



## An Appraisal of Effective Provision of Pedagogy Didactic Materials of Guidance Counseling as Predictors of Secondary School Students Academic Performance in the Southwest Region

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**Abstract:** An Appraisal of Effective Provision of Pedagogy Didactic Materials of Guidance Counseling as predictors of Secondary School Students Academic Performance in the Southwest Region. The four specific Research Questions that guided the study were translated to four specific research questions as follows. To what extent does an orientation service impact academic performance of secondary school students in Southwest Region, to what extent does an information service impact academic performance of secondary school students in Southwest Region, to what extent does a placement service impact academic performance of secondary school in Southwest Region, to what extent does follow up services impact academic performance of secondary school in Southwest Region. The Research Questions were later transformed to hypothesis as follows. There is a significance relationship between orientation services and students' academic performance of secondary school in Southwest Region. There is a significance relationship between information services and students' academic performance of secondary school in Southwest Region. There is no significance relationship between placement services and academic performance of secondary school in Southwest Region. There is no significance relationship between follow-up services and students' academic performance of secondary school in Southwest Region. The Survey Research Design was used, that is the Qualitative and Quantitative Research Design designs. A sample of 180 Secondary Schools Students was used The Simple Random Sampling Technique was used to select the respondents. The Questionnaire and Interview Guide were for the study. Validation of the instruments was done through Face, Content Construct Validity. The Reliability was achieved, through test re-test method. The hypotheses were tested Spear's man Rho Product Moment Correlation. The following results proved that, all the Null Hypothesis were rejected and alternative accepted. The data analyzed in the table above shows that a linear significance relationship between orientation services and academic performance of secondary school students in Southwest Region in the South West Region of Cameroon ( $r = 0.312^{**}$ ). This implies that as orientation services improve, academic services may also improve in the Region. The data analyzed in the table above shows that a linear significance relationship between information services and academic performance of secondary school students in Southwest Region in the South West Region of Cameroon ( $r = 0.225^{**}$ ). This implies that as information services improve, academic services may also improve in the Region. The data analyzed in the table above shows that a linear significance relationship between placement services and academic performance of secondary school students in Southwest Region in the South West Region of Cameroon ( $r = 0.285^{**}$ ). This implies that as placement

services improve, academic services may also improve in the Region. The data analyzed in the table above shows that a linear significance relationship between follow-up services and academic performance of secondary school students in Southwest Region in the South West Region of Cameroon ( $r = 0.344^{**}$ ). This implies that as follow-up services improve, academic services may also improve in the Region. All the Alternative Hypotheses were accepted. This led to the conclusion that, there is a significant relation between Counseling Services and Academic Performance of Secondary School Students. Based on these results, the following recommendations were as follows. Pedagogy Didactic Materials of Guidance Counseling being it formal, informal, and non-formal should be the responsibility of all. Counselors should endeavor to be there at the beginning of the school to attend the first meeting. Also counseling services should be given the opportunity to be evaluated just as other disciplines.

**Key words:** Appraisal, Effective Provision, Pedagogy Didactic Materials, Schools, Municipality, South West Region, Cameroon.

## INTRODUCTION

### Introduction

According to Borrow (1983), the world is highly complex and dynamic which makes career choice very difficult. He reckon that time change, people change, technology progresses and these challenges everyone to change new way of living and working. So, students' performance at the level of secondary school has a strong impact on other levels of higher and tertiary education. Academic Performance is a multi-dimensional; it is intricate associated to human growth, cognitive, emotional and social physical development. Academic Performance refers to achievement in standardized test or examination shown by students. Nie Buhr (1995) defined academic performance of students is that which is typically assessed by the use of teacher written test and examination. Pedagogy Didactic Materials of Guidance Counseling is an important factor that affects academic performance through an organized and systematic service. The following services will be used to show that they can enhance academic achievement, orientation service, information service, placement service and follow up service.

### Background to the Study.

Historically, Pedagogy Didactic Materials of Guidance Counseling services were introduced in America after the First World War of 1914. During this period, large industrial centers attracted immigrant, minority and rural population who were seeking employment in cities. Pedagogy Didactic Materials of Guidance Counseling services arose in the context, as a response to social crisis brought about by the war. Students, workers, and young people including other war veterans needed Pedagogy Didactic Materials of Guidance Counseling to overcome the traumatic experiences they had undergone together with their families, relatives and friends. According to Adegoke (2004), the counselor can assist in school adolescents to handle behavioral, educational and psychological problems. In the United States, the school counseling began as a guidance movement to learners. It was mostly in the form of advice or information gathered from the priest and other religious partners. Early counseling professionals called themselves teachers and Social Advocates who used talking therapy to help their clients. Also with the realization throughout the years that human beings have found comfort in sharing their problem or telling their stories to others. "A problem shared is a problem half solved" made counseling to gain grounds.

### Statement of the Problem

The increase occurrences of school valences and degrading academic performance in some secondary schools in the Southwest Region of Cameroon has resulted in the inadequate provision of Didactic materials these services are confronted with series of issues and challenges which ranges from inadequate communication with teachers, students, parents and administration. Also, the

service lacks the power to influence change in some schools. Apart from the above, there is lack of sufficient fund for guidance activities, and also lack of time allocated on the time table for guidance service. Denga (2004), holds that the public have a lazy, confused and blurred perception of counsellors role and functions. In attempt for the provider to execute his or her duties might be considered as an intruder into the teaching learning process. Also there is a role conflict between Pedagogy Didactic Materials of Guidance Counseling and administration. Bukoye (2004) When counselor are posted to schools, principals assign duties to them according to their school needs either to play the role of a vice principal or to teach as full time teachers. On issues of confidentiality National Institute for Clinical Excellent (2008) therefore confidentiality is pertinent in the service but referrals agents such as teachers, administrators, parents expect service provider to divulge such information to them which might affect emotions and academic performance of students. In addition, some counselors who have the opportunity to be posted to schools, often abandon their duties for greener pasture, thereby rendering the service ineffective. As such it is against this backdrop that the study seeks to examine An Appraisal of Effective Provision of Pedagogy Didactic Materials of Guidance Counseling as predictors of Secondary School Students Academic Performance in the Southwest Region

### Objectives of the Study

To investigate An Appraisal of Effective Provision of Pedagogy Didactic Materials of Guidance Counseling as predictors of Secondary School Students Academic Performance in the Southwest Region

### Specific Objectives

- To examine the effect of Pedagogy didactics material services on students' behavioral performance in some secondary schools in Southwest Region.
- To examine the effect of didactics information services on academic performance in some secondary schools in Southwest Region.

### Hypotheses of the Study

**Ho<sub>1</sub>:** There is no significance relationship between pedagogy didactics materials services and students' behavioral performance of secondary school in Southwest Region.

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**Ho<sub>2</sub>:** There is no significance relationship between didactic information services and students' academic performance of secondary school in Southwest Region .

