RESEARCH ARTICLE

Modelling the Nexus between Students' Personnel Services and Academic Achievement in Secondary Schools: A Partial Least Square (PLS) Approach

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Abstract

This study examined the nexus between student personnel services (health, guidance and counselling, and library services) and academic achievement in secondary schools with the particular interest to know the significant impact of these services on students' academic achievement. Students' personnel services are regarded as the cornerstones because of its undisputed role they play in ensuring smooth implementation of the school programs. Methodologically, this study is quantitative in nature and adopted a correlation survey method. Instrument titled: Students' Personnel Services Questionnaires (SPSQ) were adapted from the previous studies. Stratified and sampling techniques were employed to select the respondents for the study. A set of questionnaire were distributed to 235 students in selected secondary schools in Ilorin South Local Government, Kwara State. Secondary data were used to measure the academic achievement. Statistical Package for Social Science (SPSS) and Structural Equation Modelling (Smart PLS) were used to analyze the collected data. The results in this study reported the existence of a relationship between health services, guidance and counselling services, library services and students' academic achievement. Thus, it can be concluded that when health services, guidance and counselling services and library services are well provided, it would enhance students' academic performance. This indicates that student personnel services are an indispensable service and are very crucial to the attainment of secondary education. It is recommended that the provision of students' services should be guided by the needs and aspirations of the schools and students concerned. Lastly, The implementation of the school programs should be given utmost priority so that it can benefit students who are the beneficiaries the services provided in the school.

Keywords: *Students' Personnel Services, Library Services, Health Services, Guidance and Counselling Services, Academic Achievement.*

Introduction

Education throughout the world has been embraced because of the notion that it does not only raise the social status of the individuals that acquired it but also improves their financial status. It is a long term investment that a society can have as it is the greatest force that can be used to bring about change. Education is also the greatest investment that a nation can make for the quick development of its economy, politics, social and human resources [1]. Globally, it is believed that through the process of education, the individuals are prepared to become useful and acceptable member of the society. In preparing individuals for useful living, the school as a social institution has a great responsibility of educating the member of its society. It is generally assumed that economic and social developments are increasingly driven through the advancement and application of knowledge [2]. Students' personnel services is one of the major concepts in education and most especially in educational management because student personnel services contribute significantly to the success of students in terms of their academic performance in school [3,4]. These are essential services that are provided in school to enhance the performance of the students in their academic pursuit. Such services are very important because the availability of these services make the school realizes the goals they need to achieve and the non-availability or inadequate of these services may make the goals of the school to be a myth [5]. The administration of student personnel services is an integral part of

school administration, but quite distinct from instructional work and yet very essential in the school. In the school system, adequate provision of student personnel services is often seen as a correlate of students' academic performance. It also promotes good atmosphere for effectiveness in education [6,7]. The school cannot exist without these services because it plays a vital role in enhancing the achievement of academic excellence of the students. It is often regarded as the pillars that enable the school to stand and if these pillars fall, it will collapse other sub-systems in the school [3].

Problem Statement

According to West African Examinations Council (WAEC) results released in the year 2014, it showed that 31.28% of Nigerian secondary school students obtained five credits and above (including Mathematics and English language). The foregoing results revealed that academic performance of the students is below average. Only 31% of those who passed are qualified to seek admission into higher institutions. Stakeholders in the education sector opined that dearth of facilities could be responsible for the low performance of students. There are divergent views, some say that it is due to lack or unavailability of facilities that contributed to the dismal performance of students at all levels of education (Primary, Secondary, and Tertiary Institution). If this is true and if the death of facilities in the school system is not addressed, it will continue to have a negative impact on the academic performance of students [8].

Thus, studies were conducted on school services to examine whether it has an impact on students' academic performance and what are the services that helps to improve students' learning. However, past studies show that student personnel services were mostly measured with one dimension [9,10], while others measured it with two dimensions [3,11]. Also, previous studies have not used needs theory which explains that the existence of school services influences academic achievement. Furthermore, most of these studies were conducted in Europe and America and fewer still in Africa. Thus, this study would like to address all these issues by examining the nexus between student personnel services

and academic achievement in the Nigerian context. Therefore, a research question was formulated: Is there any relationships between guidance and counselling services, library services, health services and academic achievement? In addition, this study hypothesized that there are positive relationships between these variables

Literature Review

Students' personnel services can be defined as the fundamental services which are provided by the school for the main purpose of enhancing the teaching and learning activities in the school system. The services are closely related to the content of the school curriculum [12]. These services are meant for the comfort and the improvement of students' life [13]. However, there are various dimensions of student personnel services. Basically, three types of services were used for this study. The services are; health services, guidance and counselling services and library services.

