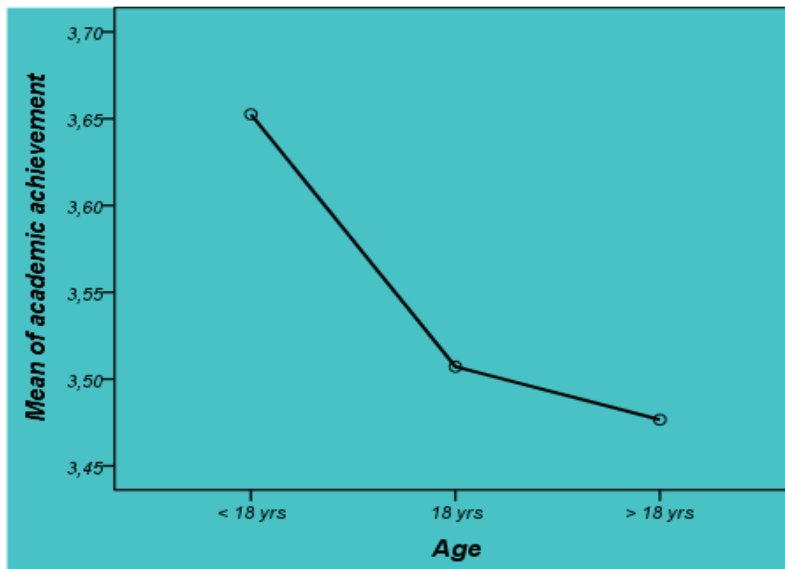


Figure 4.12: Graph of the variability of students' academic achievement by age

The overall analysis as illustrated in figure 4.12, revealed a non-significant difference in students' academic achievement for the different age category, $F(2, 303) = 2.321, p > 0.05$; meaning that, students' academic achievement is not affected by the age category of students.

4.2.6. Variability of the academic achievement by father's level of education

Literature shows that the academic achievement varies according to parents' level of education (Barbara Brecko 1995). We want to look at the variability of academic achievement according to the father's level of education. We will be addressing the question: does the academic achievement differ according to father's level of education? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the academic achievement according to father's level of education as shown in the table 4.22 below.

Table 4.22: Description of students' academic achievement according to father's level of education

	N	Mean	Std. Deviation	Std. Error
Primary	70	3,4586	,77824	,09302
Secondary	127	3,5787	,51372	,04559

University	109	3,7312	,54530	,05223
Total	306	3,6056	,60186	,03441

Table 4.22 above shows that there were some relative differences in the Means and Standard Deviations in the various schools involved in the study. However, the purpose at this level was to test whether the differences were significant between the different schools.

Table 4.23: Analysis of the effect on students' academic achievement according to father's level of education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,324	2	1,662	4,700	,010
Within Groups	107,156	303	,354		
Total	110,481	305			

The analysis of variance as shown in table 4.23 above reveals that attending a particular school, does not cause students' academic achievement to vary in a significant way among their students in this study, $F(2, 303) = 4.70, p < 0.01$.

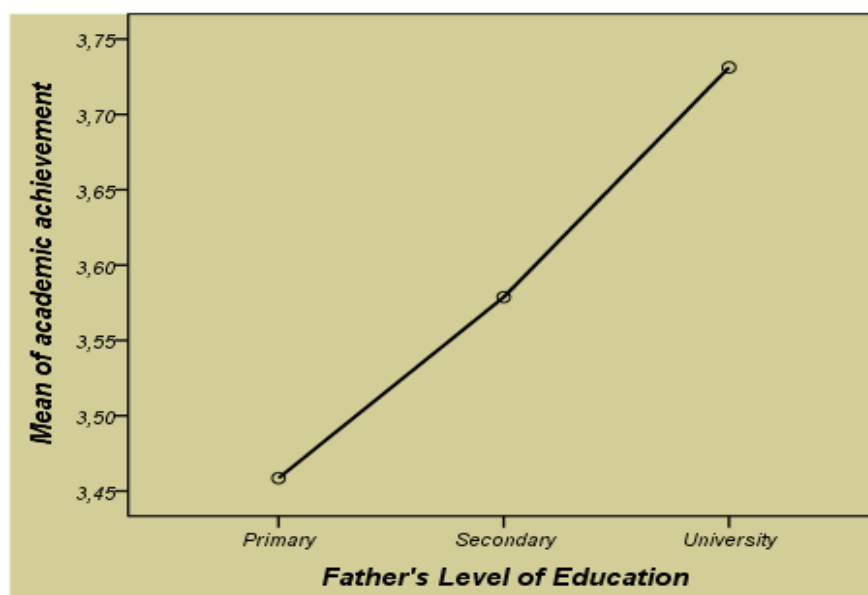


Figure 4.13: Graph of the variability of students' academic achievement according to father's level of education

The overall analysis as illustrated in figure 4.13, revealed a non-significant difference in students' academic achievement for the different according to father's level of education, $F(2, 303) = 4.70, p < 0.05$; meaning that, students' academic achievement is not affected according to father's level of education. But instead the use of counseling services like those enumerated by this work and other research have a correlation with students Academic Achievement (Iapan 2001). As such learners should be encouraged to consume more use of these services so as to enhance their Academic pursuit

