
**PROVISION OF EDUCATIONAL SERVICES FOR SECONDARY SCHOOL
STUDENTS' ACADEMIC ACHIEVEMENT IN OBUDU
LOCAL GOVERNMENT AREA**

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Abstract

This study sought to examine the relationship between provisions of educational services for secondary school and student's academic achievements. Two research questions raised and two hypotheses were formulated to direct the study. A correlational research design and simple random sampling techniques were adopted. A sample size of 684 students was drawn from the population of 6,120 students from Obudu Local Government Area of Cross River State. The instrument used for data collection was a questionnaire titled; "Provision of Educational Services Scale (PESS) Students' Academic Achievement (SAA) test was used as instrument for data collection. Pearson Product Moment Correlation Coefficient was the statistical tools used for data analysis at 0.05 level of significance. The result revealed that provision of educational services such as health and guidance/counseling significantly relate students' academic achievement. It was recommended among others that, government, federal ministry of education and other educational stakeholders should ensure that educational services such as Health care facilities and educational counselors should employ to ascertain students' academic productivity.

Keywords: Provision, Educational Services, Catalyst, Academic Achievement, Healthcare.

Introduction

Students' academic achievement is attributed to the availability of educational services in any given institution. It is a panacea for the complementary academic progress of the students in making holistic and balanced education for high-level productivity. Educational services constitute a prime determining factor in ensuring quality education and students' academic achievement. It is an aspect for measuring growth and development in education, if not adequately maintained and managed, it could become a substantial cost to the school system and its establishment, students' academic achievement will equally be affected. Educational services should be supported by certified buildings plus other technical systems. Educational services have been described by Programme in Educational Building (2008) as the co-ordination of physical workplace

with which people and the organization integrates principles of school administration and architecture. Educational services such as libraries and laboratories stimulate independent research for teachers and students by providing varieties of materials and information, in pictures, films and tapes. Also, the laboratories provide the necessary apparatus for new science discovery (Ahmodu, Adaramaja and, Adeyemi, 2016). Wunti (2014) explained that educational services are engines of growth in learning which assist teachers and learners for effective/efficient teaching and learning which aimed attainment of educational goals and objectives.

There are various factors which impact building condition and student achievement in a way that controlled for the socio-economic status of the students. It is an established fact that condition of educational services had a significant correlation with student academic achievement (Cash, 2013). The researcher regarded educational services as those inputs in education such as; classroom, library, laboratory, instructional materials, teachers, chairs and desk, chalkboard or whiteboard which impact students learning with the aim of enhancing students' academic achievement.. Ezeachi (2012) explained that students' educational services are lubricants for the teaching-learning machinery. According to him, guidance services are catalyst for students academic achievements. School services are one of the major concepts in education and most especially in educational management because it contributes significantly to the success of students (AjegbomSalaam, 2011; Al-Sinai, 2013). Scholars observed that there are key essential services that are provided in schools to enhance the performance of the students in their academic pursuits. The services consist of library, transportation, food, accommodation, health, extracurricular, academic, counseling etc. The availability of these services makes the school realize the goals that they are to achieve and the non-availability or inadequacy of these services may make the goals of the school unattainable. The role of Educational services in quantitative Education can't be overemphasized because they are potential factors to quantitative Education (Akpakwu & Ategwu 2023). Wayne, Fortner, Kitzes, Timm and Kalishman (2013) assessed health services as predictors of academic performance in school and found a link between health services and academic performance. They concluded that health service is as important as other related services in school and that adequate availability of health facilities will improve the well-being of both staff and students. The unavailability of educational services, such as health, guidance and counseling call for more effective strategies to be applied in order to influence students academic achievement. This situation triggers the researcher interest to find out the relationship between provisions of educational services, as a catalyst of students academic achievement for sustainable development.