However, previous studies have discussed the impact of students' services on academic achievement. These studies confirmed that services are expected to be provided by the school from the comfort of the students and their academic fulfillment [3,14]. For instance, Baker-Tate [15] explained that the concept of student personnel services could be said to be derived from the theory propounded by scholars like Abraham Maslow, Douglas McGregor, Frederick Hersberg and Chris Argis. The theories provide these needs in the hierarchy of importance [16]. Moses [11] used the university as the focus of his study and stressed that student personnel services were necessary to support the core business of the school. He averred that the students' services in school include library, health, guidance and counselling services, accommodation and transport service. Lewis [3] on the other hand, conducted on students' services and educational leadership in secondary schools and found that students' services in school were very essential in any educational system.

Health Services can be defined as one of the services provided to help improve the health status of the students in school [17]. School health services offer primary health care services to the entire student population in

the school so as to support their academic performance [18,19], care for students' health [20-22] and their wellness in terms of their chronic illness and other diseases that often arise in the society, and is meant to take care of both staff and the students while they are in the school premises [23]. Thus, school health centers need to store enough drugs and equipments to attend to the students [20-22] as well as enable the health service personnel to carry out their functions efficiently and effectively [24]. These services would go a long way in ensuring the students attain their educational objectives. It was found to have a positive relationship between health services and academic performance as it takes care of the well-being of the students [10] and thus needs to be established in the school programs [17]. There are others who believed that health services should be provided from infant age as it was found to correlate their academic performance by the time they enroll for school [24], academic performance of students increased when health services were provided for them [23] as it ensured that students were exposed to good learning conditions in the schools [25,26]. Thus, students must be attended to from time to time by the school clinic to help proffer solutions to their health problems [18] as the state of health of students seemed to be determined by their academic performance in schools.

Guidance and Counselling Services are another essential component of student personnel services in school. It can be defined as the process of assisting an individual student to fully understand him/herself. It is a service provided by using a series of counselling techniques to solve the contemporary issues bordering on students' behavior [27-29] and also to solve the specific problem that focuses on relationship between students' ability and academic achievement.

There are categories of counselling programs that are prominent in the education system. Examples of counselling programs are; career and placement service, vocational service, information service, follow-up service and referral service [30]. The functions of these services are to provide counselling services to students experiencing social and emotional problems, assist students suffering from bad habit to deal with their problems, advise school management on counselling related matters, to assist the students to adjust well to the school system and provide consultation service to teachers to help deal with students in the classrooms [26].

The counselling services that are common in schools are an information service, evaluation service, career and placement service, and vocational service [31]. Information service has relevant information about the students to enable the school counselors to know much about the students in school. Thus, this will be a guide to the counselors on how to solve the numerous problems confronting the students. Evaluation service on the other hand, has to do with examining the guidance services provided with a view to know the weaknesses and strengths of the services. Also, career and placement service has to do with counselling, advice for jobs, while vocational service encapsulate counselling, advice on vocational services for students which include arts, entrepreneurship, etc.

Studies have shown that guidance and counselling services were found to have a positive impact on students' performance as they are seen as tools for educational processing (Blakely, 2009) which leads to better academic performance [27-29,32], solve juvenile delinquency among students in the school environment [30] as well as help students in the area of their career. Thus, the presence of counselling services would definitely improve the academic skills of the students [33-35] and in addition it was proposed that school counselors must be aware of their role in helping the students in school socially, psychologically and morally so as to enable them to excel in their academic endeavors [31].