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## REVIEW OF RELATED LITERATURE

### Introduction

### Conceptual Review

The following concepts are reviewed; counseling service, placement service, information service, orientation service, follow-up service.

### Pedagogy services

An organized counseling programme is essential in assisting student's cope with the stresses they faced while in and out of school. Some of these stresses according to Melgosa (2001) include physical and psychological changes they face due to adolescence. Another rationale to offering counseling services in secondary school is because it is a period of academic growth, social, personal, emotional and intellectual growth for most if not all the students. To support the above view, Ipaye 1983 states that counseling is a general label, an umbrella term that covers all the means whereby an institution identifies and responds to the individual needs students and thereby helping

the individual to develop his/her maximum potential. Furthermore, the services offered are varied and can be utilized in a variety of setting and their utilization by students has been shown to improve academic motivation (Scheel & Gonzalez 2007). Also some people help others find ways of dealing solving or transcending problem as Nwoye (2009) prescribe in his writing. To support the view (Kolo 2001) describe counseling services as an enlightened process whereby people help adjustment through self-understanding. In order for students to realize this function the tertiary institution is expected to provide counseling services as an integral part of education. These services, when provided help to prepare students to assume increasing responsibility for their decision and grow in their ability to understand and accept their result of their choices (Kauchak 2011) more over Herman (2009), allege that counseling services are designed to help individual with psychological problems to voluntarily change their behavior and enable them make wise future decisions, clarify their ideas perceptions, attitude and goals. Also, Egbo (2013) stated that the total development of a child can only take place in an environment conducive for teaching and learning. To support the motion, Gladding (2008) states that creativity in counseling helps in increasing the success of counseling services can play an important role in advancing the counseling profession. Also, Modo, Sanni, Umah and Mogbo (2013) noted that students who are exposed to educational counseling services perform in their study better than their counterparts. To support the above view, Omotosho (2004) explained that the counselor helps to guide the students in the choice of career that matches with their personality. In the same view, Egbale (2006) emphasized that educational guidance and counseling enable student to make appropriate use of their educational opportunities.

### **Didactic Orientation**

An Orientation is a program that acquaints the students with a new environment (Chesley, 2004). Gardner and Siegel (2001), identify the first few weeks of the freshmen term as a time when students develop independent, social network, intellectual habits as well as the skills and knowledge needed to succeed. New students Orientation courses have often been referred to as the most frequently research and empirical well documented course in the history of higher education (Cuseo, 1997). In this light Olumremi, Esere, Omotosho and Ewenyi (2010) opined that orientation services help new students to adjust when admitted newly into Secondary Schools because they feel socially and psychologically lost in the new environment. Therefore, Orientation and Fresh Seminar were found to be the most effective student success programs to assist new college student (Fidler & Hunter, 1988). Perigo & Upcraft, (1989); Cook, (1996); Obidoa and Onwurah (2006) states that orientation services planned to assist both new students and staff get acquainted with the new school, adapt to their new environment and the people in it. Cohen & Brawer, (1996) support the view that programming empowers students with the knowledge, skills and abilities to access and array of resources that can help them to have a more successful college experience.

Furthermore, enabling students to become self-sufficient and better understand the processes involved with becoming a college student actively engages student and help them to more effectively navigate the college campus environment. In addition, Twale & Schaler, (2003) holds the view that providing orientation program services also allows the institution to convey important information about the institution, support system available, and expectation of student. Cook, Cully & Huftalin (2003) holds the view that the Community College student body benefits from such innovative orientation programs that can help them to develop a sense of trust, acceptance and appreciation of diversity. Institutional activities that facilitate personal academic and social development can increase student achievement (Barefoot, 2000). To support the above view, Gardner and Siegel (2000) noted the first few weeks of the freshman term are critical and influence academic success and persistence among first year students. It is during this first term that students develop independence, social network, intellectual habits and the skills and knowledge needed to be more successful. Pascarella and Terrinzini (1991) and Tinto (1993) reported that as students become more satisfied and involved with the campus and academic community, they are more likely to remain enrolled

For this reason, Secondary students have been and continue to offered a myriad of services and activities by the institution that include but are not limited to a new student orientation, a transition to

college course for first time students, academic advising, supplemental and tutorial support services, as well as student life activities and health services. Also, Stumpf et al., (2003) found that between 1980 & 2000, more students and parents were attending orientation programs.

### **Theoretical Review**

The following theories are reviewed; the social learning theory by Bandura, Social Constructivism theory of learning by Lev Vygotsky, Classical Conditioning by Ivan Pavlov's, 1955 and Operant Conditioning by B.F skinner, 1953.

### **Social Learning Theory by Bandura (1977)**

Since Bandura intension was to explain how students learn in a social context through observation, imitation and modeling the behavior of a teacher in a classroom context. Therefore, Nabavi (2010) says that it is clear that social learning theory is based on three concepts which are learning through observation (observational learning), reinforcement and modeling. Also, psychologist and teachers alike have found that such models are able to explain the differences found in students' academic achievements and receptivity to various forms of instruction (Schunk, 2012; Sousa, 2011). Furthermore, the practical application of social learning theory can rightly work with the following principles, attention, retention, reproduction and motivation of students. So this work will use this theory because it has a very powerful tool in education.

Graf, Kinshuk & Liu (2009) agreed that incorporating the three aspects of the social learning theory (attention, retention, reproduction and motivation) into teaching as the potential to facilitate effective learning for students. Therefore, teachers can incorporate this model by recording themselves lecturing on a certain subject so that students can watch them as their home.

In observation learning, students pay attention to real-time teachers didactics commenting and collaborating as well as using technology to achieve their goal. In addition, gamification and stimulation help teachers turn their classroom into a more interactive experience. Teachers take assignments and activities and put them into a game, creating rewards for winners and creating that unique and novel spark that attract the interest of students.

Bennett (2013), Daghani & Akkoyanlu, (2012) support the view that a high degree of probability that the student will be more successful in the learning process as learning would be encourage and would be engaged and motivated.

To improve performance simulation in the classroom, help to add interest and fun to a classroom. Teachers who apply this method (simulation options are great ways to enhance a classroom setting and make students feel more engaged).

Also gamification and simulation connect to social learning allows students to make real observation for rewards and punishment in an engaging way in the classroom. Students can win a game or see someone succeed in the simulation and emulate that behavior.

Furthermore, for retention of information in classroom the teacher explore effective use of storytelling technique to make learning memorable. It is also believed that both the academic achievement and self-confidence of students' increase self-confidence of students (Reid, 2005; Sadeghi, Tan & Abdullah, 2012). If student know their own learning styles and apply them to the learning process, these students should learn both more rapidly. There is therefore a high degree of probability that the students will be more successful in the learning process as learning would be encourage and students would be engaged and motivated (Bennett, 2013; Daghani & Akkoyunlu, 2012).

Making student aware of their learning styles and showing them their individual strength and weaknesses can also help students to understand why learning is sometimes difficult to them (Graf et al., 2009). Furthermore, knowledge of learning styles can also equip students for a life-long learning (Bostrom, 2012; Reid, 2005).

