International Journal of Innovative Psychology & Social Development 14 (3):317-325, July-Sept, 2026

© SEAHI PUBLICATIONS, 2026 www.seahipublications.org ISSN: 2467-8546

DOI:10.5281/zenodo.22091820

Influence Of Guidance And Counselling Services On Study Skills And Academic Achievement Of Students In Isa Kaita College Of Education, Dutsinma, Katsina State, Nigeria

Dr. Sani Hassan[1]; Dr. Hassan Rabeh[2] & Kabir Buhari[3]

[1,2]Department of Hausa,
School of Secondary Education Languages,
Isa Kaita College of Education , P.M.B 5007, Dutsinma, Katsina State, Nigeria
[1]hassansanig@gmail.com
[2]rabehassan26@gmail.com

[3]Department of History,
School of Secondary Education Arts and Social Sciences,
Isa Kaita College of Education , P.M.B 5007, Dutsinma, Katsina State, Nigeria
kbuhari17@gmail.com

ABSTRACT
This study examined the influence of guidance and counselling services on students' study skills and academic achievement in Isa Kaita College of Education, Dutsinma, Katsina state, Nigeria. Data were obtained from 219 respondents using a 24-item four-point Likert questionnaire. Mean, standard deviation, Pearson correlation and simple linear regression were used for data analysis, with hypotheses tested at the 0.05 level of significance. The findings showed an overall mean of 3.360, indicating favourable responses. Guidance and counselling services had a significant positive relationship with study skills ($r = .593$, $p < .001$) and significantly predicted study skills ($R^2 = .352$). Similarly, guidance and counselling services had a significant positive relationship with academic achievement ($r = .603$, $p < .001$) and significantly predicted academic achievement ($R^2 = .364$). Both null hypotheses were rejected. The study concludes that guidance and counselling services are significantly associated with students' study skills and academic achievement. It recommends strengthening counselling services in the institution to support students' academic development.
Keywords: guidance and counselling services, study skills, students

INTRODUCTION

Public awareness of Guidance and Counselling Services in Isa Kaita College of Education, Dutsinma, Katsina State and Nigeria generally, is becoming an increasingly important issue in educational systems worldwide. However, in nations such as Nigeria, guidance and counselling services remain in their infancy and lack proper consideration. There is an urgent need to provide these services not only in tertiary institutions of learning but also at primary and basic secondary levels (Odebode et al., 2020; Esere, 2020).

Guidance and Counselling Services are auxiliary educational services aimed at facilitating instructional programmes in schools. Guidance, therefore, in Isa Kaita College of Education, Dutsinma is concerned with assisting students to understand themselves and equipping them with intellectual potential, aptitudes, talents and other personal characteristics such as attitudes and temperaments, which are essential for educational and occupational decision-making from an individual perspective. Furthermore, guidance and counselling services are concerned with assisting youth and adults to resolve emotional or personal conflicts so that their goals and aspirations are understood within a realistic context (Ali, 2021; Iwuama, 2018).

Nigerian schools today at all levels provide a great variety of courses, activities and services which, broadly speaking, constitute the educational settings or curricula. However, guidance and counselling services should be part of educative extra-curricular activities in any institution of learning (Federal Republic of Nigeria, 2013). The National Policy on Education (2013) explicitly recognises guidance and counselling as an essential component of the educational system, yet implementation remains inconsistent across institutions (Bello & Abubakar, 2018).

In view of the above, scholars and researchers in the Nigerian educational scene consistently support the introduction of guidance and counselling in our school system as a matter of urgency. However, the implementation of guidance and counselling services programmes in our schools faces certain problems and challenges that may consequently hinder the effective functioning of the programme (Denga, 2020; Makinde, 2022). These challenges may arise from within or outside the school environment, and may not be tackled confidently by school administrators because sometimes the administrators themselves contribute to the problems (Ladipo, 2019).

