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Guidance Services and Academic Adjustment of Secondary School Students in Uyo and Itu Local Government Areas of Akwa Ibom State, Nigeria

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Abstract

This study investigated the relationship between guidance services and academic adjustment of secondary school students in Uyo and Itu Local Government Areas of Akwa Ibom State. Specifically, the study explored the extent to which information service, counselling service, and orientation service relate to students' academic adjustment. A correlational research design was adopted for the study. The population of the study consisted of 6,303 SS Two students in thirteen public secondary schools in Uyo and Itu local government areas with functional counselling units. A sample of 781 SS Two was selected using the proportionate stratified random sampling technique. Data were collected using a structured questionnaire titled Guidance Services and Academic Adjustment Questionnaire (GSAAQ). The instrument was validated by three experts. The reliability of the instrument was established using the Cronbach Alpha method, and an overall reliability coefficient of 0.82 was obtained. Data collected were analysed using Pearson Product Moment Correlation (PPMC) statistic to answer the research questions and also to test the hypotheses at 0.05 level of significance. The findings revealed that

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information service, counselling service, and orientation service all positively and significantly relate to the academic adjustment of secondary school students. Based on the findings, it was concluded that guidance services play a crucial role in promoting students' academic adjustment. It was recommended, among others, that secondary school administrators in Uyo Local Government Area should ensure that functional guidance and counselling units are established and adequately staffed with qualified counsellors to provide effective information, counselling, and orientation services.

Keywords: Guidance, Information service, Counselling service, Orientation service, Academic adjustment, Secondary school students.

Introduction

Secondary school students operate in a dynamic academic environment that requires continuous interaction with peers, teachers, counsellors, and school administrators. These interactions may demand adaptability, effective communication, and emotional stability to ensure successful functioning within the school system. Academic adjustment therefore becomes a vital factor in determining students' academic success and overall wellbeing. According to Ukaegbu and Obikoya (2017), academic adjustment refers to the ability of students to cope with academic demands, adhere to school rules, and effectively manage learning challenges in a way that promotes academic performance and satisfaction. Academic adjustment involves students' ability to adapt to school routines, meet academic expectations, and maintain positive relationships within the school environment. Similarly, Kemdirim (2018) noted that academic adjustment encompasses behavioural and emotional responses that enable students to function effectively within academic settings. Poor academic adjustment among students may result in low academic performance, indiscipline, anxiety, and poor social relationships.

One major factor that may influence students' academic adjustment is guidance services. Guidance services are structured support systems provided in schools to assist students in understanding themselves, making informed decisions, and adjusting effectively to academic and social demands as explained by Ukaegbu (2022).

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According to Nelson and Nelson (2024), guidance services are essential components of the school system designed to promote students' personal, social, and academic development. Guidance services include information service, counselling service, orientation service, referral service, appraisal service, placement service, and evaluation/follow-up service (Ukaegbu, 2022). However, in this study, only three guidance services, namely information service, counselling service, and orientation service, were investigated.

'Information service' refers to the provision of relevant and timely academic, vocational, and personal information to students to aid decision-making and adjustment. It helps students to understand school rules, subject choices, career opportunities, and available support systems. Through effective information service, students are better equipped to make informed academic decisions, thereby enhancing their adjustment within the school environment (Ukaegbu, 2022).

'Counselling service' involves professional assistance provided by trained counsellors to help students understand themselves, overcome challenges, and develop coping strategies. Counselling enables students to address academic, emotional, and social issues that may hinder their adjustment. Through counselling, students develop problem-solving skills, emotional stability, and positive attitudes towards learning, which contribute to improved academic adjustment (Raymond, 2019).

'Orientation service', on the other hand, refers to programmes organised to familiarize new students with the school environment, rules, and expectations. It helps students to understand school culture, academic requirements, and available resources. Orientation service plays a vital role in easing students' transition into a new school environment, thereby promoting better academic adjustment (Ernest, 2022).