Statement of the problem

Over the years, the challenge of poor students' academic achievement in public secondary schools in Obudu Local Government Area is a severe issue that necessitates continuous and systematic exploration. A growing body of research shows that students' academic achievement is more influenced by educational services than standard, race, class, academic record or the school a student attends. There have been several research studies carried out on improving educational services for quality instruction but very little has been done in the area of identifying educational services that can enhance teaching and learning which in turn will improve students' academic achievement. It becomes

imperative for the researcher to critically examine educational services as it relates to students' academic achievement, particularly in Obudu Local Government public secondary schools. The provision of these services is therefore meant to meet the different aspects of student development in school in regard to academic and academic activities. The unavailability of Educational services has created many problems in schools thereby causing students to lack some basic amenities that can sustain them in school. It is against backdrop that the researcher wishes to find out to what extent does provision of educational services stand as a catalyst to Secondary school Students' academic achievement for sustainable development.

Purpose of the study

The purpose of the study was focused on the provision of educational services for secondary school student's academic achievement as a catalyst for sustainable development. Specifically, the study intends to examine the relationship between health services and students' academic achievement in Obudu LGA

Research question

- health services and students' academic achievement in Obudu LGA?

Hypothesis: There is no significant relationship between health services and students academic achievement in Obudu LGA

Literature review

Health services and secondary school students' academic achievement

School health care involves immunization against infectious diseases, prevention and control of locally endemic diseases, providing appropriate treatment of common diseases and injuries and provision of essential drugs and supplies to improve performance in school. Ajisate in Moronkala (2003). School care services are referred to As operative activities of school teachers, physician, dentist, nurses and others. These services appraise, promote, protect and maintain the health of all other teachers, students and school personal. Muktar & Kabiru (2021) conducted a research on influence of health on academic performance among Secondary School students in Kano. Descriptive survey was used for the study. 143 students were the sample of the study, the population of the study was 200 students, the data was analyzed using SPSS. T-test was the instrument used for data analysis. The instrument used for data collection was the questionnaire titled (IHSAPSSSQ). The study reviewed that good health services are predictor of student's academic achievement. It was recommended that good health services should be provided to ascertain student's academic achievement. In the same view Yusuf (2021) conducted a research on school health services as predictors of student's academic achievement in selected schools in kwara state. The population of the study consists of all students in senior Secondary Schools in Ilorin south Local Government Area of Kwara State. Quota and simple random sampling techniques were employed to select 372 students in ten secondary schools. Instrument tagged (SSGQ) was adopted for the study. Pearson moment

correlation coefficient was the statistical tools used for the data analysis. The study reviews that there is existence of Nexus between health services, guidance and counseling and students academic achievements. It was recommended that adequate and quality school services should be provided as they may enhance student's academic achievements

ATAINE (2020). Investigated educational services and students' academic achievement in Delta State public secondary schools. Survey design was adopted for the study. The population comprises of 452 principals across Delta State public secondary schools. A purposive sampling technique was used to sample 226 principals and two thousand, three hundred and thirty-six (2336) students result. Self-developed instrument titled Educational Services Questionnaire was used to gather information for the study, while "West African School Certificate Examination Standardized Test Instrument" (WASCESTI), for three years of 2016-2019 was adopted in measuring students' academic achievement. Validity of the instrument was established through face and content validity. Test-retest method was used to determine the reliability of the instrument using 30 respondents not included in the sample of the study and a co-efficient of 0.79 was obtained. Descriptive statistics of mean scores and standard deviation were employed to provide answers to the stated research questions while linear regression statistics was adopted in testing hypothesis at .05 level of significance. Finding shows that classroom, class-size, per-pupil expenditure among other are available educational services in Delta State public secondary schools. It was discovered that educational services were significantly related to students' academic achievement in Delta State public secondary schools. It was recommended that school administrators should be anxious with the physical and cosmetic conditions of educational services, students' academic achievement, combination of existing educational services and how they can improve students' academic achievement.