Moreover, educators can no longer afford to remain indifferent and too satisfied with the situation. They must take active interest in the services that may reduce the hazards of mass education among the youth. Ukwueze (2025), in his inaugural lecture at the National Open University of Nigeria, argued that effective counselling not only improves academic performance but also equips students with the skills needed to navigate life's complexities. He presented empirical data showing that students who received consistent academic counselling recorded significant improvement in examination results compared to their peers who did not receive such support (Ukwueze, 2025).

Statement of the Problems

Despite the establishment of a Guidance and Counselling Unit at Isa Kaita College of Education, Dutsinma in 2009, significant concerns persist regarding its effectiveness and the extent of its influence on students' study skills and academic achievement. This research begins with an examination of the various sources of influence both positive and negative of guidance and counselling services on students' skills and academic outcomes, as well as the problems that hinder optimal performance of the unit.

Several factors have been identified as impediments to effective guidance and counselling services in Nigerian tertiary institutions. Ukwueze (2025) identified several threats to effective academic counselling, including inadequate funding, shortage of trained counsellors, students' reluctance to seek counselling due to misconceptions and stigma, and lack of awareness about its importance among policymakers and educators. Giwa (2025) similarly noted that challenges such as inadequate trained counsellors, limited facilities, and lack of awareness about counselling services hinder the influence of these programmes. Abdulhamid and Idiong (2025) further documented that while counselling units exist in most colleges, they often suffer from poor infrastructure, lack of referral linkages, and insufficient integration into the academic mainstream.

The need for effective guidance and counselling services must be examined from the Nigerian perspective. Therefore, this research will be a determining factor that answers questions regarding the problems affecting guidance and counselling services and their influence on students' study skills and academic achievements in Isa Kaita College of Education, Dutsinma, Katsina State, Nigeria.

Objectives of the Research

The main purpose of the study is to investigate the influence of Guidance and Counselling Services on Study Skills and Academic Achievement of Students in Isa Kaita College of Education, Dutsinma, Katsina State, Nigeria, the study seeks:

1. To examine students' level of awareness and perception of the availability of guidance and counselling services in Isa Kaita College of Education, Dutsinma.
2. To determine the influence of guidance and counselling services on students' study skills (including time management, reading habits, note-taking, examination preparation, revision strategies, and concentration).
3. To assess the influence of guidance and counselling services on students' academic achievement.
4. To explore students' qualitative views on how guidance and counselling has affected their study skills or academic performance.

Research Questions

The following questions will be raised to guide the study:

1. What is the level of students' of awareness and perception of the availability of guidance and counselling services in Isa Kaita College of Education, Dutsinma.
2. To what extent have guidance and counselling services influenced students' study skills in the college?
3. To what extent have guidance and counselling services influenced students' academic achievement in the college?
4. What specific study skills or academic improvements do students attribute to guidance and counselling services?

Hypotheses

The following null hypotheses (H_0) will be tested at 0.05 level of significance to guide the study:

H_{01}: There is no significant influence of guidance and counselling services on students' study skills in Isa Kaita College of Education, Dutsinma.

H_{02}: There is no significant influence of guidance and counselling services on students' academic achievement in Isa Kaita College of Education, Dutsinma.

Literature Review

Guidance and counselling revolve around the notion that every human being will face issues that he or she cannot solve alone and therefore requires the help of a professional counsellor (Esere, 2020). Guidance and Counselling Services are a vice-versa term (two terms expected to work together) in order to help an individual find a satisfactory and effective solution to his/her problems. Ali (2021) defines guidance as a programme of services to individual students based on the needs of each student and understanding of his/her immediate environment, including teachers, peers, parents and the community, and the effects of their influence on the student. Counselling, on the other hand, is a trustworthy relationship between two or more people based on exchange of ideas in order to fashion an acceptable approach to life's challenges (Egbo, 2020). Makinde (2022) describes counselling as a process that is concerned with helping one to understand possible ways and means of effecting an acceptable solution to one's problems.