Library Services is another important component of student personnel services in the school system. It is a service established to implement the policies and programs of the education system. The library can be defined as the place where series of information that enriches knowledge can be found. Thus, it is designed and meant for improving the reading abilities of the students as well as a place for self-improvement and resources [36]. As such the

school library needs to be filled with journals, newspapers, magazines, textbooks, novels and other relevant materials that are useful for learning purposes [37]. Therefore, the main purpose of the school library is to enhance the reading culture of the students so that they can perform well in school. To ensure the school has a good library it should be headed by a competent and qualified librarian to run the activities in the library [36]. However, this is not possible, especially in poor countries such as Nigeria. It is argued that virtually all the secondary school libraries in Nigeria are currently in the state of comatose [4].

The school library has also proven to be a contributing factor to students doing well in school [38,39]. It was found to assist students in their choice of books and other materials for learning purposes provides aesthetic experience and develops a sense of appreciation in students, develops students' skills and resourcefulness so that they can make profitable use of the library. Furthermore, going to the library may cultivate the habit of individual investigation, encourage lifelong education through the subsequent use of library resources and provide experience in social and decent living [4]. Besides the services, librarians play a role as they assist the students to make use of the library; search for materials to enhance their academic activities in school [9]. As such, it was proposed that all library personnel need to to educate students more on the importance of using the library [6,39,40].

Research Questions

- To what extent is the level of provision of guidance and counselling services, library services and health services in the school?
- Is there any relationship between guidance and counselling services and academic achievement?
- Is there any relationship between library services and academic achievement?
- Is there any relationship between health services and academic achievement?

Research Objectives

- To determine the level of provision of guidance and counselling services, library services and health services.
- To establish the relationship between guidance and counselling services and academic Achievement
- To investigate the relationship between library services and academic achievement
- To examine the relationship between health services and academic achievement

Research Hypotheses

H1: There would be a positive relationship between guidance and students' academic achievement

H2: There would be a positive relationship between library services and students' academic achievement

H3: There would be a positive relationship between health services and students' academic achievement
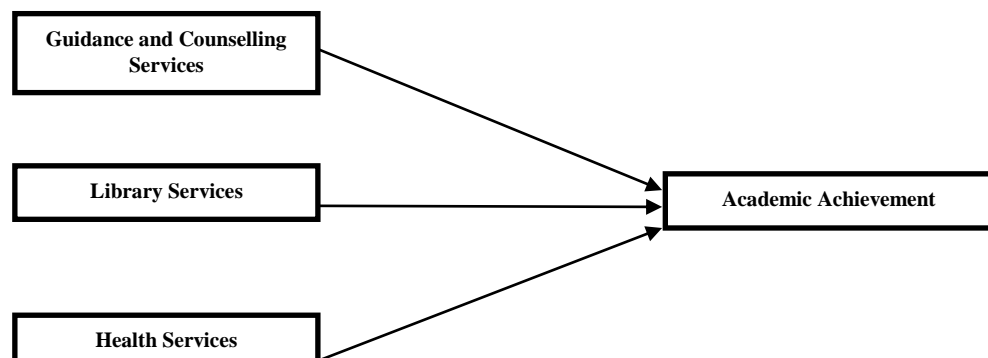
Theoretical Framework

Fig. 1: Theoretical framework of the study

Underpinning Theory of the Study

Needs Theory

The most popular and universally accepted theory of motivation can be attributed to Abraham Maslow theory of needs [3]. Within every human being, there are basically five needs that human being wants in life. Those needs are arranged according to its importance. The needs follow in sequence and when one need is satisfied, it decreases in strength and the higher need then dominates the behavior. Therefore, a satisfied need is no longer a motivator. Specifically, there are five basic needs that motivate human being; they are psychological needs, safety needs, social needs, esteem and self-actualization need [41]. Relating these needs to the school system implies that, the hierarchy of needs as postulated by Maslow is in tandem with the student personnel services which are needed in school for students to excel. For example, guidance and counselling, library, remedial program and orientation services can be categorized under self-actualization. Recruitment, sports, evaluation and assessment falls under self-esteem, while student unionism, club and religious activities encompass social needs. Also, security guards, fire extinguishers and discipline are under security needs, while health, accommodation, food and water are under psychological needs [42]. The following are hierarchy of needs that are closely related to the students' services in the school:

- Self-Actualization-Guidance & Counselling and Library Services
- Esteem Needs - Sports and Admission Services
- Social Needs-Student Union, Club and Religious Activities
- Security Needs -Security Guards and Fire Extinguishers
- Psychological Needs-Accommodation,Health, Food and Wate