Guidance/ Counseling and students' academic achievements

The purpose of guidance and counseling services in the school system is to ensure students academic achievements, Kangai, Rupande and Rugonye (2011) opines that students need guidance and counseling at every level of their secondary education. Akpanumoh (2011) observed that through guidance and counseling, students who manifest deviant behaviours are helped to correct such negative behavior or are trying to acquire psychological disorders, poor academic performance among others are counseled on. Bahago, Fadipe & Nere (2021) conducted a research on impact of guidance and counseling services on the academic performance of science students in public secondary schools in Gwari area council of FCT. Quantitative descriptive research is conducted to determine counseling services. Research questions were tested using means and standard deviations of 2.50. A population of 1800 science students was used with a sample of 200. It was recommended that teachers should be encouraged to refer students to the school counselors and school without functional counseling unit.

Yusuf, Famolu, Adekola and Mustapha (2021). Students are often faced with numerous challenges, which can bring on stress, anxiety, depression or relationship problems with those around them. Because of the foregoing, this study examined the principals' perception of guidance and counselling in secondary schools. The study population consist of all principals in secondary schools in Kwara State, Nigeria. Non-

probability sampling techniques (stratified, purposive and convenience) were employed to select 20 principals to participate in the study. An instrument titled "Interview Guide on Guidance and Counselling Services (IGGCS)" was used to collect relevant data from the principals while secondary data were obtained from the counselling department of the schools. Nvivo software (version 10) was used to analyse the data collected. The findings of the study revealed that principals believe the provision of counselling services had a significant impact on student's academic achievement, even though most of the secondary schools do not have a good counselling unit, qualified counsellors, and counselling facilities. This study recommends that a well-equipped counselling unit should be available in schools. Only certified counsellors should be deployed to offer counselling services to students. Lastly, students should be sensitized and encouraged by the school on the need for them to go for counselling to solve their numerous challenges.

Ahmed (2017) conducted a study on the influence of guidance and counselling services on academic achievement and transition rate of Taraba state students into tertiary institutions. Four research questions answered, using mean and standard deviation, and three null hypotheses tested at 0.05 level of significance using t-test statistics and chi-square guided the study. Population of the study was 1,800 SS III students in Wukari and Donga education zones of Taraba state. The sample size was 364 students drawn through simple random sampling technique. The study adopted an ex-post-facto research design. The instrument for data collection were students WAEC result to answer research questions 2 – 4 and a structured questionnaire developed by the researcher which was validated by three experts from the faculty of education, University of Nigeria, Nsukka, to answer research question one (1). Main findings of the study revealed, among others, that guidance and counselling services influence Taraba state students' academic achievement and transition rate into tertiary institutions. Transition rate of female students in Taraba state is higher than the transition rate of their male counterpart. There was a significance difference in the transition rate of Taraba state secondary school students exposed to guidance and counselling services and those not exposed. Major implication of the findings is that academic achievement and rate of transition of Taraba state students into tertiary institutions will be enhanced, if the government can release more funds for in-service training of school counsellors to upgrade their knowledge and skills. The researcher therefore recommended that, government should as a matter of urgency, employ more school counsellors and also train and retrain the existing ones for maximum output.

Methodology

The researcher adopted a correlational research design. This was deemed appropriate because the researcher did not have direct control of the independent and dependent variables since their manifestations have already occurred and cannot be manipulated. The population of the study comprises of all secondary school students which consist of 6,120 students from Obudu Local Government Area of Cross River State. The sampling technique adopted for the study is the simple random sampling technique. The main purpose for using simple random sampling technique is to compose a sample that will yield research data that can be generalized to larger population. The technique employed by the researcher is the hat and draw (balloting) method. The researcher wrote

the number of the different schools on the slip of the papers, roll each slip into paper-ball, mixed those paper balls in a container (hat) and blindly draw the required number of schools and students in the same manner, the required samples were randomly draw from the study. Four schools were randomly selected for the study.

The instrument used in gathering data for this study is a 10-item structured questionnaire tagged as “Provision of Educational Services for Students’ Academic Achievement as the Catalyst for Sustainable Development Questionnaire (PESSAACSDQ)” was designed by the researcher. The questionnaire (PESSAACSDQ) was divided into two parts namely A and B; Section A was designed to collect the respondent's data and Part B consisted of 10-items PESSAACSDQ on a point Likert scale. Each item requires the respondent to indicate the frequency of his /her opinion by ticking the item in the boxes provided. A four (4) type Likert scale with four columns of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was structured for the respondents.