## Relevance of Social learning theory

With the realization that the teacher is the active participant in the educational process, he becomes an important behaviour model in the following domain, hospitality, warmth, friendliness, sense of justice, tolerance, openness, and understanding to students. The theory helps the teachers and students shape the overall psycho-social development of self during school period. This theory also helps students to understand how information is used, how knowledge is created and how learning takes place in the classroom context. Again, it also helps to shapes the instructional practices and methods of teaching. It helps students to first identify the goal of training and select the right theoretical framework that can help achieve learning outcomes and as such, provides a basis to understand how people learn and a way to explain, describe, analyse and predict learning in classroom milieu. The theory also helps us make more informed decisions around the curriculum design development and delivery of learning. It also helps students to monitor, observe and model the attitude, emotion and the reactions of others. Also, it is important for it makes the students to understand human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. The theory helps in explaining people's inhabitation of aggression. It helps to improve the lives of others in terms of self-regulatory processes. In effect, learning through observation modeling or imitation creates awareness amongst both students and teachers of the wide range of learning and teaching methods that are available to improve academic performance.

## Social Constructivist Theory by Vygotsky (1978)

A Russian psychologist Vygotsky believed that every student has two stages of Skill Development. A level they can achieve by themselves, and a level they can achieve with the help of an experience teacher. The core idea in this theory that will be use in this work are Zone of Proximal development and Scaffolding. These two concepts will be used for student academic perfor5mance and counseling services. The zone of proximal is a concept often used in classroom to help secondary school students with skill development. it is also known as zone of potential development.

Therefore, Vygotsky allege that the distance between the actual development level of student as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). Also, the idea of pairing instruction with student is known as Scaffolding. In the classroom a teacher uses instructional scaffolding of teaching to help students learn new skills. De Valentzuela (2006) rightly pointed out that cognitive development is seen not as unfolding in a biologically driven sequence, but emerging as a result of interaction within cultural and historical context. Also, Nsamenang & Tchombe (2011)- The zone of proximal is a central piece of Vygotsky's theory of constructivism.

Rogof (1990) claims that zone of proximal development (ZPD) is a situation in which some activity is leading learners beyond current level of functioning like play and work studies to improve achievement. Furthermore, Scaffolding concept can be applied in the classroom to a variety of subjects such as Language, Maths and Science. White Clark, Dicarlo & Gilchriest, 2008 "Assuming the role as a guide on the Side" requires teacher's to step off the stage, relinquish some of their power, and release the textbooks to allow their students to be actively engaged and take some responsibility of their own learning. Therefore, teachers can use Scaffolding by using techniques like modeling, solving mathematics and providing examples, working one-on-one with students using visual aids to improve academic performance. Also, Raymond (2000) supports the view that Scaffolding instruction as the role of a teacher and other knowledgeable persons in supporting the learner's development and providing support structure to get to the next stage or level.

to selected audience.

To support the view Tharp & Gallimere, (1998) draw allusion from the work of Builder on achievement. Builder use Scaffold to erect6 a building, gradually removing it as the building becomes self-supporting, eventually removing that support as the student are capable of performing independently. On the other hand, if a student is not at the reading level required to understand the

content being taught in a subject, the teacher might use instructional Scaffolding to incrementally improve their reading ability until they can read the required text independently and without assistance.

The Social Constructivist theory of learning in the teaching of Secondary School students contribute to the improvement of achievement and development of thinking to academic performance.

### **Relevant of the theory**

This theory is of great importance. It invites learners to participate in the classroom activities. It also encourages the use of the educated concept and knowledge in guiding the educational situation. Also, it provides an opportunity for learners to engage in discussion. More so, this theory prepares questions that motivate students to return to learning resources like ICT, and internet, thus encouraging students to modify interpretations. This theory helps the students in the self-construction of knowledge. The best learning occurs when students are facing new situation, new tasks and problems. Facilitate the building of knowledge through social negotiations process. It also helps teachers to apply teaching methods that allows the exchange of views and ideas with students.

### **Empirical Review**

This section is reviewed objective by objective. It looks at the works of other researchers in the field. This work highlights the influence of Pedagogy Didactic Materials of Guidance Counseling services on students' academic performance. Some of the empirical studies include:

#### **Placement Services and academic performance**

Rottschafer (1972) carried out a study title "The Nature and Scope of Guidance Services in Secondary Schools affiliated with the National Union of Christian Schools" in Lyola University Chicago. Two types of research were used to gather the necessary data for this study. The first of these consists of a descriptive survey type of research used to gather information about the scope of the guidance services in the Christian high schools. This information was obtained by means of three questionnaires designed to obtain specific answers to the major questions of the study which were submitted to administrators, selected teachers, and counselors in the cooperating high schools. The questionnaires were based on guidance practices considered desirable by the National Union of Christian Schools, and were established as criteria for evaluation of the actual guidance practices that were being used in the schools. These practices included the following areas: testing services; information services; in-service training service; group guidance service; individual counseling; placement service referral service; and, follow-up service. The second method used to gather the data for this study consisted of an attitude toward guidance questionnaire submitted to the administrators, selected teachers, counselors, and members of the Educational Policy Committee in each of the participating schools. The seventh name was designated as an alternate to be used if, for some reason, one of the first six were unable to complete the questionnaires. A total number of 118 Questionnaires for Teachers was mailed to the schools. Two of the schools used in the study had only five teachers on their staff, so they received only five teacher questionnaires. The teacher sample provided 107 usable questionnaires, representing 90.7% of the total 118 Questionnaires for Teachers mailed to the participating high schools. The names of the 27 counselors obtained from the principals via the telephone conversations were included in the material sent to the schools with a corresponding number of Questionnaires for Counselors. Twenty-five counselors, 93.1%, responded to the Counselor Questionnaire. In four schools used in the study, the principal himself assumed the responsibility for providing what guidance services were available in their school. These principals were asked only to complete the Questionnaire for Administrators since much of the material in the two forms is overlapping. 37 The Questionnaires for Administrators were included in the material with instructions that they were to be completed by the principal himself. Twenty questionnaire were returned by the principals, representing a 100% response. The principals were also asked to distribute the Attitudes Toward Guidance Questionnaire to the members of the Educational Policy Committee of their schools. It was suggested that a few minutes be taken out at the end of the next committee meeting for this purpose. They were encouraged to complete the questionnaires at that time, since only a few minutes were required for this purpose. A total of 44 usable questionnaires

was returned, representing 53.6% of the 84 questionnaires which were mailed. Each administrator, teacher, and counselor also completed an Attitudes Toward Guidance Questionnaire in addition to his individual questionnaires.