From the foregoing, there is need to focus on the academic adjustment of secondary school students because it is essential for their academic success, emotional stability, and effective functioning within the school environment. Students who are well-adjusted may likely cope with academic demands, while poor adjustment may lead to low performance and behavioural problems. Guidance services may play a vital role in enhancing academic adjustment by providing necessary support through information, counselling, and orientation services. It is against this background that this study investigates the relationship between guidance services and academic adjustment of

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secondary school students in Uyo and Itu local government areas of Akwa Ibom State, Nigeria.

Statement of the Problem

Academic adjustment among secondary school students in Uyo and Itu Local Government Areas of Akwa Ibom State has become a growing concern due to increasing cases of poor academic performance, indiscipline, emotional instability, and inability to cope with academic demands. Many students find it difficult to adapt to school routines, academic expectations, and social interactions within the school environment.

Despite the availability of guidance services in schools, many students still experience adjustment problems. This may be due to inadequate utilisation or ineffective implementation of guidance services such as information, counselling, and orientation services. Students who lack proper guidance may struggle with decision-making, emotional challenges, and adaptation to school life. Although previous studies have explored the influence of guidance services on students' development, there is limited empirical evidence on how specific components of guidance services (information, counselling, and orientation services) relate to academic adjustment of secondary school students, particularly in Uyo and Itu Local Government Areas of Akwa Ibom State. This gap necessitated the need for this study.

Purpose of the Study

The purpose of this study was to determine the relationship between guidance services and academic adjustment of secondary school students in Uyo and Itu Local Government Areas of Akwa Ibom State, Nigeria. Specifically, the study sought to determine:

- i. The relationship between information service and academic adjustment of secondary school students.
- ii. The relationship between counselling service and academic adjustment of secondary school students.

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- iii. The relationship between orientation service and academic adjustment of secondary school students.

Significance of the Study

The findings of this study will be beneficial to students, teachers, school counsellors, school administrators, educational policymakers, and researchers. Students will benefit from the findings of the study by gaining improved support systems that enhance their academic adjustment and performance. Teachers will gain from the outcome of the study by understanding how guidance services can support students' learning and behaviour in the classroom. This will enable them to recognise the importance of information, counselling, and orientation services in addressing students' academic and behavioural challenges.

School counsellors will benefit from the findings of the study by having a deeper understanding of the effectiveness of guidance services in promoting students' academic adjustment, thereby enabling them to design better intervention strategies. School administrators will find the outcome of the study useful in strengthening guidance programmes and ensuring proper implementation of guidance services in schools.

Educational policymakers will benefit from the findings of the study by formulating and implementing policies that strengthen the provision and effectiveness of guidance services in secondary schools. The findings of the study will provide empirical evidence that can guide decision-making on resource allocation, recruitment of qualified counsellors, and integration of guidance programmes into the school curriculum.

In addition, the outcome of the study will contribute to existing literature by expanding knowledge on the relationship between guidance services and academic adjustment. This will serve as a useful reference material for future researchers who may wish to explore related variables or conduct further studies in similar or different contexts.

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Research Questions

The study was guided by the following research questions:

- i. What is the relationship between information service and academic adjustment of secondary school students?
- ii. What is the relationship between counselling service and academic adjustment of secondary school students?
- iii. What is the relationship between orientation service and academic adjustment of secondary school students?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- i. There is no significant relationship between information service and academic adjustment of secondary school students.
- ii. There is no significant relationship between counselling service and academic adjustment of secondary school students.
- iii. There is no significant relationship between orientation service and academic adjustment of secondary school students.

Scope of the Study

The study focused on the relationship between guidance services and academic adjustment of secondary school students. Guidance services, namely information service, counselling service, and orientation service, served as the independent variables, while the dependent variable was academic adjustment. The study was delimited to senior secondary two (SS2) students in public secondary schools in Uyo and Itu local government areas of Akwa Ibom State, Nigeria.

Theoretical Framework

Person-Centred Theory by Carl Rogers (1951)

The Person-Centred Theory was developed by Carl Rogers in 1951. The theory emphasises the importance of providing a supportive and non-judgemental environment that enables individuals to understand themselves and develop their potential.