4.2.7. Variability of the academic achievement by mother's level of education

Literature shows that the academic achievement varies according to school (Barbara Brecko 1995). We want to look at the variability of academic achievement according to mother's level of education. We will be addressing the question: does the academic achievement differ according to mother's level of education? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the academic achievement according to mother's level of education as shown in the table 4.24 below

Table 4.24: Description of students' academic achievement according to mother's level of education

	N	Mean	Std. Deviation	Std. Error
Primary	62	3,5565	,75826	,09630
Secondary	146	3,5849	,62426	,05166
University	98	3,6673	,43453	,04389
Total	306	3,6056	,60186	,03441

Table 4.24 above shows that there were some relative differences in the Means and Standard Deviations in the various schools involved in the study. However, our concern at this level was to test whether the differences were significant for mother's level of education, in relation to guidance and counseling services.

Table 4.25: Analysis of the effect on students' academic achievement according to mother's level of education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,586	2	,293	,808	,447
Within Groups	109,895	303	,363		
Total	110,481	305			

The analysis of variance as shown in table 4.25 above reveals that having a particular level of education, does not cause students' academic achievement to vary in a significant way among their students in this study, $F(3, 302) = 0.808, p > 0.05$.

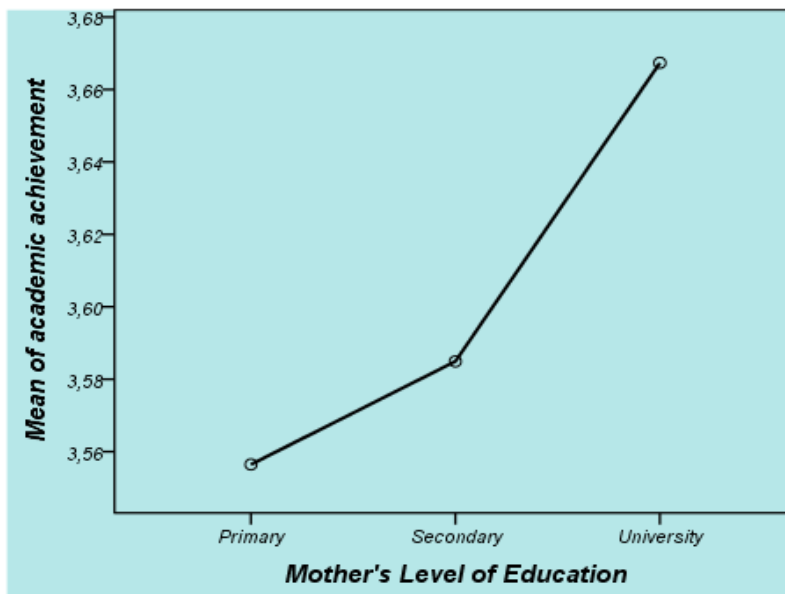


Figure 4.14: Graph of the variability of students' academic achievement by the mother level of education

The overall analysis as illustrated in figure 4.8, revealed a non-significant difference in students' academic achievement for the different level of education, $F(3, 302) = 0.808, p > 0.05$; meaning that, students' academic achievement is not affected by the mother level of education

4.3. VERIFICATION OF RESEARCH HYPOTHESES

In this section, we are going to verify our research hypotheses. The Pearson correlation coefficient was used to test our research hypotheses. Also, we will assess the predictive nature of students' academic achievement. The statistical processing of the data was done through the SPSS software (SPSS 23.0 for Windows) as shown in table 4.26 below.

Table 4.26: Means, standard deviation and correlations between our study variables

	1	2	3	4
The use of encouragement strategies	1			
The use of time management strategies	,472***	1		
Career information sharing	,283***	,548***	1	
Academic achievement	,513***	,539***	,544***	1
Mean	3,4318	3,1476	3,3889	3,6056
SD	,70023	,84530	,78889	,60186
Note : N = 306 ; *** p < .001				

Table 4.22 above displays the correlation matrix of our study variables. The results show majors strong correlations between our study variables, namely between the independent variables (Encouragement strategies, Time management strategies and Career information sharing) and the dependent variable (students' academic achievement).

4.3.1. Encouragement strategies and students' academic achievement (RH1)

Motivation is a key concept in the student's life and wellbeing for him to succeed in the school milieu. That is why the first research hypothesis (RH1) claims that the use of encouragement strategies significantly influences students' academic achievement. The shape of scatter plot in figure 4.15 displays the direction of the relationship showing the relationship between the use of encouragement strategies and Students' academic achievement.