Fulya (2009), carried out a research title “the evaluation of counseling and guidance services based on teacher views and their prediction based on some variables” This study evaluated psychological counseling and guidance services based on elementary and secondary education teachers’ views. Participants were 204 teachers. “School Guidance Services Scale” and “Teacher Personal Information Form” were used for gathering the necessary information. Percentage calculations and multiple regression analysis were used for data analysis. The results showed that teachers listed the guidance services from the most utilized to the least as follows: consultation, counseling, information gathering and outreach, appraisal, orientation, placement, research and evaluation public and family relations and follow-up services. Results of this study showed that overall an approximately 46% of all counseling and guidance services were offered. Moreover, according to the results of the study, the grade being taught and holding the view that schools should definitely have a school counselor were significant predictors of teachers’ evaluation of counseling and guidance services. However, taking counseling and guidance lessons during undergraduate studies, the length of service and gender were not significant predictors of teachers’ evaluation of counseling and guidance services.

### **Orientation Services and academic performance**

Ehigbor (2018), carried out a study titled “assessment of the effectiveness of school guidance services as perceived by secondary school principals” in Edo state, Nigeria. The study investigated the effectiveness of school guidance services as perceived by principals in Edo State, Nigeria. The study sought to examine secondary school principals’ perception on the effectiveness of guidance services (orientation, appraisal, information and Pedagogy Didactic Materials of Guidance Counseling services) and determine gender and school location differences in principals’ perception of the effectiveness of Pedagogy Didactic Materials of Guidance Counseling services in schools. The descriptive survey design was adopted for the study. A sample of 36 schools (1 rural and 1 urban) were drawn from public senior secondary schools in the study area using purposive random sampling. The instrument used for the collection of data was a self-developed questionnaire titled: “School Guidance Services Effectiveness Questionnaire (SOGSEQ)”. The construct validity was ascertained by the Principal Component Analysis (PCA) while the Cronbach reliability alpha of the questionnaire yielded an overall index of 0.84. The descriptive statistics such as mean () and standard deviation (S.D) was used to analyze the research question 1 while the t-test for independent sample means was used to test the hypothesis at 0.05 alpha level. Results from the analysis showed that principals perceived orientation services to be the only effective guidance service in secondary schools in Edo State. Result further showed that there is a significant difference between rural and urban principals in their perception on the effectiveness of school guidance services (appraisal, information and Pedagogy Didactic Materials of Guidance Counseling services) in secondary schools in Edo State. It is recommended that guidance counsellors in the secondary schools should realize that their guidance services should be such that will enable them to meet the needs of learners in schools. For this to be achieved, school heads, teachers, parents and the government must also be actively involved in providing their support for the delivery of the services when necessary.

Georgina, A., Ahema, T., Cynthia, S., and Jeff T., (2014) carried out a research entitled “orientation impact on performance of undergraduate students in universities Cape Coast-Ghana. This study therefore, focusses on finding out the impact of orientation on the academic performance of students. The descriptive survey design and multiple sampling procedure were used to select 250 level 200 students from the university. Data were collected primarily through questionnaires. The result revealed among other things that orientation programmes provide fresh students with good academic information regarding academic programme policies and regulation that enhances students learning. Also it came out that participation in orientation significant difference existed in the mean Cumulative Great Point Average (GPA) scores of students who participated in the 2012 orientation programme for fresh students and those who did not. Based on these findings, a recommendation



was made for organizer to plan orientation programmes geared towards helping students to maximize learning.

## RESEARCH METHOD

### Introduction

The finding describes the methodology used in the study. That is the procedural outline of how the data relating to the study was systematically collected and analyzed. The findings is organized under the following headings: Research design, area of study, population of the study, sample size and sampling technique, instrument of data collection, validation and reliability of instrument, administration of instrument, method of data analysis and ethical considerations.

### Research Design

The design used for this study was a mixed method design. This was because the approach was both quantitative and qualitative. A quantitative research is one in which it tries to bring out an understanding of the problem in terms of quantity. This means that it quantified the problem by way of generating numerical data or data that can be transformed into usable statistics. Qualitative research is used to get an in-depth understanding of the opinions, and reason of respondent. The research design is suitable for this work because the study involved seeking opinion of the students and counselors in their natural setting and correlating the finding with student academic performance in schools. In addition, data were collected from a sample using questionnaire and interview guide for the purpose of identifying and describing the population represented by the sample at that particular time.

### Area of the Study

The Southwest Region in which the study was carried out is located in South West Region of Cameroon, Southwest Region and the South West Regional Head quarter of Cameroon. Created on the 29<sup>th</sup> of June 1977 by presidential decree No: 77/203, Southwest Region has a surface area of 87Sq km, 67 villages, four distinct identified urban space as per outlined criteria (Buea station, Soppo, Molyko/Mile 17 and Muea) it is of a highly complex community caught between a blend of urban, semi urban, rural and traditional settings.

### Population of the Study

The target population of the study comprised of secondary school students and counselors of both gender in four schools, Bilingual Grammar School, Molyko-Buea, Government High School Bokwaongo, Bishop Rogan College and Summerset Bilingual College with ages ranging from 15 years to 20 years.

**Table 1: Population of the Study**

Title	Schools Enrolment		
	Boys	Girls	Total
<b>Government schools</b>			
Bilingual Grammar School	2,274	3,187	5461
Government Bilingual High School Muea	48	125	173
Government High School Buea-Bokwaongo	754	1295	2049
Government High School Buea Town	632	937	1569
Government High School Great Soppo	168	303	471
Government High School Buea Royal	93	124	217
Government High School Bonjongo	37	42	79
Government High School Bomaka	2	3	5
Government High School Bolifamba	2	2	4
Government Secondary School Bwiyuku	91	119	210
Government Secondary School Dibanda	15	35	50
<b>Sub-total</b>	<b>4116</b>	<b>6152</b>	<b>10268</b>
<b>Confessional Schools</b>			

Baptist High School Buea	196	294	490
Bishop Jules Peters Buea	84	134	218
Bishop Rogan College Buea	280	0	280
Our Lady of Mount Camel	17	26	43
Presbyterian Comprehensive High Buea	250	369	619
ST. Joseph College Buea	195	0	195
Baptist Comprehensive College Buea	198	125	323
<b>Sub-total</b>	<b>1220</b>	<b>948</b>	<b>2168</b>
<b>Lay Private Schools</b>			
Nabest Comprehensive College Buea	208	316	524
Holy Child Comprehensive College Buea	68	70	138
St. Theresia In't Secondary School Buea	170	154	324
Summerset Bilingual High School Buea	189	322	511
Mantho Bilingual College Buea	84	100	184
Sub-total	<b>890</b>	<b>1208</b>	<b>2098</b>
<b>Grand Total</b>	<b>6226</b>	<b>8303</b>	<b>14,534</b>

Source: Divisional Delegation of Secondary Education for Fako-Division (2021)

### Target Population

The target population of this study was made up of all students from the four selected schools.