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According to Rogers, individuals possess an innate tendency toward growth, self-direction, and self-actualisation, which can be realised when they are placed in a psychologically safe and accepting environment. Central to this theory are three core conditions: empathy, genuineness (congruence), and unconditional positive regard. Empathy involves the counsellor's ability to understand the client's feelings and experiences from their perspective; genuineness refers to the counsellor being real, open, and transparent in the counselling relationship, while unconditional positive regard involves accepting the client without judgement or criticism.

Rogers also emphasised that individuals have a self-concept, which develops based on their experiences and interactions with others. When there is a discrepancy between a person's self-concept and actual experiences, it may result in anxiety or maladjustment. Through a supportive counselling environment, individuals are able to explore their feelings freely, reduce this incongruence, and develop a more accurate and positive self-concept. The theory further posits that learning and behavioural change occur best when individuals are actively involved in the process and feel valued and understood.

The relevance of this theory to the present study lies in its emphasis on guidance services as a means of promoting students' academic adjustment. The person-centred theory highlights the importance of creating a supportive, accepting, and non-judgemental environment through guidance services such as counselling, information, and orientation. Through effective counselling, students are able to understand their academic and personal challenges, develop appropriate coping strategies, and build confidence in their abilities. The empathetic and accepting approach of counsellors encourages students to express their concerns freely, thereby helping them to resolve internal conflicts and improve their self-concept. In addition, guidance services can provide students with relevant information and orientation that facilitate better understanding of school expectations and academic demands. As a result, students become more adaptable, motivated, and capable of functioning effectively within the school environment. Thus, the theory provides a strong framework for explaining how guidance services can enhance students' academic adjustment.

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Adjustment Theory by Jean Piaget (1964)

Jean Piaget's adjustment theory was propounded in 1964. The theory explains how individuals adapt to their environment through the processes of assimilation and accommodation. Assimilation involves integrating new experiences into existing cognitive structures, while accommodation involves modifying existing structures to fit new experiences. According to Piaget, adjustment occurs when individuals achieve a balance between these two processes, leading to effective adaptation to environmental demands. This balancing process is referred to as equilibration, which serves as a regulatory mechanism that ensures cognitive stability while allowing for growth and learning.

A key tenet of the theory is that individuals are active participants in their learning process, continuously interacting with their environment to construct knowledge. Piaget emphasised that cognitive development occurs in stages, and at each stage, individuals use assimilation and accommodation to make sense of their experiences. When new information fits into existing schemas, assimilation occurs; however, when it does not fit, accommodation takes place, leading to the modification of those schemas. This dynamic interaction enhances intellectual development and promotes effective adjustment. Another important tenet is that learning and adjustment are gradual processes that occur through continuous interaction with the environment. As individuals encounter new challenges, they experience cognitive imbalance (disequilibrium), which motivates them to adjust their thinking through assimilation and accommodation until balance (equilibrium) is restored. This process enables individuals to cope with new academic and social demands effectively.

The relevance of this theory to the study lies in its explanation of how students adjust academically through continuous interaction with their school environment. Piaget's theory emphasises that students learn and adapt by actively engaging with new academic experiences, school rules, and social expectations. Guidance services such as information, counselling, and orientation play a crucial role in facilitating this adjustment process. Information service provides students with the necessary knowledge about academic requirements, subject choices, and school expectations, enabling them to assimilate new information into their existing understanding. The counselling service supports students in addressing personal and academic challenges,

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helping them to modify their thinking and behaviour through accommodation when faced with difficulties. Orientation service, on the other hand, helps students to become familiar with the school environment, thereby reducing confusion and easing their transition into new academic settings.

Review of Empirical Literature

A study which investigated the influence of information service on the academic adjustment of secondary school students in Ibadan, Nigeria, was conducted by Olatunji (2020). The study adopted a correlational research design. The population comprised 9,987 senior secondary school students in the study area, from which a sample of 655 students was selected using the stratified random sampling technique. The instrument used for data collection was a structured questionnaire titled Information Service and Academic Adjustment Scale (ISAAS). The instrument was validated by experts in guidance and counselling, and a reliability coefficient of 0.82 was obtained using Cronbach Alpha method. Data were analysed using Pearson Product Moment Correlation. The findings revealed that information service significantly enhances students' academic decision-making and adjustment. It was recommended that schools should strengthen information service delivery to improve students' academic outcomes. Similarly, Brown (2021) explored the role of information service in predicting academic adjustment among secondary school students in the United Kingdom. The study adopted a descriptive survey research design. The population consisted of 1,200 students, with a sample of 250 selected through the simple random sampling technique. Data were collected using the Academic Support Services Questionnaire (ASSQ). The instrument was validated and yielded a reliability coefficient of 0.79. Data were analysed using multiple regression analysis. The findings indicated that information service alone does not significantly predict academic adjustment unless combined with counselling and orientation services. It was recommended that schools should adopt a holistic approach to student support services.