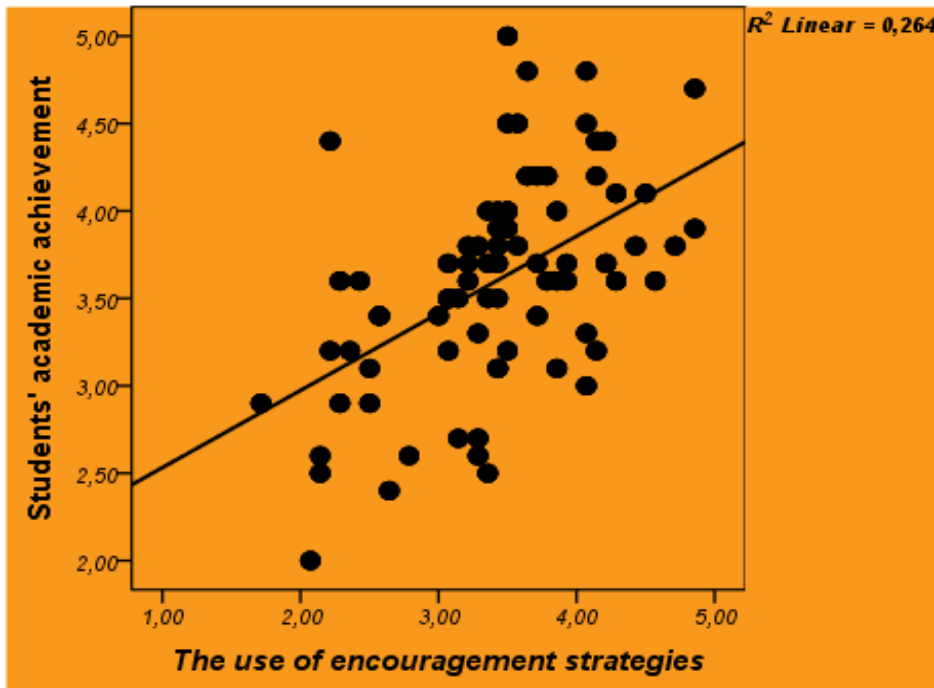


Figure 4.15: Scatter plot showing the correlation between the use of encouragement strategies and Students' academic achievement

The results have shown that there was a significant positive correlation between the use of encouragement strategies and Students' academic achievement, $r(304) = 0.5131$, ($p < .001$). From this result we can conclude that the use of encouragement strategies significantly correlate with students' academic achievement. This test-value gives a coefficient of determination of 0.264, meaning that 26.40% of the variability of students' academic achievement is explained by the use of encouragement strategies.

4.3.2. Time management strategies and students' academic achievement (RH2)

The efficient use of time is a key concept in the student's life and wellbeing for him to succeed in his studies. That is why the second research hypothesis (RH2) claims that the use of time management strategies significantly influences students' academic achievement. The shape of scatter plot in figure 4.16 displays the direction of the relationship showing the relationship between the use of time management strategies and students' academic achievement.

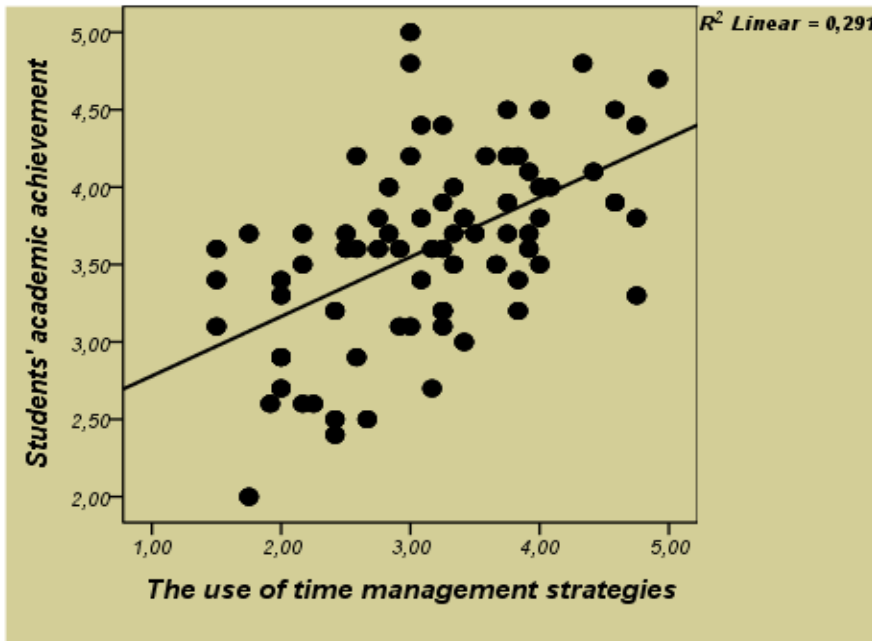


Figure 4.16: Scatter plot showing the correlation between the use of time management strategies and Students' academic achievement

The results have shown that there was a significant positive correlation between the use of time management strategies and Students' academic achievement, $r(304) = .539$, ($p < .001$). From this result we can conclude that the use of time management strategies significantly correlate with students' academic achievement. This test-value gives a coefficient of determination of 0.291, meaning that 29.10% of the variability of students' academic achievement is explained by the use of time management strategies.

4.3.3. Career information sharing and students' academic achievement (RH3)

Career information sharing is very important in the student's life for him to make a good career decision for future. That is why the third research hypothesis (RH3) claims that career information sharing significantly influences students' academic achievement. The shape of scatter plot in figure 4.17 displays the direction of the relationship showing the relationship between Career information sharing and Students' academic achievement.