**Table 2: Target Population of the Study**

S/N	Name of Schools	Target Population	Accessible Population		Sample population	
			Counsellor	Students	Counsellor	Students
1	Government High School Bokwango-Buea	2,049	2	2,049	1	50
2	Bishop Rogan College Buea	280	1	280	1	40
3	Summerset Bilingual College Buea	511	1	49	1	40
4	Bilingual Grammar School Buea	2,274	5	2,274	1	50
<b>Total</b>		<b>4,652</b>	<b>9</b>	<b>4,652</b>	<b>4</b>	<b>180</b>

Source: Divisional Delegation of Secondary Education for Fako-Division (2021)

**Table 3: Showing the Descriptive Analysis of Demographic Information**

Variable	Sub Variable	Frequency	Percentage
Name of School	G.H.S Buea Bokwoango	50	27.8
	Bishop Rogan College	40	22.2
	Summerset Bilingual College	40	22.2
	B.G.S Molyko Buea	50	27.8
Gender	Male	81	45.0
	Female	99	55.0
Age range	12 – 15	43	23.9
	16 – 16	121	67.2
	20 – 22	15	8.3
	23+	1	0.6

The table above shows that 180 respondents, 50 (27.8%) were from G.H.S Buea-Bokwoango and B.G.S Molyko-Buea, while 40 (22.2%) were from Bishop Rogan College Soppo-Buea and Summerst Bilingual College Buea.

### Sample and sampling technique

The sampling random sampling technique was used to select the sample. Simple random sampling was one in which each member in the sample has equal chance of being selected. A ballot method of selection was carried out to determined students who will participate. Following the rules of ballot, the student who picked yes was eligible. This was done to give the students equal chances to participate in the study.

The demographic characteristics of respondents included students Of form three to upper sixth. The researcher worked with both male and female students so as to avoid gender bias.

### Instrument for Data collection

Two instruments were used for the data collections in this findings. These include a structured questionnaire for the students and an interview guide for counselors.

### Questionnaire for students

The scale used for the study was developed by the researcher with the aid of literature. The scale matched with the variables under study and answered the research questions.

The questionnaire was closed ended and required the respondent to select an option (Strongly Agree, Agree, Disagree, Strongly Disagree) that best suit their school condition and it was made up of five sections that is, A-E. A total of 180 questionnaires were administered. Section A was made up of demographic information and section B, C, D and E were measuring the main research variables. The questionnaire was developed on a four point modified Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

### Validity of Instrument

#### Face Validity

To ensure face validity of the instrument the researcher presented the questionnaire and interview guide to the supervisor who scrutinized the items checking the clarity and appropriateness off language and clarity. The correction was effected and re-constructed where the supervisor accepted the questionnaire and inter4view guide were considered to have attained face validity.

#### Content Validity

To evaluate the content validity of the instrument, the researcher scrutinized the questionnaire and interview guide and handed them the supervisor to check if the relevance of the item were objectives of the study.

#### Construct validity

The researcher simultaneously defines some construct and develop the instrumentation to measure them like Pedagogy Didactic Materials of Guidance Counseling service, orientation service, information service, placement service and follow-up service. After checking the content, the supervisor asked the researcher to make the questionnaire and interview item elaborate. The questionnaire was also given to experts who were verse with to test the construct. The validity index was calculated per test item. Most of the items had the validity based on the different judges. This was calculated using the formula;

$$CVI = \frac{\text{Number of judges that declared item valid}}{\text{Total number of judges}}$$

This was presented to the research supervisor who modified them. The corrections were affected and confirmed by the research supervisor who gave the researcher the permission to go to the field for administration of instruments.

## Reliability

The test-retest method was conducted for the study. The test-retest method involved administering the same test twice to the same group after a certain time interval has elapsed. It showed the level of achievement and internal consistence of instrument over time.

## DATA ANALYSIS AND FINDINGS

### Introduction

The findings present descriptive survey and secondly using inferential statistics to test the hypotheses. The findings were presented using statistical tables and bar charts. The following are the full meanings of the abbreviations on the tables. SD (Strongly Disagree), D (Disagree), A (Agree), SA (Strongly Agree) and P Value, (Probability Value). The Strongly Agree and Agree as well as the Strongly Disagree and Disagree in the Likert Scale, were collapsed into two (Agree and Disagree) in order to facilitate the analyses and answers to a single positive or negative view of respondents. The study generally sets out to investigate the influence of counseling services on students' academic performance in secondary school in Southwest Region.

**Decision level:** Mean,  $\bar{x} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$

Respondents accepted or agreed with the opinion expressed in the item if the mean score is 2.5 and above. Otherwise, they rejected or disagreed.

### Section B: Research Question One: To what extent do didactics orientation services impact academic performance of secondary school students in Southwest Region?

Items	Respondents Option							
	A	%	SA	%	D	%	SD	%
Orientation information is shared to us properly during our counseling services.	67	37.22	53	29.44	39	21.66	21	11.66
After orientation, our counselor follows up to get feedback on any changes.	70	38.88	50	27.77	32	17.77	28	15.55
The counselors are very supportive during orientation.	71	39.44	49	27.22	37	20.55	23	12.77
Firsthand information about the school helps me to become wiser given at the beginning of the school year.	65	36.11	55	30.55	48	26.66	12	6.66
Orientation gives me knowledge on time management and punctuality.	80	44.44	40	22.22	35	19.44	25	13.88
The knowledge gotten from orientation services have improve my hygiene and sanitation.	61	33.88	59	32.77	43	23.88	17	9.44
<b>Mean Total</b>	<b>69</b>	<b>38.3</b>	<b>51</b>	<b>28.3</b>	<b>39</b>	<b>21.6</b>	<b>21</b>	<b>11.8</b>

From the above table, Research Question One, to investigation what extent do orientation services impact academic performance of secondary school students in Southwest Region ? According to Research question one, item one, Orientation information is shared to us properly during our counseling services, majority of the respondents 67(37.2%) Strongly Agreed to the fact that orientation information is shared to us properly during our counseling services, 53(29.4) Agreed to the same fact that Orientation information is shared to us properly during our counseling services while 39(21.6%) of the respondents Disagreed to the fact that Orientation information is shared to us properly during our counseling services and lastly 21(11.6) Strongly Disagreed to the same fact that Orientation information is shared to us properly during our counseling services.