Adebola (2021) conducted a study on the influence of counselling services on academic adjustment and emotional stability among secondary school students in Oyo State, Nigeria. The study adopted a correlational research design. The population consisted of 7,908 public secondary school students, with a sample of 520 students

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selected using multistage sampling procedure. Data were collected using Counselling Service and Academic Adjustment Questionnaire (CSAAQ). The instrument was validated and had a reliability coefficient of 0.85 using Cronbach Alpha method. Data were analysed using Pearson Product Moment Correlation. The findings showed that counselling services significantly improve students' academic adjustment and emotional stability. It was recommended that qualified counsellors should be employed in all secondary schools.

In a related study, Adams (2020) investigated the relationship between counselling services and academic adjustment among secondary school students in the United States. The study adopted a descriptive survey research design. The population comprised 900 students, with a sample of 200 selected using random sampling technique. Data were collected using Student Counselling and Adjustment Inventory (SCAI). The instrument was validated and had a reliability coefficient of 0.76. Data were analysed using regression analysis. The findings revealed that counselling service alone does not significantly predict academic adjustment, as other factors such as family background and school environment also play important roles. It was recommended that schools should integrate counselling with other support systems.

Adewale (2020) examined the impact of orientation programmes on students' adjustment and academic performance in secondary schools in Ogun State, Nigeria. The study adopted a correlational research design. The population consisted of 11,827 students, from which a sample of 770 students was selected using simple random sampling technique. Data were collected using Orientation Service and Academic Performance Questionnaire (OSAPQ). The instrument was validated and yielded a reliability coefficient of 0.81. Data were analysed using Pearson Product Moment Correlation. The findings revealed that orientation programmes significantly enhance students' adjustment and academic performance. It was recommended that schools should organise regular orientation programmes for students. In a similar study, Okeke (2022) investigated the effectiveness of orientation service on academic adjustment among secondary school students in Lagos State, Nigeria. The study adopted a descriptive survey design. The population consisted of 28,195 students, with a sample of 1,250 selected using stratified sampling technique. Data were collected using Orientation and Adjustment Scale (OAS). The instrument was validated and had a

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reliability coefficient of 0.83. Data were analysed using multiple regression analysis. The findings revealed that orientation service alone is not sufficient to ensure academic adjustment without continuous support from counselling and information services. It was recommended that schools should integrate orientation with other guidance services for better outcomes.

The need to conduct this present study in Uyo Local Government Area is justified by several existing gaps in empirical literature. Although previous studies have established the importance of guidance services such as information, counselling, and orientation in enhancing students' academic adjustment, most of these studies were carried out in other geographical locations outside Uyo LGA. As such, their findings may not adequately reflect the peculiar educational, social, and environmental realities of secondary school students in Uyo LGA. Differences in school structure, availability of guidance personnel, and students' socio-cultural background necessitated a context-specific investigation.

Methodology

Research Design

The study adopted a correlational research design to examine the relationship between guidance services (information service, counselling service, and orientation service) and academic adjustment among secondary school students. According to Wali (2004), a correlational research design is used to establish relationships among variables as they naturally occur. This design is therefore suitable for investigating how guidance services relate to academic adjustment of secondary school students in Uyo and Itu Local Government Areas of Akwa Ibom State.

Population of the Study

The population of the study consisted of 6,303 SS Two students in thirteen public secondary schools in Uyo and Itu Local Government Areas with functional counselling units (Akwa Ibom State Secondary Education Board, 2026).