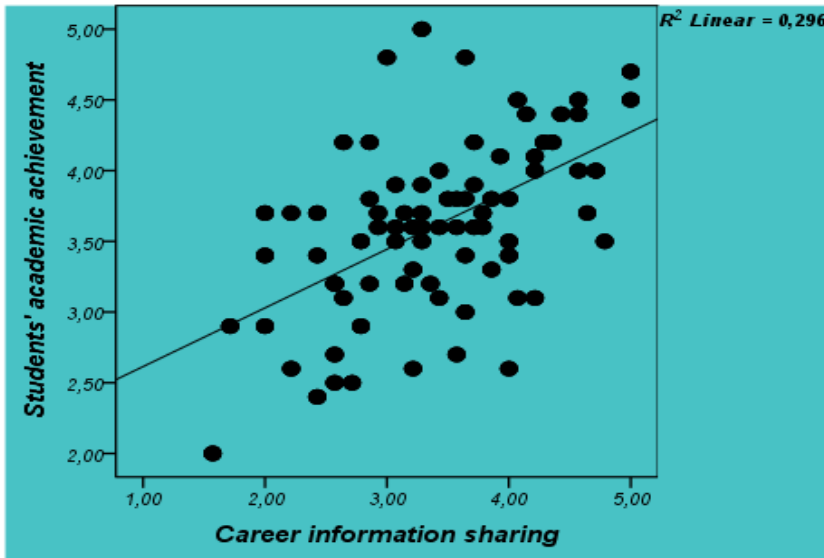


Figure 4.17: Scatter plot showing the correlation between Career information sharing and Students' academic achievement

The results have shown that there was a significant positive correlation between Career information sharing and Students' academic achievement, $r(304) = 0.544$, ($p < .001$). From this result we can conclude that Career information sharing significantly correlate with students' academic achievement. This test-value gives a coefficient of determination of 0.296, meaning that 29.60% of the variability of students' academic achievement is explained by career information sharing.

Several authors have investigated students' academic achievement and have looked factors for improving their school performances. In that line, much research has been carried out to predict students' academic achievement. In this study, variables such as the use of encouragement strategies, the use of time management strategies and career information sharing appeared to be significant predictor of students' academic achievement.

CHAPTER FIVE: DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

The objective of this study was to investigate the influence of guidance counseling services on the academic achievement of secondary school students of some selected English secondary schools of Yaoundé VI administrative district. Three research hypotheses were formulated alongside research questions to guide the investigations. Questionnaires were used as the main research instrument. The data collected were analysed using the one way analysis of variance, the independent sample student t-tests, the Pearson correlation coefficient. After the verification of hypotheses, all our research hypotheses were confirmed. In this chapter, we shall discuss and analyse the findings in relation to the hypotheses, objectives and the views of some authors. From this interpretation and discussion of findings, the researcher shall make her conclusion and provide some recommendations as well as suggestion for future research on the studied phenomenon. The chapter shall equally enumerate the difficulties encountered in the process of the investigation.

5.1.SUMMARY OF FINDINGS

From the analysis and interpretation of data in the preceding chapter, the following findings of the results were arrived at;

Concerning the demographic characteristics of the respondents, significant variation was not found to exist in the level of Academic Achievement amongst the different respondents in relation to the different schools ($F(3, 302) = 0.072, p > 0.05$), different age groups ($F(2, 303) = 2.321, p > 0.05$), different classes ($t(304) = 0.652, p > 0.05$), father's level of education ($f(2, 303) = 4.70, p < 0.05$) and mother's level of education ($f(3, 303) = 0.808, p > 0.05$). There was significant variation of Academic achievement in relation to sex ($t(304) = 1.589, p > 0.001$), and series ($t(304) = -1.236, p > 0.05$).

Concerning the different research hypotheses, involving the independent variable, dependent variable and the intervening variable, the results obtained were as follows;

- 1) There is a significant correlation between encouragement strategies and students academic achievement, $r(304) = .05131, (p < .001)$.

- 2) There is a significant correlation between time management strategies and students academic achievement, $r(304) = .539, (p < .001)$.
- 3) There is a significant correlation between career information sharing and students academic achievement, $r(304) = .0544, (p < .001)$.

Generally, from the result gotten and after the verification of the three hypotheses, one can summarily say that there is a significant correlation between guidance counseling services and the academic achievement of secondary school students in the Yaoundé VI administrative district .

5.2. DISCUSSION OF FINDING

The discussion of the findings will be analysed in relation to the following heads;

- There is a significant relationship between encouragement strategies and students academic achievement
- There is a significant relationship between time management strategies and students academic achievement
- There is a significant relationship between career information sharing and students academic achievement.

5.2.1. Encouragement strategies and students academic achievement

Our first research hypothesis set out to investigate the influence of encouragement strategies on the academic achievement of secondary school students. Having collected and analysed the data, the results show that encouragement strategies significantly related to students' academic achievement, $r(304) = 0.5131, (p < .001)$., and the direction of the relationship is positive revealing that encouragement strategies and academic achievement move in the same direction. The coefficient of determination is 0.264,. This means that 26.40% of variability of encouragement strategy is explained by students' success. As such an increase in encouragement strategies by 1% leads to 26.40% in students' academic achievement. It is therefore clear and necessary that counselors be present and participate in a secondary school milieu so as to pick up this responsibility. There are several approaches of encouragement strategies that can actually foster academic success, but the most common and practical is to help students improve on their study habit.