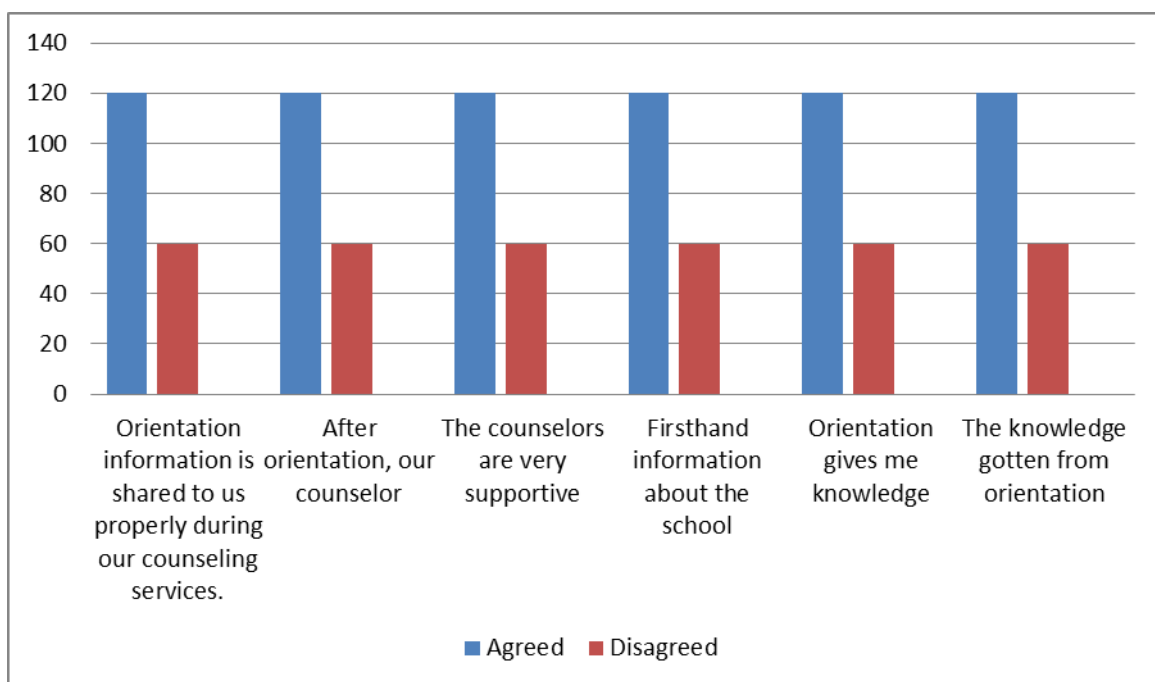
According to item two, after orientation, our counselor follows up to get feedback on any changes, majority of the respondents Strongly Agreed 70(38.8%) to the fact that after orientation, our counselor follows up to get feedback on any changes, 50(27.7%) Agreed to the same fact that, after

orientation, our counselor follows up to get feedback on any changes while just minority of the respondents 32(17.7%) Disagreed to the fact that, after orientation, our counselor follows up to get feedback on any changes and lastly 28(15.5%) Strongly disagreed to the same fact that after orientation, our counselor follows up to get feedback on any changes.

According to research question item three, the counselors are very supportive during orientation. Majority of the respondents 71(39.44%) Strongly agreed to the fact that the counselors are very supportive during orientation and 49(29.2%) Agreed to the same fact that while minority of the respondents 37(20.5%) Disagreed to the fact that, the counselors are very supportive during orientation and lastly 23(12.7%), strongly disagreed to the fact that the counselors are very supportive during orientation.

According to research question one, item four, firsthand information about the school helps me to become wiser given at the beginning of the school year, majority of the respondents strongly agreed 65(36.1%) to the fact that Firsthand information about the school helps me to become wiser given at the beginning of the school year and 55(30.5%) of the respondents Agreed to the same fact and while minority of the respondents Disagreed to the fact that firsthand information about the school helps me to become wiser given at the beginning of the school year and lastly 25(13.8%) Strongly disagreed to the same fact that firsthand information about the school helps me to become wiser given at the beginning of the school year.

Furthermore, according to research question one, item five; orientation gives me knowledge on time management and punctuality. Majority of the respondents 80(44.4%) strongly agreed to the fact that orientation gives me knowledge on time management and punctuality and 40(22.2%) agreed to the same fact while minority of the respondent 35(19.4%) Disagreed to the fact that orientation gives me knowledge on time management and punctuality and lastly 25(13.8%) Strongly disagreed to the same fact that orientation gives me knowledge on time management and punctuality. Lastly according to research question one, item six, the knowledge gotten from orientation services have improve my hygiene and sanitation, majority of the respondents 69(38.3%) Strongly agreed to the fact that the knowledge gotten from orientation services have improve my hygiene and sanitation and 51(28.3%) agreed to the same fact while minority of the respondents 39(216%) Disagreed to the fact that, the knowledge gotten from orientation services has improved my hygiene and sanitation and lastly 21(11.8%) strongly disagreed to the same fact



**Table 4: Didactic Orientation services and academic performance**

Item	$\bar{X}$	S	Dec
1. Orientation information is shared to us properly during our counseling services.	3.09	0.80	A
2. After orientation, our counselor follows up to get feedback on any changes.	2.89	0.92	A
3. The counselors are very supportive during orientation.	2.97	0.84	A
4. Firsthand information about the school helps me to become wiser given at the beginning of the school year.	3.14	0.80	A
5. Orientation gives me knowledge on time management and punctuality.	3.49	0.67	A
6. The knowledge gotten from orientation services have improve my hygiene and sanitation.	3.08	0.77	A
<b>MRS</b>	<b>3.11</b>	<b>0.80</b>	<b>A</b>

The data analyses in the table above shows that orientation information is shared to students properly during their counseling services; after orientation counselor follows up to get feedback on any changes; and the counselors are very supportive during orientation. Firsthand information about the school helps them to become wiser given at the beginning of the school year; orientation gives them knowledge on time management and punctuality; and the knowledge gotten from orientation services improve their hygiene and sanitation. Conclusively, orientation services have a great impact on academic performance of secondary school students in Southwest Region in the South West Region of Cameroon ( $\bar{X} = 3.11 \pm 0.80$ ).

**Ho<sub>1</sub>:** There is no significance relationship between didactic orientation services and students' academic performance of secondary school in Southwest Region.

**Table 5: Relationship between didactics orientation services and students' academic performance**

		Orientation services	Students' academic performance
Spearman's rho	Orientation services	Correlation Coefficient	1.000
		Sig. (2-tailed)	.312**
		N	180
	Students' academic performance	Correlation Coefficient	.312**
		Sig. (2-tailed)	1.000
		N	180

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The data analysed in the table above shows that the null hypothesis was rejected and the alternative hypothesis retained. It was therefore concluded that there is a linear significance relationship between orientation services and academic performance of secondary school students in Southwest Region in the South West Region of Cameroon ( $r = 0.312^{**}$ ). This implies that as orientation services improve, academic services may also improve in the Region.