Source: Abraham Maslow and Herzberg [41]

Methodology

This study adopts a quantitative paradigm in investigating the relationship between the independent (student personnel services) and dependent (academic achievement) variables of the study. The population for this study consists of secondary schools' students in Ilorin South Local Government, Kwara State, Nigeria. In this study, stratified and simple random sampling techniques were used to select 235 Senior Secondary Schools' students which were used as respondents for the study. Two sources of data (primary and secondary data) were used. Questionnaire tagged "Students' Personnel Services Questionnaire" (SPSQ) was developed to elicit data from the students, while their results in their last term examinations' subjects (Mathematics, English Language, Biology, Geography and Economics) were used to measure their academic achievement. The items in the questionnaire were adapted from the previous studies and those items were modified to suit the purpose of the study. The instrument has four Likert scale ranging from Strongly Disagreed= 1, Disagreed= 2, Agree=3, Strongly Agreed=4. The 44 survey items used are displayed below in Table 1. In order to ensure content validity of the instrument, experts in the field were given the questionnaire for their constructive suggestions. Two softwares were used for the study, Statistical Package for Social Science (SPSS) was used for the screening of the data. The data screening includes missing values and the normality of the data so as to ensure non-distortion of the analysis. Partial Least Square (PLS SEM) was employed to test the model of the study. Permission from the principal of the school was sought before administering the questionnaire to the students. The principal was briefed on the purpose of the study. He approved to allow the school and students to be used as respondents in the study. The questionnaire was then distributed to the students with the help of two teachers in the school.

Table 1: Construct and their sources

Constructs	Items	Sources
Guidance and Counselling Services	13	Parsat et al., [43]
Library Services	16	Arinde, [44]; Owate & Iroha
Health Services	15	Parsad et al., [43]; Toma et

Data Analysis

Statistical Package for Social Sciences (SPSS) was used to perform the initial screening of the data collected. Thus, the software was used to know the missing value analysis, assessment of outliers as

well as the normality of the data. The software was also used to know the profile of the respondents. Hair, Sarstedt, Ringle and Mena [47] opined that researchers should perform the initial screening of the data to avoid kurtoic or highly skewed data because it can cause inflation the standard error estimates after bootstrapping, which could undermine the significance of the path coefficients. However, In order to test the

proposed model, Smart PLS (version 2) was used for inner and outer model for the purpose of analysis [48]. In view of its configuration, the software is free from any assumption in term sample size, multicollinearity, normality, missing values, assessment of outliers, etc. The adapted instrument was subjected to reliability and construct validity test to ensure suitability.

Table 2: Profile of the respondents

Item	Description	Frequency	Percentage (%)
1. Gender	Male	103	43.8
	Female	132	56.2
	Total	235	100
2. Class Type	Commercial	112	47.7
	Arts	83	35.3
	Science	40	17
	Total	235	100
3. Religion	Islam	167	71.1
	Christianity	68	28.9
	Total	235	100
4. Age	15-17	180	76.6
	17 and above	55	23.4
	Total	235	100

The above Table 2 shows the profile of the respondents used for the study. The gender in column 1 shows that most of the respondents are female (132), which account for 56.2%, while male respondents are 103, which account for 43.8%. Column 2 revealed that most of the respondents in the study are from a commercial class (112), which account for 47.7%, Arts class (83 respondents), which yields 35.3%, and science class (40 respondents), which have 17%. Also, column 3 in the table shows that the majority of the respondents are Muslims (167), which has 71.1%, while Christianity (68 respondents), which has 28.9%. Lastly, the table revealed that the age of the majority of the respondents (180) falls within the age bracket 15-17, which account for 76.6%, while age between 17 and above (55 respondents) has 23.4%

Descriptive Statistics of the Latent Variables

The descriptive statistics of the latent variables were determined to establish the level of provision of guidance and counselling services, library services, and health services in the school system. In order to achieve this, descriptive statistics in the form of mean as well as standard deviation were calculated. Specifically, latent variables such as (i.e., guidance and counselling, library and health services) in this study were measured by using four-point scale as discussed in the methodological parts of the study. For easy understanding of the descriptive statistics of the latent variables, the four likert scale (i.e., 1=strongly disagree to 4 strongly agree) were classified into three groups, namely, low, moderate and high respectively as suggested by many researchers [49].