This is because several findings have shown that poor study method is one of the common causes of academic failures. Fatemeh Mashayekhi et al (2014) conducted a cross sectional study (descriptive-analytical) in first semester of year 92 batch .Their study was aimed to determine the relationship between the study habits and academic achievement of students as an effective and efficient steps to improve on the quality of education. They used the population of the under graduate students of the university of Jiroft and came out with the result that there exist a correlation between variables of study habit and academic achievement. They further explained that improved study habits of learners will automatically increase their level of academic achievement. Similarly, Derossis and colleagues (2014) also reported a significant correlation between the study habits and the academic achievement of students. Where as in the study conducted by Sirohi, poor study habits were reported as one of the biggest causes of the poor academic performance in the studied samples. Boehler and colleagues (2011) also found a positive and significant relationship between the study habits and the academic achievement. These findings are also in accordance with Boehler Fereidouni Moghadam and Khadivzadeh (2014) who insisted that study habits has a significant effect on academic achievements. Thus, with respect to the importance of study habits on academic performance and educational progress, that finally effect on academic and career future. It is essential to consider and improve methods and study habits.

5.2.2. Time management strategies and students academic achievement

Our findings here revealed that there is a significant relationship between time management strategies and students academic achievement, $r(304) = .539$, ($p < .001$). The coefficient of determination is of 0.291, meaning that 29.10% of the variability of students' academic achievement is explained by the use of time management strategies. This means that 1% of time management strategy will lead to 29.10% of academic achievement.

These findings relate to the findings of Chandi J et al (2013) who studied the effect of time management on academic performance and came out with the result, that time management plays a major role in a student's achievement along with his academic performance. They highlighted their themes of the research briefly on procrastination, getting organized and mastering time management skills. This means that majority of students fail to succeed in their academic achievement because they do not know how to program and manage their time and activities. They tend to pay much time at the wrong activity. Therefore if students can be guided or orientated on strategies of time management then probability of academic achievement will be high.

5.2.3. Sharing career information and students academic achievement

Career information sharing is very important in the student's life for him to make a good career decision for future. The results of our study have shown that there was a significant positive correlation between Career information sharing and Students' academic achievement, $r(304) = 0.544, (p < .001)$. From this result we can conclude that Career information sharing significantly correlate students' academic achievement. This test-value gives a coefficient of determination of 0.296, meaning that 29.60 The results have shown that there was a significant positive correlation between Career information sharing and Students' academic achievement, $r(304) = 0.544, (p < .001)$. From this result we can conclude that Career information sharing significantly correlate students' academic achievement. This test-value gives a coefficient of determination of 0.296, meaning that 29.60% of the variability of students' academic achievement is explained by career information sharing of the variability of students' academic achievement is explained by career information sharing. As such a 1% increase in career information will automatically lead to 29.60 % of academic achievement.

5.3. THEORITICAL AND PROFESSIONAL IMPLICATION

Theoretically, this work implies that students in a learning environment like a secondary school normally have that intrinsic motivation to strive for success but will need an external motivator to help regulate their activities so as to achieve this aim, it is in this light that we proposed that amongst the many existing motivators, a school guidance counselor could be one. That is why Deci&Ryan (2000) insisted on making students self regulated learners meanwhile Carl Rogers advocated on making the client discover more satisfying meaning about himself and the society in which in live.

Professionally, the work incinerate that, the services of a guidance counselor can help a student succeed in his/her academic pursuit. This means that the position of the guidance counselor in a school milieu should not be compromise when it comes to importance and success. As such counselors should be provided with comfortable and equipped offices to meet this challenge

5.4. DIFFICULTIES ENCOUNTERED

In the course of this research some problems were encountered which hindered the smooth realization of this work. The major ones encountered were:

- **Insufficient documentation:** Getting documents which relate to this work was really difficult as many authors had not yet written on this domain. Also, the school library is not well equipped. As the researcher had to consult external libraries for documents. This made it difficult for the work to evolve as extensive search to get documents had to be done. Likewise, there were insufficient reading materials over the internet which greatly hindered the evolution of this work.
- **Financial difficulty:** The researcher faced financial difficulty with respect to printing and photocopying the questionnaires and other articles used to obtain knowledge needed for the work. And also to finance movements to the various schools included in the sample.

5.5. RECOMMENDATIONS

After a study of this nature, the researcher came out with some recommendations. The aspect of poor academic performance and low rate of academic achievement of secondary school students have become a great problem nowadays. It is very common today to locate drop out from the school cohort, the outcome of this is massive unemployment, less productive population and frustration which leads to psychological consequences. This has become a serious problem, but which if well handled can be curbed. However, this can be handled only through joint venture. Thus the recommendations will be important to the government, guidance counselors, the principals and proprietors students, and parents/guardians.

5.5.1. To the Government

Educational authorities and decision makers should endeavor to make the integration of guidance and counseling serious in schools. It should be included and taken seriously in the school curricular. Counseling services should encourage vocational and specialized training which should start as early as the primary school level. The counseling services of the various Regional Delegations should put in place a mechanism whereby, each year, a team of

counselors should go to secondary and high schools to create awareness amongst students on the need for counseling services in their Academic life.