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Sample and Sampling Technique

The sample for the study consisted of 581 secondary school students drawn from a population of 5,420 students in public secondary schools in Uyo and Itu Local Government Areas of Akwa Ibom State, Nigeria. The sample size was determined using Taro Yamane's formula for finite populations. A proportionate stratified random sampling technique was adopted in selecting the respondents. The population was first stratified based on schools and location (Uyo and Itu), after which the sample was proportionately distributed according to the size of each stratum. Thereafter, a simple random sampling technique was used to select the respondents from the respective schools.

Instrument for Data Collection

The instrument used for data collection in this study was a structured questionnaire titled "Guidance Services and Academic Adjustment Questionnaire (GSAAQ)" developed by the researchers. The questionnaire was divided into two sections, namely Section A and Section B. Section A consisted of 15 items, with five items designed to measure each of the independent sub-variables of guidance services (information service, counselling service, and orientation service), while Section B consisted of 15 items which measured academic adjustment. The items were structured on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively.

Validation of the Instrument

The instrument was subjected to face validation by three experts, comprising two experts in Guidance and Counselling and one expert in Measurement and Evaluation, Department of Psychological Foundations of Education, all from the Faculty of Education. The experts examined the instrument for clarity, relevance, appropriateness of language, and adequacy in measuring the variables under study. Their corrections and suggestions were incorporated into the final version of the instrument to ensure that it adequately measured guidance services and academic adjustment of secondary school students.

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Reliability of the Instrument

The reliability of the instrument was established using the internal consistency method. The instrument was administered to 30 secondary school students who were part of the population of the study but were not included in the sample. The data obtained were analysed using Cronbach's alpha statistic. The reliability coefficients obtained were 0.80 for information service, 0.82 for counselling service, 0.79 for orientation service, and 0.85 for academic adjustment, with an overall reliability coefficient of 0.82. With these values, the use of the instrument for the study was justified.

Method of Data Collection

The researchers used a direct administration method in collecting data for the study. Permission was obtained from the sampled school principals before administering the questionnaire. Copies of the questionnaire were distributed to the respondents in their respective schools. The purpose of the study was explained to the students, and they were assured of confidentiality and anonymity of their responses. The respondents were given sufficient time to complete the questionnaire, after which the completed copies were collected immediately. Out of the 585 copies of the questionnaire distributed, 581 were correctly completed and returned, while 4 copies were not returned. The 581 returned copies were used for the analysis.

Method of Data Analysis

Data were analysed using Pearson Product Moment Correlation (PPMC) statistics. The correlation coefficients (r-values) were used to answer all the research questions by determining the strength and direction of the relationship between guidance services variables and academic adjustment. The null hypotheses were tested using the associated p-values of the correlation coefficients at 0.05 level of significance. All data were analysed using the Statistical Package for Social Sciences (SPSS).

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Decision Rule

For the research questions, the value of Pearson's r was interpreted as follows:

- ± 0.10 - ± 0.39 Weak relationship
- ± 0.40 - ± 0.59 Moderate relationship
- ± 0.60 - ± 0.79 Strong relationship
- ± 0.80 - ± 1.00 Very strong relationship

More so, if the value of significant value is less than .05 alpha level of significance, the null hypothesis of no significance was rejected while the alternate hypothesis was upheld and vice versa.

Results

Table 1: Pearson Product Moment Correlation coefficient of the relationship between information service and academic adjustment of secondary school students (n = 581)

Variables	n	r	p-value	Remark
Information Service	781	0.72	.001	Strong positive relationship; Significant.
Academic Adjustment				

The result presented in Table 1 shows the Pearson Product Moment Correlation analysis of the relationship between information service and academic adjustment of secondary school students. The findings reveal a correlation coefficient (r) of 0.72 with a p-value of 0.001 at a sample size of 781. This indicates a strong positive relationship between information service and academic adjustment. The p-value is less than the 0.05 level of significance, which means that the relationship is statistically significant. This implies that as the provision and effectiveness of information services increase, students' academic adjustment also improves. Therefore, the null hypothesis of no significant relationship between information service and academic adjustment is rejected, while the alternative hypothesis is accepted.