Table 3: Descriptive statistics for latent vriables

Latent Constructs	Mean	Standard Deviation
Guidance and Counselling Services	3.057	.758
Library Services	2.726	.386
Health Services	2.634	.371
Academic Achievement	2.845	.394

Table 3 indicates that the overall mean for this study falls between 2.634 and 3.057. Regarding the level of guidance and counselling services in the school system, it shows that mean is 3.057 while standard

deviation has .758. This means that provision of guidance and counselling services is high as expressed by the respondents. On the level of library services in the school system, results show that the

mean is 2.726 while standard deviation has .386. It has established that the provision of library services is moderate in the school system as posited the respondents. Lastly, for health services, mean is 2.634 with standard devotion of .394. It indicates that the provision of health services is moderate. Reliability:

All the independent constructs in this study are reflective; therefore it is pertinent to ensure that the measurement model of this work is assessed for internal consistency. In testing the internal consistency of the model Fornell's composite reliability was used [50] where the composite reliability that is more or greater than 0.7 which is in line with this study is good enough for composite reliability of the model. The Average Variance Extracted (AVE) is set for more than 0.5 as recommended by Fornell and Lacker [51]. This would mean that over 50% of the variance of the measurement items is explained or accounted for by the latent variables. Composite reliability and the

calculated Average Variance Extracted (AVE) of all constructs have values than are more or greater than the suggested criteria as displayed in Table 2

Construct Validity: According to Chin et al. [52], construct validity can be defined as the degree or extent to which a test measures what it is supposed to measure. Convergent validity can be described as the measure of constructs that should be theoretically associated, while the discriminant is the measure of constructs that should not be connected theoretically. Convergent validity and discriminant validity are subtypes of construct validity simply because they work interdepedently as one alone is not sufficient to establish construct validity [53]. However, it has been established that item loadings that are more or greater than 0.50 are acceptable for convergent validity and this is established in the current study as displayed in Table 4. As displayed in Table 1, all the indicators loaded on their respective constructs are from the lower bound.

Table 4: Factor loading and crossloading

	Academic Performance	Guidance and Counselling Services	Health Services	Library Services
AA 2	**0.7974**	0.5922	0.5113	0.3432
AA3	**0.7152**	0.3503	0.4435	0.3003
AA4	**0.6894**	0.5431	0.4171	0.2207
AA5	**0.7242**	0.5183	0.3686	0.4882
GS2	0.6192	**0.9053**	0.4497	0.3746
GS3	0.4351	**0.6959**	0.1775	0.4136
GS4	0.635	**0.8554**	0.432	0.5654
HS1	0.3381	0.439	**0.6742**	-0.1527
HS7	0.3611	0.1964	**0.7095**	-0.0633
HS8	0.5792	0.375	**0.8468**	0.3195
LS1	0.3855	0.3705	0.0865	**0.6243**
LS10	0.2462	0.3955	0.0005	**0.7873**
LS11	0.4134	0.4178	0.0927	**0.8594**
LS9	0.3345	0.5011	0.1444	**0.8052**

Table 5: Convergent and reliability analysis

Constructs	No of Items	Loadings	Composite Reliability	Cronbach's Alpha	AVE
Academic Achievement	AA 2	0.7974	0.8221	0.7128	0.5368
	AA3	0.7152			
	AA4	0.6894			
	AA5	0.7242			
Guidance and Counselling Services	GS2	0.9053	0.8622	0.7604	0.6785
	GS3	0.6959			
	GS4	0.8554			
Health Services	HS1	0.6742	0.7897	0.6174	0.5583
	HS7	0.7095			
	HS8	0.8468			
Library Services	LS1	0.6243	0.8551	0.7731	0.5992
	LS10	0.7873			
	LS11	0.8594			
	LS9	0.8052			

The Table 5 above shows that the results of the Average Variance Extracted (AVE) with

coefficients that range from 0.5368 to 0.6785 indicate that all the constructs, convergent

validity has been established. Moreover, the table also revealed the composite reliability with values ranging between 0.7897 and 0.8622. In this study, the composite reliability is used instead of cronbach's alpha because of the fact that it is sensitive to the number of items in the scale and therefore underestimates the consistency of the internal reliability. Therefore, looking at the

results or outputs of the composite reliability, convergent validity, as well as the satisfactory Average Variance Extracted (AVE) coefficients for the individual items, proof has been established to confirm that the indicators represent clear latent constructs, hence establishing their convergent validity.