The government should also send more counselors to schools and provide adequate logistics to them so that counselors can work effectively in schools, and arouse the interest of students who are considered to be direct recipients of guidance and counseling services.

5.5.2. Guidance Counselors

One of the main duty of a counselor in a school milieu is to lead a learner toward the acquisition of his/her academic endeavors. Counselors should therefore initiate programs to sensitize and orientate students in the primary, secondary and high schools and even in the universities about their existence and functions since most students are ignorant about their existence and functions. Counselors should carry out programs that will create success awareness amongst students. This could amongst others be done through the use of the media and PTA meetings.

Moreover, counselors in schools and more precisely in secondary school should try to curb not only disciplinary problems, juvenile delinquency and moral decadence amongst youths, but also help students plan their educational project and enter appropriate occupational fields to help themselves and the society at large. Thus counselors working in the schools should be dynamic and have creative ingenuity to be able to initiate programs that guide students towards Academic Achievement. Account must be taken of the students' respective interests, aspirations, competencies and the present training and socio-economic realities as well as the trends of the job market in the face of the global economy.

5.5.3. Students

Students should embrace information sessions in class with guidance counselors. They should never hesitate to contact a counselor when faced with difficulties be it academic, social or personal. This is because academic failures at times comes as a result of psychological, social or personal factors that evolve from extracurricular engagements. They should develop interest and take active part in guidance and counseling programs since such programs are meant for them. As they stand to benefit more should they get involve in these programs.

5.5.4. Principals and proprietors

Principals should avoid diverting the functions of guidance counselors sent to their respective schools. They should rather help in fostering their activities by providing conducive working conditions for them. This can be done by providing well and equipped offices to guidance counselors. Infact they should endeavor to apply circular No 34/B1/1464 OF 22nd July 1993 as regard the reception of counselors and the provision of guidance services in schools.

Proprietors of the lay private secondary schools, should make provisions for permanent guidance counseling services in their various institutions, this can be done by employing guidance counselors in their various institutions.

5.5.5. Parents and guardians

Parents should work in collaboration with counselors to ensure academic success of their children. They should encourage their children to go in for academic fields and series that best suit their mental capability, not neglecting the counselors' advice rather than forcing them into fields of studies that might not have any significant relationship with their cognitive competencies and therefore lower productivity. This might lead to failure in exams and even school dropout. Hence, parents should adopt a rational, authoritative parental style, wherein; they do not impose on their children but rather, dialogue and take into consideration the opinion of their children.

5.6. SUGGESTIONS FOR FURTHER RESAERCH

This study was limited to the influence of Guidance counseling services on the academic achievement of secondary school students, the case of some selected English secondary schools within Yaoundé. As such, the following topics could still be examined.

- Guidance counseling and Academic achievement of University students.
- An experimental research can be carried out on the effects of Guidance counseling on the career choices of students.
- Since the study is limited to some selected English schools within Yaoundé, other research can be carried out in other institutions and to other regions of the country, to verify if the findings of this study could be generalized to all secondary schools in Cameroon.

GENERAL CONCLUSION

Academic achievement is a subject which has attracted academic, professional as well as public attention, due to its multifaceted nature and its importance in the society. Since success is a result of the interplay between how an individual thinks (psychological factors) and social structures, it yields well to analysis from diverse perspectives amongst which the proposed variables of this work like Encouragement strategies by counselors to foster study habits of students, The use of time management strategies by students, and sharing career information by counselor could be potent.

The principal objective of this study was to find out whether guidance counseling services influenced academic achievement of secondary school students. Three specific hypotheses were derived from the general hypothesis. Three hundred and six students chosen from four selected English secondary schools in the Yaoundé VI sub division were used as the sample population. The opinion of those who constituted the sample was sought through a questionnaire. These opinions were then analyzed in function of the research hypotheses. The data collected was analyzed using the Statistical Package for Social Sciences (SPSS) version 23.0. In the process of data analysis, the researcher realized that encouragement strategies, time management strategies and career information sharing influence the academic achievement of secondary school students. Yet the faulty impression nursed about Guidance and counseling services in the Cameroonian Educational system makes it difficult for students to realize its potentialities as they most often neglect it. Also the high rate of academic failures experienced by our learners today can be attributed to the absence of an external motivator .Thus there is need for a guidance counselor in a secondary school student's life

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OFFICIAL TEXTS

Circular letter N°34/32/1464/MINEDUC/SG/DPOS/SOUP/ of 22-11-93 describes the mission of guidance counselors, their roles and organization or guidance services in schools

Circular N°A/4256/MINEDUC SG/DPRD/SDP/SOUP of 1st August 1996 that guidance counselors are not teachers

Circular No 000/03/MINESUP/DAO/SDAO of October 2000 which organizes the activities of counselors and their missions

Circular No 06/G/59/Mineduc/SG/DPOS/SOSU in view of optimizing the management of educational activities.