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Table 2: Pearson Product Moment Correlation coefficient of the relationship between counselling service and academic adjustment of secondary school students (n = 581)

Variables	n	r	p-value	Remark
Counselling Service	781	0.89	.000	Very strong positive relationship; Significant.
Academic Adjustment				

The result presented in Table 2 shows the Pearson Product Moment Correlation analysis of the relationship between counselling service and academic adjustment of secondary school students. The findings reveal a correlation coefficient (r) of 0.89 with a p -value of 0.000 at a sample size of 781. This indicates a very strong positive relationship between counselling service and academic adjustment. The p -value is less than the 0.05 level of significance, which means that the relationship is statistically significant. This implies that as counselling services become more effective and accessible, students' academic adjustment improves significantly. Therefore, the null hypothesis of no significant relationship between counselling service and academic adjustment is rejected, while the alternative hypothesis is accepted.

Table 3: Pearson Product Moment Correlation coefficient of the relationship between orientation service and academic adjustment of secondary school students (n = 581)

Variables	n	r	p-value	Remark
Counselling Service	781	0.83	.001	Very strong positive relationship; Significant.
Academic Adjustment				

The result presented in Table 2 shows the Pearson Product Moment Correlation analysis of the relationship between counselling service and academic adjustment of secondary school students. The findings reveal a correlation coefficient (r) of 0.89 with a p -value of 0.000 at a sample size of 781. This indicates a very strong positive relationship between counselling service and academic adjustment. The p -value is less than the 0.05 level of significance, which means that the relationship is statistically

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significant. This implies that as counselling services become more effective and accessible, students' academic adjustment improves significantly. Therefore, the null hypothesis of no significant relationship between counselling service and academic adjustment is rejected, while the alternative hypothesis is accepted.

Discussion of Findings

The analysis of data on the extent to which information service relates to the academic adjustment of secondary school students revealed that information service highly contributes to academic adjustment. In addition, the test of the corresponding null hypothesis showed that information service significantly relates to the academic adjustment of secondary school students, suggesting that access to relevant and timely academic information plays an important role in enhancing students' ability to adjust within the school environment. Information service enables students to understand school rules, subject combinations, academic expectations, and available opportunities, thereby helping them make informed decisions and cope effectively with academic demands. Students who are well-informed are more likely to develop confidence, remain focused, and adapt positively to school activities. This support helps to reduce confusion, anxiety, and uncertainty that may hinder academic performance. This finding is consistent with the study of Olatunji (2020), who found that information service significantly enhances students' academic decision-making and adjustment. According to the author, students who receive adequate information are better equipped to navigate academic challenges and achieve improved outcomes. However, this finding contrasts with the work of Brown (2021), who reported that information service alone may not sufficiently predict academic adjustment without the complementary support of counselling and orientation services.

The analysis of data on the extent to which counselling service relates to the academic adjustment of secondary school students revealed that counselling service contributes very highly to academic adjustment. In addition, the test of the corresponding null hypothesis showed that counselling service significantly relates to the academic adjustment of secondary school students, suggesting that the availability and effectiveness of counselling services play a crucial role in helping students cope with academic and personal challenges. Counselling service provides students with

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emotional support, guidance, and problem-solving skills that enable them to manage stress, overcome difficulties, and develop positive attitudes towards learning. Students who benefit from counselling are more likely to be emotionally stable, motivated, and capable of adjusting effectively to academic demands. This support helps to reduce anxiety, improve concentration, and enhance students' overall academic functioning. This finding is consistent with the study of Adebola (2021), who found that counselling services significantly improve students' academic adjustment and emotional stability. According to the author, counselling helps students to develop coping strategies and resilience needed for academic success. However, this finding contrasts with the work of Adams (2020), who argued that counselling service alone may not fully predict academic adjustment, as other factors such as family background and school environment may also influence students' adjustment.