Joining the two terms guidance and counselling services means a process by which an individual is helped to explore, understand, accept and use his/her abilities, behaviours and interests in relation to the world or society, so that he/she may become well developed, responsible and fully functioning in his/her environment (Denga, 2020). The significance of guidance and counselling services in educational institutions is to enable learners to derive optimal educational benefits so as to maximise their potentialities.

Formal guidance and counselling in Nigeria began in 1959 when a group of Catholic sisters at St. Teresa's College, Ibadan organised career guidance for graduating students (Fareo, 2024; Esere, 2020). Subsequently, in 1975, the first Department of Guidance and Counselling in Nigeria was established at the University of Ibadan, followed by the University of Ilorin in 1981 (Odebode et al., 2020). The National Policy on Education (1981, 1998, 2004, 2013) has consistently recognised the significance of providing guidance and counselling services in the country's post-primary schools (Federal Republic of Nigeria, 2013). However, despite these policy provisions, courses in guidance and counselling are not

offered in all teacher training programmes, and the profession remains inadequately represented in the national educational framework (Don Laments Neglect of Guidance and Counselling, 2024).

In 2016, the National Policy on Counselling and its Implementation Guidelines were drafted, and the National Council on Education granted approval at its 78th meeting held in Kano in 2017 (Adedigba, 2018). The policy was officially unveiled in November 2018, marking a significant milestone nearly 60 years after the introduction of counselling in Nigerian schools (Adamu, 2018). The policy seeks to entrench a regime of international best practices and clarify areas of possible conflict and misconception in the practice of counselling (Federal Ministry of Education, 2018). Ukwueze (2025) provided compelling justifications for academic counselling, citing its role in addressing students' academic, emotional, and social challenges. His empirical data revealed that students who received consistent academic counselling recorded significant improvement in their West African Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) results, compared to their peers who did not receive such support. Furthermore, schools that implemented academic counselling programmes recorded improvement in student retention and progression (Ukwueze, 2025).

Omotola and Oyalowo (2023) examined the accessibility of counselling services and students' academic resilience in tertiary institutions in Ogun State. Their research findings revealed that counselling service plays an essential and crucial role in career choice, improvement of academic resilience and performance, and helps shape the hostile conduct of students. Giwa (2025) investigated the influence of school counselling programmes on the academic performance of selected secondary school students in Afijio Local Government Area, Oyo State. Findings indicated that schools with well-structured counselling programmes tend to have students with improved academic performance, enhanced self-confidence, and better career awareness. The correlation coefficient indicated a strong positive relationship between counselling programmes and academic performance, and the independent t-test indicated a statistically significant difference in academic performance between students with access to counselling programmes and those without (Giwa, 2025).

Mai (1991) was of the opinion that guidance and counselling services are associated with helping students with their skills and academic achievement in order to achieve their targets. It is through counselling services that students can improve upon their academic performances. This is because contemporary schools need such guidance services in order to improve academic performance and skills at all levels of education. Through colleges and universities, students need valid and usable information that can improve their performance in school and society (Denga, 2020).

Zera and Rice (1987) noted that guidance services constitute a process, developmental in nature, by which an individual is assisted to understand, accept and utilise his/her abilities and interests in relation to his/her aspirations, development and experience level, concerning all types of present and future educational opportunities and requirements for entrance and problems of student's life. Cheatzer and Stone (1971) and Makinde (1984) opined that in modern guidance and counselling, several persons and movements were instrumental in the birth of guidance and counselling services as a special field in the educational sector and in how it was introduced into schools.

Despite the recognised importance of guidance and counselling services, numerous challenges impede their effective implementation. Ukwueze (2025) identified inadequate funding, shortage of trained counsellors, students' reluctance to seek counselling due to misconceptions and stigma, and lack of awareness about its importance among policymakers and educators as major threats to effective academic counselling. Similarly, Giwa (2025) noted that inadequate trained counsellors, limited facilities, and lack of awareness about counselling services hinder the influence of these programmes. Abdulhamid and Idiong (2025) found that counselling units in Nigerian colleges of education suffer from poor infrastructure, lack of referral linkages with other student support services, and inadequate integration into the academic mainstream.