### Interview for Counselors on Didactic Orientation Service and Academic performance

The table below presents interview for counselors on orientation service and academic performance in Southwest Region in the South West Region of Cameroon

**Table 6: Interview for Counselors on Ddactics Orientation Service**

Questions	Counsellor	Respond	Explanation
Do you follow up students to get feedback on their progress using chat?	1 <sup>st</sup>	Yes	Done through aptitude gride. It shows how the student is performing in all, the given subject. Helps me to get a positive or negative feedback on performance.
	2 <sup>nd</sup>	Yes	We follow up to get a feedback of their progress in school in school during counseling session, we ensure that their problems are solve.
	3 <sup>rd</sup>	Yes	We do that during one on one or group counseling after listening to their problems we advise them.
	4 <sup>th</sup>	Yes	We follow up students on their transition especially as adolescence age.
Do you give first-hand information to students at the beginning of the school year flowing your chat?	1 <sup>st</sup>	Yes	We normally organize institution orientation week whereby we invite parents and learners. When they come together the counsellor is given the opportunity to enlightened them. Information.
	2 <sup>nd</sup>	Yes	We do because most students do not even know the importance of counseling in schools. At the beginning of the year we give them that information.
	3 <sup>rd</sup>	Yes	We tell them what the Pedagogy Didactic Materials of Guidance Counseling service is all about and the school environment.
	4 <sup>th</sup>	Yes	We organize orientation services at the beginning of the school year to help them adopt to school climate
Do you orientate the students on time management and punctuality	1 <sup>st</sup>	Yes	Time is of essence. We designed a time table for every student and class.
	2 <sup>nd</sup>	Yes	We tell them if they don't manage their time well it will affect their studies.
	3 <sup>rd</sup>	Yes	We do during group Pedagogy Didactic Materials of Guidance Counseling and one on one because time is very important resource
	4 <sup>th</sup>	Yes	Punctuality is the key to success that is why we draw a timetable that suits their activities.

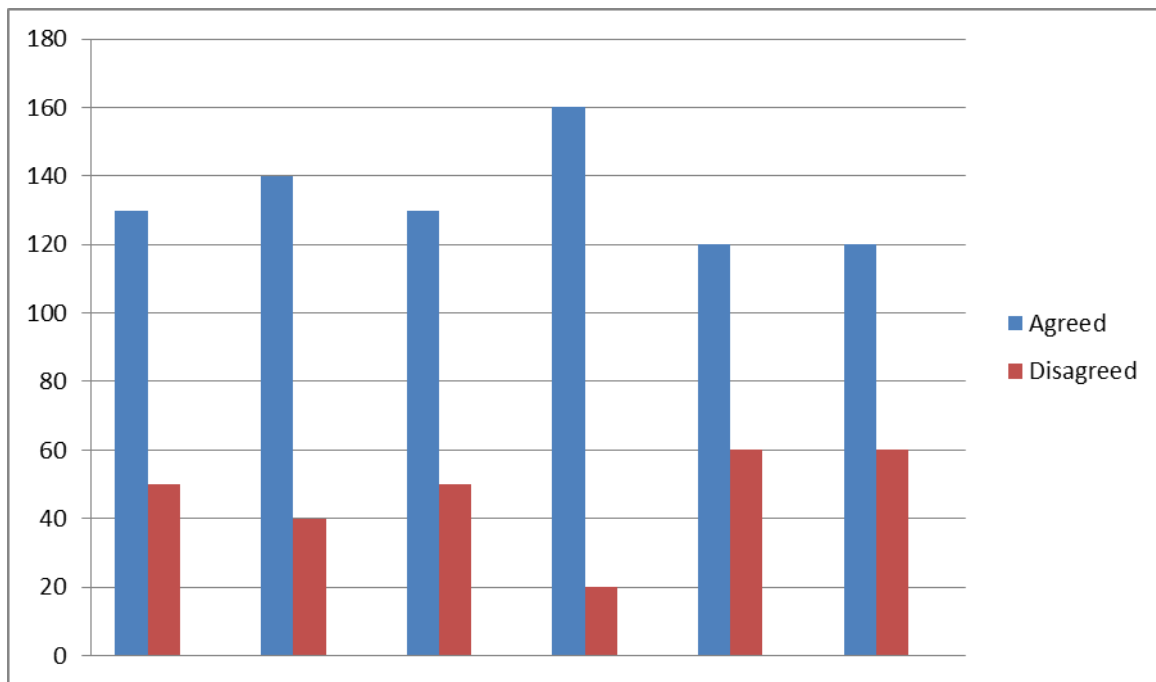
The interview from counselors revealed that they follow up students to get feedback on their progress using chats; they give first-hand information to students at the beginning of the school year and they orientate the students on time management and punctuality.

**Research Question Two: To examine the effect pedagogy didactics information services on academic performance in some secondary schools in Southwest Region.**

Items	Respondents Option							
	A	%	SA	%	D	%	SD	%
Guidance counselors provide us with sufficient information for academic guidance.	63	35	57	31.66	41	22.77	19	10.55
Information on different professional career opportunities is always available to us.	85	47.22	35	19.44	33	18.33	27	15
Guidance counselors use diverse media in making career information available to us.	77	42.77	43	23.88	39	21.66	21	11.66
There are internet services available to improve on availability of career information in schools.	65	36.11	55	30.55	46	25.55	14	7.77
Changes in ICTs environment and resources	70	38.88	50	27.77	40	22.22	20	11.11

affect my information seeking behavior.									
Our library professionals understand information seeking behaviors of users, they give us direction on how to search information effectively	69	36.11	51	23.88	43	21.66	17	11.66	
<b>Mean Total</b>	<b>71</b>	<b>39.7</b>	<b>48</b>	<b>26.6</b>	<b>40</b>	<b>22.2</b>	<b>20</b>	<b>11.1</b>	

From the above table, Research Question Two, to examine the effect information services on academic performance in some secondary schools in Southwest Region? According to Research question tow, item one to six, Majority of the respondents 71(39.7%) Strongly Agreed to the fact that information services improves academic performance in some secondary schools in Southwest Region and 48(26.6%) of the respondents Agreed to the fact that information services improves academic performance in some secondary schools in Southwest Region and while minority of the respondents 40(22.2) disagreed to the fact and lastly 20(11.1%) of the respondents strongly disagreed



**Table 7: Information services and academic performance**

Item	$\bar{X}$	S	Dec
7. Guidance counselors provide us with sufficient information for academic guidance.	3.33	0.68	A
8. Information on different professional career opportunities is always available to us.	2.78	0.93	A
9. Guidance counselors use diverse media in making career information available to us.	2.30	0.92	D
10. There are internet services available to improve on availability of career information in schools.	2.42	1.02	D
11. Changes in ICTs environment and resources affect my information seeking behavior.	2.47	0.94	D
12. Our library professionals understand information seeking behaviors of users, they give us direction on how to search information effectively.	2.36	1.03	D
<b>MRS</b>	<b>2.61</b>	<b>0.92</b>	<b>A</b>



The data analyzed in the table above shows that guidance counselors provide students with sufficient information for academic guidance; Information on different professional career opportunities is always available to them; though a majority of the counselors do not use diverse media in making career information available to students. The internet services are not available to improve on availability of career information in schools; Changes in ICTs, environment and resources have little effect to their information seeking behavior; and most of their library professionals do not understand information seeking behaviors of users, do not give them direction on how to search information effectively. Conclusively, information services have a great impact on academic performance of secondary school students in Southwest Region in the South West Region of Cameroon ( $\bar{X} = 2.61 \pm 0.92$ ).

**H<sub>02</sub>:** There is no significance relationship between information services and students' academic performance of secondary school in Southwest Region.