The analysis of data on the extent to which orientation service relates to the academic adjustment of secondary school students revealed that orientation service contributes very highly to academic adjustment. In addition, the test of the corresponding null hypothesis showed that orientation service significantly relates to the academic adjustment of secondary school students, suggesting that proper orientation plays a crucial role in helping students adapt to the school environment. Orientation service familiarises students with school rules, academic expectations, available facilities, and support systems, thereby reducing uncertainty and anxiety associated with a new learning environment. Students who receive effective orientation are more likely to feel comfortable, confident, and prepared to meet academic demands. This support helps them to integrate smoothly into the school system, improve their participation in academic activities, and develop a positive attitude towards learning. This finding is consistent with the study of Adewale (2020), who found that orientation programmes significantly enhance students' adjustment and academic performance. According to the author, proper orientation helps students to understand their environment and reduces the challenges associated with transitioning into new school settings. However, this finding contrasts with the work of Okeke (2022), who reported that orientation service alone may not be sufficient to ensure academic adjustment without continuous support through counselling and information services.

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Conclusion

The researchers concluded that guidance services, namely information, counselling and orientation services, are indispensable in promoting students' academic adjustment. Therefore, effective implementation of guidance services in secondary schools is essential for enhancing students' academic adjustment.

The findings of this study have important implications for counselling practice in secondary schools, as school counsellors must recognise the critical role of information service in equipping students with relevant academic knowledge. Counsellors should ensure that accurate and up-to-date information about academic programmes, subject choices, and career opportunities is regularly disseminated to students.

Secondly, the significant influence of counselling services implies that counsellors should provide consistent emotional and psychological support to students. This includes helping students manage stress, develop resilience, and build positive attitudes toward learning. Counsellors must also adopt diverse counselling techniques such as individual and group counselling to address students' varying needs.

Furthermore, the importance of orientation service suggests that counsellors should actively organise comprehensive orientation programmes for new and continuing students. Such programmes should focus on familiarising students with school policies, academic expectations, and available support systems. Finally, the results emphasise the need for an integrated approach to guidance services. Counsellors should not treat information, counselling, and orientation services in isolation but should combine them to provide holistic support that enhances students' academic adjustment.

Recommendations

The following recommendations were made based on the findings of the study:

- i. Secondary school administrators in Uyo Local Government Area should ensure that functional guidance and counselling units are established and adequately staffed with qualified counsellors to provide effective information, counselling, and orientation services.

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- ii. School counsellors in Uyo Local Government Area should regularly organise orientation programmes and information sessions to keep students informed about academic requirements, school rules, and available opportunities.
- iii. Government of Akwa Ibom State and educational stakeholders should provide adequate funding, training, and resources to support the effective delivery of guidance services in secondary schools.

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GUIDANCE SERVICES AND ACADEMIC ADJUSTMENT QUESTIONNAIRE (GSAAQ)

Instruction: Tick (✓) the option that best describes your opinion.

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Section A: Guidance Services

S/N	Information Service	SA	A	D	SD
1	Information provided in my school helps me understand academic requirements.				
2	I receive adequate information about subject combinations in my school.				
3	School information service helps me plan my academic activities effectively.				
4	I am well informed about examination schedules and requirements.				
5	I receive information that helps me set realistic academic goals.				
	Counselling Service				
6	Counselling services in my school help me deal with academic stress.				
7	Counselling service helps me manage my time effectively.				
8	Counselling helps me overcome learning difficulties.				
9	Counselling service helps me stay motivated in my studies.				
10	Counselling service helps me develop problem-solving skills.				
	Orientation Service				
11	I was properly introduced to school facilities during orientation.				
12	Orientation programmes reduce my anxiety when I enter a new class.				
13	Orientation service improves my confidence in school.				
14	Orientation service helps me feel comfortable in school.				
15	Orientation programme helps me understand my				

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	academic responsibilities.				
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Section B: Academic Adjustment

S/N	Items	SA	A	D	SD
1	I am able to cope with academic demands in my school.				
2	I complete my assignments on time.				
3	I can concentrate during lessons.				
4	I understand most of what is taught in class.				
5	I manage my study time effectively.				
6	I am able to adapt to new teaching methods.				
7	I set academic goals and work towards achieving them.				
8	I am motivated to succeed in my studies.				
9	I am satisfied with my academic performance.				
10	I attend classes regularly.				
11	I am able to balance academic work with other activities.				
12	I feel comfortable with my academic workload.				
13	I can overcome academic challenges.				
14	I adjust easily to changes in academic schedules.				
15	I stay focused during academic tasks.				