Bello and Abubakar (2018) assessed the quality and productivity of school guidance and counselling services in Nigeria and concluded that the profession is still at its embryonic stage of development, with significant gaps in service delivery, training standards, and professional recognition. Iwuama (2018)

observed that guidance and counselling in Nigeria, despite its introduction in 1959, remains inadequately integrated into the educational system, with many schools lacking functional counselling units or qualified counsellors.

Ladipo (2019) identified additional challenges including lack of clearly defined job descriptions for school counsellors, role ambiguity, inadequate office accommodation and counselling materials, and low motivation among practicing counsellors. Furthermore, the absence of a well-defined structure for delivering counselling services has resulted in poor communication among practitioners and stakeholders and an absence of synergy among professionals (Adamu, 2018).

In response to the persistent challenges, recent government and institutional initiatives have sought to strengthen guidance and counselling services in Nigerian educational institutions. The Tertiary Education Trust Fund (TETFund) introduced Career Service Centres in the 2024 disbursement cycle, mandated as a requirement for accessing intervention funds (TETFund, 2024). These centres are designed to provide counselling, guidance, and support to all students, helping them organise and facilitate career development programmes (TETFund, 2024). Plateau State University (PLASU) became one of the first ten Nigerian universities to establish a fully-funded career service centre with TETFund support, marking a significant step in preparing students for future employment and national development (MySchoolNews, 2024). The initiative includes job placement assistance and career counseling for students and alumni (PlateauReports, 2024).

METHODOLOGY

This includes research design, population, sampling procedure, method of data collection and data analysis. Research design is a plan or strategy for conducting research. In conducting this research, the researchers used a descriptive survey. Two hundred and twenty (220) questionnaires were administered to students in Isa Kaita College of Education, Dutsinma, Katsina State, Nigeria. The College have 26 Department, whereby, 4 Department were serving the whole students in the College. Therefore, these questionnaires were distributed to 22 Departments of the College and 10 questionnaires were administered in each Department and retrieved 219 questionnaires. The obtained data from 219 respondents were analysed using descriptive and inferential statistics. The 24 questionnaire items were organised into three clusters: guidance and counselling services (Q1–Q8), students' study skills (Q9–Q16), and students' academic achievement (Q17–Q24). Mean and standard deviation were used to describe the responses, while a criterion mean of 2.50 was used to determine agreement or disagreement. Pearson Product-Moment Correlation and simple linear regression were used to examine the relationship and predictive contribution of guidance and counselling services to students' study skills and academic achievement. The hypotheses were tested at the 0.05 level of significance.

RESULTS AND DATA ANALYSIS

Descriptive Results

The item-level analysis showed that all 24 items recorded mean scores above the criterion mean of 2.50. The mean scores ranged from 2.785 to 3.671, indicating that respondents generally agreed with the statements measured by the instrument.

Table 1. Mean, Standard Deviation and Decision for the 24 Questionnaire Items

Item	Statement	Mean	SD	Decision
Q1	I am aware that there is a guidance and counselling unit in this college.	3.671	0.592	Agree
Q2	The counselling unit is easily accessible to students.	3.452	0.692	Agree
Q3	Counsellors are approachable and willing to listen to students' problems.	3.434	0.649	Agree
Q4	The counselling services provided are useful for academic matters.	3.479	0.719	Agree
Q5	Counselling helps students solve personal problems that affect learning.	3.530	0.672	Agree