**Table 8: Relationship between information services and students' academic performance**

		Information services	Students' academic performance
Spearman's rho	Information services	Correlation Coefficient	1.000
		Sig. (2-tailed)	.225**
		N	180
	Students' academic performance	Correlation Coefficient	.225**
		Sig. (2-tailed)	1.000
		N	180

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The data analysed in the table above shows that the null hypothesis was rejected and the alternative hypothesis retained. It was therefore concluded that there is a linear significance relationship between information services and academic performance of secondary school students in Southwest Region in the South West Region of Cameroon ( $r = 0.225^{**}$ ). This implies that as information services improve, academic services may also improve in the Region.

### Interview for Counselors on Information Service and Academic performance

The table below presents interview for counselors on information service and academic performance in Southwest Region in the South West Region of Cameroon

Questions	Counselor	Respond	Explanation
Do you give them sufficient information for career guidance?	1 <sup>st</sup>	Yes	We do through charts, we draw their attention to different fields. We illustrate subject and career to them.
	2 <sup>nd</sup>	Yes	I first of all ask them what kind of career choice they wish to have, I examined passion.
	3 <sup>rd</sup>	Yes	We teach them about different field of study in class. We display charts on some field of work.
	4 <sup>th</sup>	Yes	Beginning from form three, in subjects combination telling them of different jobs opportunity.
Do you have internet service available to give information that can be disseminated to students?	1 <sup>st</sup>	No	
	2 <sup>nd</sup>	No	
	3 <sup>rd</sup>	No	
	4 <sup>th</sup>	Yes	Yes on personal; effort not in school
Do you have diverse media in	1 <sup>st</sup>	No	

making career information available to students?	2 <sup>nd</sup>	No	
	3 <sup>rd</sup>	No	
	4 <sup>th</sup>	Yes	Posters and charts

The interview from counselors revealed that they give them sufficient information for career guidance; they do not have internet service available to give information that can be disseminated to students; and do not have diverse media in making career information available to students.

## DISCUSSIONS, OF FINDINGS

### Introduction

This study was undertaken to stimulate critical discussion on the influence of Pedagogy Didactic Materials of Guidance Counseling on secondary school student academic Performance in Southwest Region.

From the above finding of this work the conclusion, implication and the recommendations of the work was based on the various research hypotheses used above.

### The Role of Pedagogy Didactic Orientation Services on Student Academic Performance in Southwest Region.

The findings of the present study revealed that orientation services play a great role in influencing the academic performance of secondary school students. This finding can be confirmed by the responses given by students that firsthand information about the school helps them to become wiser given at the school year.

Also counselors responded affirmatively that they carry out orientation service at the beginning of the school year to help the students adapt to the school climate and environment. This is done through one on one or group Pedagogy Didactic Materials of Guidance Counseling .

This finding is supported by Olumremi, Esere, Omotosho & Eweni (2010). That orientation helps secondary school students to adjust when admitted newly into secondary school because the feel socially and psychologically lost in the new environment. This result is also backed by (Fidler & Hunter, 1988 Perigo & uncraft, (1989). Who opined that orientation and freshmen seminar were found to be the most effective student's programs to assist new college students. Also cook, cully & Huftalin (2003) support the view that community college student body benefits from such innovative Orientation Programmed that can help them to develop a sense of trust, acceptance and appreciation of diversity. In addition, Barefoot (2000). affirmed that institutional activities that facilitate personal academic and social development can increase student's achievement.

Furthermore, empirical finding by Georgina A. Ahema, T.Cynthia,S, and Jeff T,(2014)supports the view that Orientation service had a positive impact on academic support of students. The result revealed among other things that Orientation programmed provide fresh students with good academic information regarding academic performance policies and regulation that enhances students learning.

Moreso, the finding is also confirmed by Social Constructivist theory by Lev Vygotsky (1978), teachers and more knowledgeable apply the zone of proximal development and Scaffolding to improve the academic Performance. Also Counselors who are significance persons to students bridge the gap through talking therapy in one on one or group Counseling.

### Pedagogy Didactic Information Service and Student Academic Performance

The result obtained from this study affirmed that Counselor provide adequate and relevant information to assist students improve in their academic performance. They also provide information about higher institution that is information that motivate students to work harder in other to achieved their goals. In addition, students are provided with career information and what requires of them to attain professional opportunities. Based on literature inthe findings two Milbourn (2002). affirmed that counseling information service deal with Educational information which deals with facts and knowledge relating to Curriculum, syllabus, books, policies and programmed of schools, its rules and

regulation, tradition of schools and co-curricular activities. Therefore, Braddock (2007). supports the view that that Pedagogy Didactic Materials of Guidance Counseling services can help students to manage and understand this information. This is in line with Okeke (2003) who Opined that information service are tailored towards equipping students with the necessary information of educational and Vocational and personal –social in order to be able to make wise decision about life.

Furthermore, empirical study conducted by Ida (2016) affirmed that students from secondary school with libraries and enough materials were observed to perform better than student who do not have enough information. Also the information which is given encourages learning habits and strengthen student study skills which leads to improvement of students academic performance,

This study is supported by Person centered theory of Roger (1940-1950). According to the proponent the goal is to provide students with the opportunity to develop a sense of self wherein they realized how their attitude, feeling and behavior negatively affects their studies and make an effort to find their true positive potential. This information is disseminated as a process of helping students discover new and satisfying personal meaning about themselves and their studies. Makinde (1984) affirmed that with awareness, the student will drive toward high academic performance, growth, personal development and adjustment.

Also according to researcher, adjustment Difficulties like sleeping, disturbance, concentration problems and depression are most evident in secondary school. Therefore, to help this student to resolve these adjustment issues information service is relevance. Also empirical review by Orepoulos that students with assess to information service showed significant correlation with students behavior toward higher education choice. It was also noted that accessing information services has an effect in shaping students behavior toward career choice. Maya, C.& Bala M. (2020) empirical reveal affirmed that there is a significance relationship between the library information resources and the usage and students' academic performance and success.

### **Recommendations**

According to the results in research question one, to what extent does an orientation service impact academic performance of secondary school students in Southwest Region , majority of the respondent affirmed to the fact that orientation services improves students' academic performance, thus it is recommended that, principals and Educational stakeholders should reinforced the implementation of orientation services in to all secondary schools in Southwest Region .

Again, according to the results of research question two, to what extent does information services impact academic performance, here majority of the respondents still accept to the fact that information services improves students' academic performance, thus it is also recommended that, information services should be found in the respective secondary schools in Southwest Region

Furthermore, according to research question three, to what extent does placement impact students' academic performance in some secondary schools in Southwest Region , from the aforementioned results, majority of the respondents were of the opinion that placement services improves students' academic performance, thus its recommended that counselors should know the performance of students as to place them on required subject areas, so the services of counselors are needed in secondary schools

Lastly according to research question four, to what extent does follow-up services impact students' academic performance, from the result of the respondents, follow-up services should be strictly encourage in secondary schools

Also counseling services should be given the opportunity to be evaluated just as other disciplines.

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