Table 6: Discriminant validity

	Academic achievement	Guidance and Counselling Services	Health Services	Library Services
Academic Achievement	**0.7327**			
Guidance and Counselling Services	0.6939	**0.8237**		
Health Services	0.5953	0.4479	**0.7472**	
Library Services	0.4645	0.5481	0.1134	**0.7741**

The diagonal elements are the square root of Average variance Extraction (AVE). The values should be greater than the inter-

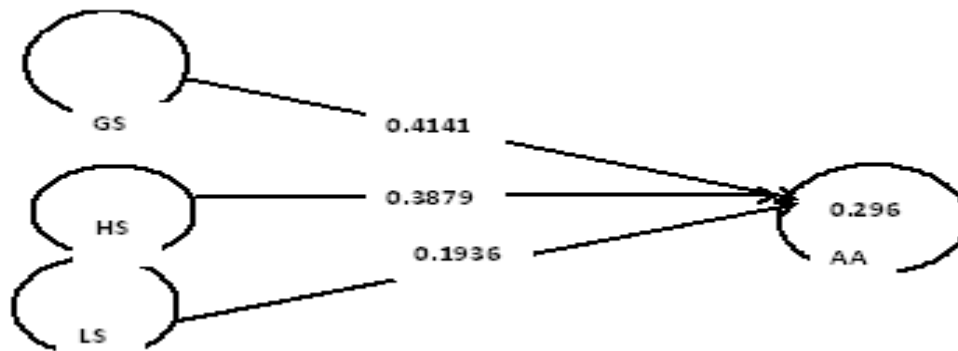constructs correlation for adequate discriminant validity.

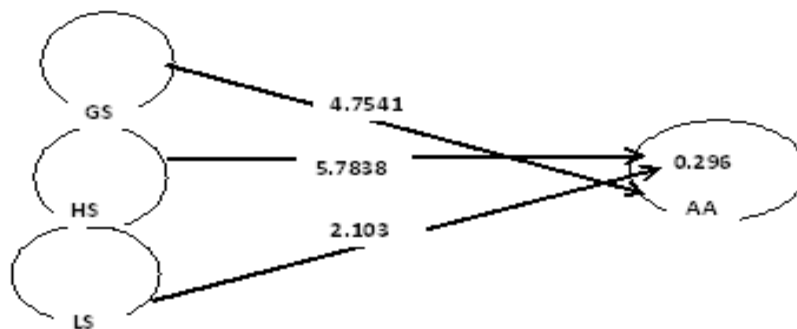**Figure 2: PLS Algorithm for direct relationship between IVs and**

Figure 3: PLS bootstrapping for direct relationships between IVs and DV

In order to measure the model of this study, a Partial Least Square (PLS SEM) bootstrapping was run with 500 samples to test the level of variance of dependent construct that is caused by the independent variables. In the light of the foregoing, Table above shows standard with path coefficient (ß) that is obtained from a PLS algorithm

(Figure 3), and t-value and v-value (Figure 4) that is gotten from bootstrapping and a decision reached or taken. As shown in table 6 all the three hypotheses are significant.**]**

The three significant relationships are Guidance and Counselling Services (GS) and academic achievement (ß= 0.4141; t=4.7541;

p<0.018321), Health Services (HS) and academic achievement **(β**=0.3879; t=5.7838; p<0.011601), and Library Services and academic achievement (β=0.1936; t=2.103; p<0.043747).

Table 7 Result of direct relationship between IVs and DV

Table of Significance					
Path Coefficient	Original Sample (O)	Standard Deviation (STDEV)	T value	P value	Decision
Guidance and Counselling Services->Academic Performance	0.4141	0.0871	4.7541	0.018 321	Support
Health Services -> Academic Performance	0.3879	0.0671	5.7838	0.011 601	Support
Library Services -> Academic Performance	0.1936	0.092	2.103	0.043 747	Support

Note: R2 of endogenous variable is 0.296, which is acceptable based on the recommendation of Falk and Miller [49] that R2 of.10 and above is acceptable.In the light of the results displayed in Table 5, it has been discovered that H1, H2 and H3 are supported.