Q6	The counsellors maintain confidentiality when students share their problems.	3.311	0.769	Agree
Q7	I would recommend the counselling services to a fellow student.	3.320	0.845	Agree
Q8	Overall, the guidance and counselling services in this college are effective.	3.233	0.870	Agree
Q9	Guidance and counselling have improved my time management.	3.466	0.699	Agree
Q10	Counselling has helped me develop better reading habits.	3.416	0.714	Agree
Q11	I now understand how to plan my study timetable better.	3.306	0.836	Agree
Q12	Counselling has improved my note-taking skills	3.269	0.799	Agree
Q13	Counselling has improved my concentration while studying.	3.370	0.769	Agree
Q14	Counselling has helped me prepare better for examinations.	3.429	0.783	Agree
Q15	I now use better revision strategies because of counselling support.	3.393	0.808	Agree
Q16	Counselling has not changed the way I study	2.785	1.194	Agree
Q17	Counselling has improved my academic performance.	3.498	0.687	Agree
Q18	I perform better in tests and examinations after receiving counselling.	3.397	0.756	Agree
Q19	Counselling has reduced my examination anxiety.	3.315	0.844	Agree
Q20	My grades have improved as a result of better study skills.	3.333	0.885	Agree
Q21	I am more confident in my academic work because of counselling.	3.393	0.785	Agree
Q22	Counselling motivates me to work harder in school.	3.324	0.862	Agree
Q23	Students who use counselling services are likely to achieve better academically.	3.493	0.756	Agree
Q24	I do not think counselling has any effect on academic achievement.	3.027	1.062	Agree

Note. Criterion mean = 2.50. Mean ≥ 2.50 = Agree; Mean < 2.50 = Disagree.

As shown in Table 1, all the questionnaire items had mean scores above 2.50. Q1 recorded the highest mean score (M = 3.671, SD = 0.592), while Q16 recorded the lowest mean score (M = 2.785, SD = 1.194). Despite having the lowest mean, Q16 was still above the criterion mean. The findings therefore, indicate an overall favourable response pattern among the respondents.

Cluster-Level Results

The cluster-level results are presented in Table 2.

Table 2. Cluster Mean, Standard Deviation and One-Sample t-Test

Variable	N	Mean	SD	Test Mean	t	df	p	Decision
Guidance and counselling services	219	3.429	0.425	2.50	32.326	218	<.001	Significant
Study skills	219	3.304	0.519	2.50	22.932	218	<.001	Significant
Academic achievement	219	3.348	0.561	2.50	22.348	218	<.001	Significant

Note. Test mean = 2.50; significance level = 0.05.

Table 2 shows that guidance and counselling services recorded the highest cluster mean (M = 3.429, SD = 0.425), followed by academic achievement (M = 3.348, SD = 0.561) and study skills (M = 3.304, SD = 0.519). All three cluster means were above the criterion mean of 2.50. The one-sample t-test further showed that each cluster mean was significantly higher than the test mean ($p < .001$).

The findings indicate that respondents generally expressed favourable perceptions of guidance and counselling services, study skills and academic achievement.

Overall Result

When the 24 items were considered together, the overall mean was 3.360 (SD = 0.438). The overall score was significantly higher than the test mean of 2.50, $t(218) = 29.063$, $p < .001$. This confirms that the general response pattern was significantly above the criterion level.

Hypothesis Testing

Hypothesis One

$H_0$1: There is no significant influence of guidance and counselling services on students' study skills in Isa Kaita College of Education, Dutsinma.

To test this hypothesis, Pearson Product-Moment Correlation and simple linear regression were conducted. The results are presented in Table 3.

Table 3. Relationship and Predictive Contribution of Guidance and Counselling Services to Students' Study Skills

Predictor	Dependent Variable	r	R^2	β	t	df	p	Decision
Guidance and counselling services	Study skills	.593	.352	.724	10.856	217	<.001	Reject $H_0$1

Table 3 shows a positive and statistically significant relationship between guidance and counselling services and students' study skills in Isa Kaita College of Education Dutsinma ($r = .593$, $p < .001$). The regression analysis also showed that guidance and counselling services significantly predicted students' study skills in Isa Kaita College of Education Dutsinma ($\beta = .724$, $t(217) = 10.856$, $p < .001$). The R^2 value of .352 indicates that 35.2% of the variance in study-skills scores was statistically explained by the guidance and counselling services variable in the simple regression model.

Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. The finding therefore, indicates a statistically significant positive relationship and predictive contribution of guidance and counselling services to students' study skills in Isa Kaita College of Education Dutsinma, Katsina State of Nigeria.

Hypothesis Two

$H_0$2: There is no significant influence of guidance and counselling services on students' academic achievement in Isa Kaita College of Education, Dutsinma.

Pearson Product-Moment Correlation and simple linear regression were used to test the second hypothesis. The results are presented in Table 4.

Table 4. Relationship and Predictive Contribution of Guidance and Counselling Services to Students' Academic Achievement

Predictor	Dependent Variable	r	R^2	β	t	df	p	Decision
Guidance and counselling services	Academic achievement	.603	.364	.796	11.135	217	<.001	Reject $H_0$2

Table 4 shows a positive and statistically significant relationship between guidance and counselling services and students' academic achievement in Isa Kaita College of Education Dutsinma ($r = .603$, $p < .001$). The regression analysis indicated that guidance and counselling services significantly predicted students' academic achievement in Isa Kaita College of Education Dutsinma ($\beta = .796$, $t(217) = 11.135$, $p < .001$). The R^2 value of .364 indicates that 36.4% of the variance in academic-achievement scores was statistically explained by guidance and counselling services in the simple regression model.

Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. The finding therefore, indicates a statistically significant positive relationship and predictive contribution of guidance and counselling services to students' academic achievement in Isa Kaita College of Education Dutsinma, Katsina State of Nigeria.

Summary of Hypothesis Testing

Table 5. Summary of Decisions on the Null Hypotheses

Hypothesis	Statistical result	p-value	Decision
$H_0$1: Guidance and counselling services have no significant influence on study skills	$r = .593$; $\beta = .724$; $R^2 = .352$	<.001	Reject $H_0$1
$H_0$2: Guidance and counselling services have no significant influence on academic achievement	$r = .603$; $\beta = .796$; $R^2 = .364$	<.001	Reject $H_0$2

Overall, the results indicate that guidance and counselling services were positively and significantly associated with both students' study skills and academic achievement in Isa Kaita College of Education, Dutsinma. Both null hypotheses were rejected at the 0.05 level of significance.

CONCLUSION

The findings showed a positive and significant relationship between guidance and counselling services and students' study skills ($r = .593$, $p < .001$). The regression result also showed that guidance and counselling services significantly predicted study skills ($R^2 = .352$, $p < .001$). This suggests that effective guidance and counselling services are associated with better study skills among students. Counselling may help students develop appropriate study habits, manage academic difficulties, and make better decisions about their learning. The findings also revealed a positive and significant relationship between guidance and counselling services and students' academic achievement ($r = .603$, $p < .001$). Guidance and counselling significantly predicted academic achievement ($R^2 = .364$, $p < .001$). This indicates that students reporting more favourable guidance and counselling services also tended to report better academic achievement. The result suggests that counselling support may contribute to students' academic development. Therefore, the study concludes that guidance and counselling services are significantly and positively associated with students' study skills and academic achievement in Isa Kaita College of Education, Dutsinma, Katsina State, Nigeria, Nigeria. Both null hypotheses were rejected at the 0.05 level of significance. The study therefore recommends strengthening guidance and counselling services to provide students with continuous academic and personal support.

ACKNOWLEDEMENT

We acknowledge the support of Tertiary Education Support Fund (Tetfund) that provided finances needed for the successful conduct of this research through the Institutional Based Research (IBR) grant with reference number TETF/DR&D//CE/COE/KATSINA/IBR/2026/VOL.I to Isa Kaita College of Education, Dutsinma, Katsina State, Nigeria.