Circular No036/B1/MINEDUC/SG/DESG of 14 October 2002 emphasizing that “pedagogy constitute the raison d’être of all academic institutions

Decree No 2001/041 of 19 February 2001 Concerning the functions of the counseling body in a secondary school

Decree No 68/DF/268 of 12 July 1968 reorganizing the MINEDUC

Decree No 74/406 of 24 April 1974 reorganizing the MINEDUC

Decree No 79/309 of 10 August 1976) creating counseling section in the department of science of education.

Law No.98/004 of April 1998, to lay down guidelines for education in Cameroon

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The annual statistics from MINESUP 2009-20

The National Forum on Education of 1995.

The third committee of the 61st United Nation’s General Assembly (GA/SHC/3847

The universal declaration of human right of 10 December 1948

ANNEXES

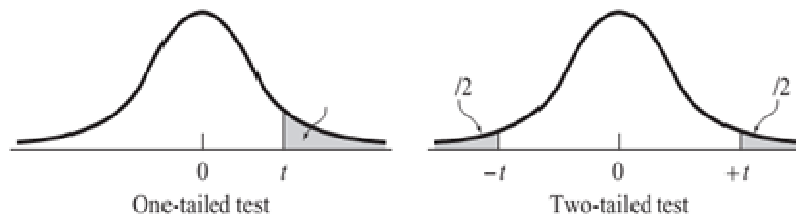
Determining the size of a random sample (s) for a given population size (N)

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368

140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	100,000	384

Note: From R.V. Krejcie and D. W. Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

Appendix t: Percentage Points of the t Distribution



Level of Significance for One-Tailed Test

	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.0005
Level of Significance for Two-Tailed Test									
df	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.001
1	1.000	1.376	1.963	3.078	6.314	12.706	31.821	63.657	636.620
2	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	31.599
3	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	12.924
4	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.437
12	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.403	2.678	3.496
100	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.390
∞	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.291

Source: The entries in this table were computed by the author.

Appendix F: Critical Values of the F Distribution

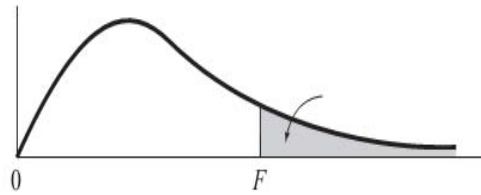


Table 1 $\alpha = 0.05$

		Degrees of Freedom for Numerator															
		1	2	3	4	5	6	7	8	9	10	15	20	25	30	40	50
Degrees of Freedom for Denominator	1	161.4	199.5	215.8	224.8	230.0	233.8	236.5	238.6	240.1	242.1	245.2	248.4	248.9	250.5	250.8	252.6
	2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.43	19.44	19.46	19.47	19.48	19.48
	3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.70	8.66	8.63	8.62	8.59	8.58
	4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.86	5.80	5.77	5.75	5.72	5.70
	5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.62	4.56	4.52	4.50	4.46	4.44
	6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	3.94	3.87	3.83	3.81	3.77	3.75
	7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.51	3.44	3.40	3.38	3.34	3.32
	8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.22	3.15	3.11	3.08	3.04	3.02
	9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.01	2.94	2.89	2.86	2.83	2.80
	10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.85	2.77	2.73	2.70	2.66	2.64
	11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.72	2.65	2.60	2.57	2.53	2.51
	12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.62	2.54	2.50	2.47	2.43	2.40
	13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.53	2.46	2.41	2.38	2.34	2.31
	14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.46	2.39	2.34	2.31	2.27	2.24
	15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.40	2.33	2.28	2.25	2.20	2.18
	16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.35	2.28	2.23	2.19	2.15	2.12
	17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.31	2.23	2.18	2.15	2.10	2.08
	18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.27	2.19	2.14	2.11	2.06	2.04
	19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.23	2.16	2.11	2.07	2.03	2.00
	20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.20	2.12	2.07	2.04	1.99	1.97
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.15	2.07	2.02	1.98	1.94	1.91	
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.11	2.03	1.97	1.94	1.89	1.86	
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.07	1.99	1.94	1.90	1.85	1.82	
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.04	1.96	1.91	1.87	1.82	1.79	
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.01	1.93	1.88	1.84	1.79	1.76	
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	1.92	1.84	1.78	1.74	1.69	1.66	
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.87	1.78	1.73	1.69	1.63	1.60	
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.84	1.75	1.69	1.65	1.59	1.56	
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.75	1.66	1.60	1.55	1.50	1.46	
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.72	1.62	1.56	1.52	1.46	1.41	
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.69	1.59	1.53	1.48	1.42	1.38	
1000	3.85	3.01	2.61	2.38	2.22	2.11	2.02	1.95	1.89	1.84	1.68	1.58	1.52	1.47	1.41	1.36	

Source: The entries in this table were computed by the author.