Discussion

It has been confirmed empirically that there are aspects of students' personal services that can influence the academic achievement of students in school. Previously, it has been said that past studies have discussed one of these aspects as a correlate of academic achievement. This study focused on three aspects of student personnel services rather than one as done in previous research. As hypothesized earlier in H1, the impact of guidance and counselling services on academic achievement was found to be positive and significant (β= 0.4141; t=4.7541; p<0.018321). Previous studies have also corroborated the current findings [27,28,32]. This shows that the presence of guidance and counselling services is akin to the development of the school system and therefore the provision of functional guidance and counselling service is a vital tool which is needed for students in school. It is imperative to note that through counselling services, students would be able to choose the right path in making good decision about their career. This can be achieved through employing qualified counselors to mean the counselling unit. The counselling unit must be well furnished by the school for smooth running of counselling services in the unit. The more the availability of effective counselling services, the better for the academic success of the students in their academic endeavors.

Also, as hypothesized in H2, the impact of health services on the academic achievement of students in school was equally found to be significantly positive (β=0.3879; t=5.7838; p<0.011601). This finding is in line with earlier findings [18, 24,25]. This indicates that 'health is wealth'. The importance of health service is enormous in the school system. Apart from the fact that health is one of the most sacrosanct services in the school, it is a necessity service needed for the activities in the school. This research has shown that when students are healthy, it puts them in the right frame of mind so that they can be physically, emotionally and psychologically prepared for classroom activities. Besides this, provision of functional school clinic helps to minimize and avoids casualties and unforeseen negative happenings in the school premises. The onus lies on the school administrators to be alert in discharging their tasks towards ensuring effective health care delivery in schools.

The last hypothesis H3, the impact of library services and academic achievement was significantly positive (β=0.1936; t=2.103; p<0.043747). The finding is in tandem with the previous findings [6,38,40]. Library service is crucial to the attainment of the school's goals and objective. Having a functional library is a way of equipping students with learning materials to up-date their knowledge in terms of searching for additional materials for their schoolwork.

Based on this study, the findings on the relationship between student personnel services and academic achievement in secondary schools have contributed theoretically, practically and methodologically to the body of knowledge. From a theoretical perspective, the study has validated the needs theory propounded by Abraham Maslow, which says that if certain needs are provided for students, it would spur them to academic success. The

more they have their needs provided, the more their positive achievement in their examinations. From a practical perspective, this study would serve as a guideline on how school services should be provided by the school for the development of students' learning. From a methodological perspective, previous studies conducted on aspects of students' services used SPSS software in the analysis. To the best of my knowledge, it can be said this is the first research to be conducted in this area using the Smart PLS software.

Conclusion

From the foregoing discussion, the results in this study reported the existence of a relationship between health services, guidance and counselling services, library services and students' academic performance. Based on the findings of this study, it is clear that there is a significant relationship between student personnel services and academic performance. Thus, it can be concluded that when health services, guidance and counselling services and library services are sufficiently provided, it would enhance students' academic performance. This indicates student personnel services are indispensable services and are very crucial to the attainment of successful learning.

It is obvious that the importance of student personnel services on students' academic performance in school cannot be over emphasized. This has given a high impetus to the National Policy on Education that

student personnel services facilitate the implementation of educational policies for the effectiveness of the educational system [2]. It is recommended that the provision of students' services should be guided by the needs and aspirations of the schools and students concerned through budgetary allocation allocated for the provision of students' services in school. In addition, it would also help to include other stakeholders in the study, such as parents, teachers, and school administrators to further improve the type of students' services in their respective schools. More policies should be provided to support the provision of students' services in the school.

Future studies should examine other aspects of student personnel services either at the preschool, primary or even at higher institutions of learning to identify whether these students' services will have an influence on students' academic achievement. This will help to identify which students' services are more appropriate and for which level. There is a need for all students' personnel service providers in school to collaborate so as to ensure efficient and effective service delivery to the students as this will enable the students to reach their full potential. Lastly, since the scope of the study is limited to secondary schools in Ilorin South Local government in Kwara State, future research should look at the relationship between the variables used in the Kwara State, and Nigeria if possible.

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