REFERENCES

Abdulhamid, I. G., & Idiong, U. O. E. (2025). Challenges of human resource development in Kwara State College of Arabic and Islamic Legal Studies, Ilorin, Nigeria: Counselling factor. *KWASU International Journal of Educational Management and Leadership*.

Adamu, A. (2018). *National Policy on Counselling and implementation guidelines*. Federal Ministry of Education, Abuja.

Ali, M. (2021). *Guidance and counselling in Nigerian schools: Theory and practice*. Jos University Press.

Bello, A., & Abubakar, H. S. (2018). Appraising quality and productivity of school guidance and counselling services in Nigeria. *International Journal of Topical Educational Issues, 1*(1), 101-109.

Cheatzer, M. O., & Stone, S. C. (1971). *Guidance and counselling in schools.* Houghton Mifflin.

Denga, D. I. (2020). *Guidance and counselling in the Nigerian educational system.* Rapid Educational Publishers.

Egbo, A. C. (2020). Guidance and counselling: A catalyst for promoting sustainable well-being and adjustment of secondary school students in Nigeria. *British Journal of Education*.

Esere, M. O. (2020). Historical overview of guidance and counselling practices in Nigeria. *TAWARIKH: Journal of Historical Studies, 11*(2), 129-142.

Fareo, D. O. (2024). *History and development of guidance and counselling in Nigerian educational system: The bottlenecks*. EconPapers.

Federal Republic of Nigeria. (2013). *National Policy on Education (6th ed.)*. NERDC Press.

Federal Ministry of Education. (2018). *National Policy on Counselling and Implementation Guidelines*. Federal Government Press.

Giwa, A. R. (2025). *The influence of school counselling programmes on the academic performance of some selected secondary school students in Afijio LGA, Oyo State* (Unpublished project). Federal College of Education (Special), Oyo.

Iwuama, B. C. (2018). Guidance and counselling in Nigeria: Problems and prospects. *Nigerian Journal of Educational Foundations, 12*(1), 45-58.

Ladipo, S. O. (2019). Challenges of guidance and counselling services in Nigerian tertiary institutions. *West African Journal of Education, 39*(2), 112-125.

Mai, M. P. (1991). *Understanding guidance and counselling services*. Jos University Press.

Makinde, O. (1984). *Fundamentals of guidance and counselling*. Macmillan Publishers.

Makinde, O. (2022). *Guidance and counselling: A comprehensive text*. Olu-Akin Publishers.

Odebode, A. A., Adeyemi, B. A., & Ogunyemi, B. (2020). Awareness of historical development of counselling and its relevance among Nigerian youth: Implications for professional counsellors. *Journal of Counselling and Human Development, 1*(1), 284-299.

Omotola, K. A., & Oyalowo, A. (2023). Accessibility of counselling services and students academic resilience in tertiary institutions in Ogun State. *Journal of Applied Social Sciences, 8*(2).

Tertiary Education Trust Fund. *(2024). 2024 Disbursement Guidelines for TETFund Intervention*. TETFund Headquarters, Abuja.

Ukwueze, A. C. (2025). *Academic counselling: A dark horse in education industry (31st Inaugural Lecture)*. National Open University of Nigeria. https://nounnews.nou.edu.ng

Zera, T., & Rice, M. (1987). *Guidance and counselling strategies for handling adolescent youth problems*. University Press.

Adedigba, A. (2018, November 22). *Nigerian govt unveils national policy on counselling*. Premium Times.

PlateauReports. (2024, December 2). *Plateau State University breaks new ground with career guidance initiative.* https://plateaureports.com

MySchoolNews. (2024, December 6). *PLASU launches pioneering student guidance and counseling initiative with TETFund support*. https://myschoolnews.ng/plasu-launches-pioneering-student-guidance-and-counseling-initiative-with-tetfund-support

Don laments neglect of counselling in schools. (2025, April 3). *The Guardian*. https://guardian.ng/education/don-laments-neglect-of-counselling-in-schools/