Table V

Loi du r de Bravais-Pearson (Probabilités bilatérales)

ddl	Seuil	0.20	0.10	0.05	0.02	0.01	0.001	0.0001	0.00001
1		0.9512	0.9878	0.9971	0.9997	1.0000	1.0000	1.0000	1.0000
2		0.8002	0.9002	0.9502	0.9802	0.9902	0.9992	1.0000	1.0000
3		0.6872	0.8055	0.8785	0.9345	0.9589	0.9913	0.9982	0.9997
4		0.6085	0.7294	0.8116	0.8823	0.9173	0.9742	0.9920	0.9976
5		0.5510	0.6696	0.7546	0.8330	0.8747	0.9510	0.9807	0.9924
6		0.5069	0.6216	0.7069	0.7889	0.8345	0.9251	0.9657	0.9842
7		0.4717	0.5824	0.6665	0.7499	0.7978	0.8984	0.9482	0.9734
8		0.4429	0.5495	0.6320	0.7156	0.7647	0.8723	0.9295	0.9608
9		0.4188	0.5216	0.6022	0.6852	0.7349	0.8472	0.9104	0.9470
10		0.3982	0.4974	0.5761	0.6582	0.7080	0.8235	0.8913	0.9324
11		0.3804	0.4763	0.5531	0.6340	0.6837	0.8011	0.8726	0.9176
12		0.3647	0.4577	0.5326	0.6122	0.6615	0.7801	0.8545	0.9027
13		0.3508	0.4410	0.5141	0.5924	0.6413	0.7605	0.8370	0.8879
14		0.3384	0.4261	0.4975	0.5744	0.6227	0.7421	0.8203	0.8734
15		0.3273	0.4125	0.4823	0.5579	0.6057	0.7248	0.8043	0.8593
16		0.3171	0.4002	0.4684	0.5427	0.5899	0.7086	0.7890	0.8455
17		0.3079	0.3889	0.4557	0.5287	0.5752	0.6933	0.7744	0.8322
18		0.2994	0.3785	0.4439	0.5157	0.5616	0.6789	0.7604	0.8193
19		0.2915	0.3689	0.4330	0.5035	0.5489	0.6654	0.7471	0.8068
20		0.2843	0.3600	0.4229	0.4922	0.5369	0.6525	0.7344	0.7948
21		0.2776	0.3517	0.4134	0.4817	0.5258	0.6404	0.7223	0.7832
22		0.2713	0.3439	0.4045	0.4717	0.5153	0.6289	0.7107	0.7720
23		0.2654	0.3367	0.3962	0.4624	0.5053	0.6179	0.6996	0.7612
24		0.2599	0.3299	0.3884	0.4536	0.4960	0.6075	0.6889	0.7508
25		0.2547	0.3234	0.3810	0.4452	0.4871	0.5976	0.6787	0.7408
26		0.2499	0.3174	0.3740	0.4373	0.4787	0.5881	0.6689	0.7311
27		0.2453	0.3116	0.3674	0.4298	0.4707	0.5791	0.6596	0.7217
28		0.2409	0.3062	0.3612	0.4227	0.4630	0.5705	0.6505	0.7127
29		0.2368	0.3010	0.3552	0.4159	0.4558	0.5622	0.6418	0.7040
30		0.2328	0.2961	0.3495	0.4095	0.4488	0.5543	0.6335	0.6955
31		0.2291	0.2915	0.3441	0.4033	0.4422	0.5467	0.6254	0.6874
32		0.2255	0.2870	0.3389	0.3974	0.4359	0.5394	0.6177	0.6795
33		0.2221	0.2827	0.3340	0.3917	0.4298	0.5323	0.6102	0.6718
34		0.2189	0.2787	0.3293	0.3863	0.4240	0.5256	0.6029	0.6644
35		0.2157	0.2748	0.3247	0.3811	0.4184	0.5190	0.5960	0.6572
36		0.2128	0.2710	0.3204	0.3761	0.4130	0.5128	0.5892	0.6502
37		0.2099	0.2674	0.3162	0.3713	0.4078	0.5067	0.5827	0.6435
38		0.2071	0.2640	0.3122	0.3667	0.4028	0.5009	0.5763	0.6369
39		0.2045	0.2606	0.3083	0.3622	0.3980	0.4952	0.5702	0.6306
40		0.2019	0.2574	0.3045	0.3579	0.3933	0.4897	0.5642	0.6244
50		0.1808	0.2308	0.2734	0.3219	0.3543	0.4434	0.5134	0.5708
60		0.1651	0.2110	0.2502	0.2950	0.3250	0.4080	0.4740	0.5289
70		0.1530	0.1955	0.2320	0.2738	0.3019	0.3799	0.4425	0.4949
80		0.1431	0.1831	0.2173	0.2567	0.2831	0.3570	0.4165	0.4666
90		0.1350	0.1727	0.2051	0.2424	0.2674	0.3377	0.3946	0.4427
100		0.1281	0.1639	0.1948	0.2302	0.2541	0.3212	0.3758	0.4221
200		0.0907	0.1162	0.1382	0.1637	0.1810	0.2300	0.2705	0.3054
300		0.0741	0.0950	0.1130	0.1340	0.1482	0.1886	0.2222	0.2513
400		0.0642	0.0823	0.0980	0.1161	0.1285	0.1637	0.1930	0.2185
500		0.0574	0.0736	0.0877	0.1040	0.1150	0.1466	0.1729	0.1959
1000		0.0407	0.0521	0.0621	0.0736	0.0815	0.1040	0.1227	0.1392