Before administering the research instrument to the respondents, it was first given to two experts in the field of Measurement and Evaluation, Faculty of Educational Foundations, University of Calabar for face and content validation. The instrument was scrutinized and the final approval for the administration of the research instrument was given by the experts. To determine the reliability of the instruments a trial test was conducted using a questionnaire made up of 10- items structured questionnaire tagged as “(PESS)” and an achievement test (SAA) was used for data collection. The researcher administered the instrument to the selected subjects. The reliability was established using Cronbach’s Alpha Reliability Test (α) and the coefficient of the subscales ranged from 0.78-0.80 which showed that the instrument was reliable.

The researcher visited all the schools selected for the study. The researcher explained the purpose and significance of the study to the students of the various sampled schools. Similarly, the researcher informed the respondents of the exercise on the importance of giving objective response to the items. The respondents were asked to return the questionnaire at the end of the exercise in all, there was moderate co-operation from the respondents since optimum secrecy was promised with regards to their responses in the process of administering the questionnaire; respondents were given the opportunity to ask questions requiring clarification of certain items, and the research clarified them by way of explanation. After which the questionnaire were carefully collected and packaged by the researcher. The statistical technique employed for data analysis was Pearson product moment correlation analysis tested at 0.5 level of significance.

Results

Hypothesis

There is no significant relationship between health services and students academic achievement in Obudu LGA. The independent variable in this hypothesis is health servicesprovision while the dependent variable is academic achievement, both measured continuously. To test this hypothesis, Pearson Product Moment Correlation Analysis was employed and the result is presented in Table 1.

Table 1: Pearson product moment correlation coefficient analysis of the relationship between health services and students' academic achievement

Variable	n	Mean	Std Dev	df	r-cal	Sig
Provision of health services	684	15.89	3.89			
Academic performance	684	20.78	5.09	686	0.670	.000

*=significant at .05 level

The result in Table 1 revealed that ($r=0.670^*$, $p=.000$). Since $p(.000)$ is greater than .05 level of significance, this implies that the null hypothesis that stated that there is no significant relationship between health services and students' academic achievement was rejected. Thus, the alternate hypothesis is upheld.

Discussion of findings

The first hypothesis states that there is no significant relationship between health services and students' academic achievement in Obudu LGA. This null hypothesis was rejected because the calculated r-value was found to be greater than the critical r-value. The implication of this result is that there is a significant relationship between health services and students' academic achievement in the study area.

The finding of this hypothesis support the earlier finding of Muktar and Kabiru (2021) who conducted a study on the influence of health services on academic performance of secondary school students in Kano. Descriptive survey was used for the study. 143 students were the sample of the study, the population of the study was 200 students, the data was analyzed using SPSS T-test. The study reviewed that good health services are predictor of student's academic achievement. In the same vein, the study agree with the earlier findings of Yusuf (2021) who conducted a research on school health services as predictors of student's academic achievement in selected schools in Kwara State. The population of the study consists of all students in senior secondary schools in Ilorin South Local Government Area of Kwara State. Quota and simple random sampling techniques were employed to select 372 students in ten secondary schools. The study reviews that there is existence of nexus between health services and students' academic achievements.

Conclusion

Based on the findings of this study, the following conclusions were made:

1. There is a significant relationship between health services and students academic achievement in the study area.
2. There is there is a significant relationship between guidance/counseling services and students' academic achievement in the study area.

Recommendations

In line with the findings of this study and conclusion made therein, the following recommendations were made:

- (a.) Good health services should be provided to ascertain student's academic achievement.
- (b.) Adequate and quality school services should be provided as they may enhance student's academic achievement.
- (c.) Teachers should be encouraged to refer students to the school councilors and school without functional counseling unit.
- (d.) Government, federal ministry of education and other educational stakeholders should ensure that educational services such as Health care facilities and educational counselors should employ to ascertain students' academic productivity.

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