

**AFRICAN SOCIAL AND EDUCATIONAL JOURNAL
IMO STATE UNIVERSITY
OWERRI, IMO STATE
NIGERIA**

VOL. 14 NO. 2 NOVEMBER 2025

THE INFLUENCE OF ACADEMIC COUNSELING ON STUDENTS' ACADEMIC PERFORMANCE

ADINDE, N. S.

**School of Post Graduate Studies, Faculty of Education
University of Lagos, Akoka, Lagos State, Nigeria
ngoziadinde74@gmail.com**

IFENKWE, C. A. (Ph.D.)

**Department of Educational Guidance and Counselling
Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria
adakuifenkwe@gmail.com**

And

ANIEKWE, I. L.

**Department of Psychology, Peace land University Enugu, Enugu State, Nigeria
queenlouisia2004@gmail.com**

ABSTRACT

Academic counseling is increasingly recognized as a vital support mechanism within educational settings, offering students guidance in areas such as goal setting, time management, study techniques, course selection, and emotional regulation. This research investigated the impact of academic counseling on the academic performance of secondary school students in selected schools within Agboyi Ketu Local Council Development Area, Lagos. Employing a descriptive research design, the study purposively selected 200 students who were deemed able to provide relevant information for addressing the research objectives. Data were collected through self-administered questionnaires structured on a four-point Likert scale. The analysis combined descriptive and inferential statistical methods, with regression analysis performed using IBM SPSS to determine the strength and significance of the relationship between counseling and student performance. The results revealed a moderate positive correlation between academic counseling and academic achievement ($R = 0.561$), with the coefficient of determination ($R^2 = 0.314$) suggesting that counseling accounts for approximately 31% of the variance in students' academic outcomes. The regression model was statistically significant ($F = 90.792, p < .001$), confirming that structured counseling contributes meaningfully to academic performance. While counseling alone does not fully determine student achievement, these findings indicate that well-designed, consistently implemented counseling programs can enhance learning engagement, motivation, and study behaviors. The study underscores the importance of integrating counseling services with instructional strategies and institutional support to optimize student outcomes. Consequently, it provides empirical justification for educational policymakers and school administrators to prioritize investment in comprehensive academic counseling initiatives as part of broader student success frameworks.

Keywords: *Academic Counseling, Student Performance, Secondary Education, Educational Support Services.*

Introduction

Academic counseling has increasingly become recognized as a foundational support service in educational systems worldwide. In essence, academic counseling is a structured guidance process in which trained professionals, such as school counselors, academic advisors, or educational psychologists, assist learners in navigating academic choices, setting realistic goals, building study skills, and overcoming educational obstacles (Gysbers & Henderson, 2018). In recent years, research has shown that academic counseling significantly contributes to student success across various educational levels by promoting motivation, improving performance, and strengthening psychological resilience (Zhang et al., 2022; Gomez & Thompson, 2024). One of the strongest influences of academic counseling is its role in building students' academic competencies. Students often struggle with skills like time management, assignment planning, and effective studying not because they lack intelligence, but because they have not been taught strategies suited to their strengths (Parker et al., 2019). Counselors work with learners to diagnose areas of weakness and implement targeted interventions. For example, research by Ahmed and Reyes (2021) found that students who participated in structured study-skills counseling improved their overall performance by an average of 0.4 grade points compared to peers who did not receive such support. This suggests counseling directly impacts practical learning behaviors rather than merely emotional support. Furthermore, academic counseling helps students plan course loads and academic pathways strategically. Advisors assist learners in selecting courses that align with their strengths, prerequisites, and long-term goals. This targeted planning reduces course overload and minimizes repeat failures. A longitudinal study by Lee and Johnson (2023) found that students who received consistent advising were 30–40% more likely to complete high-impact courses on time and graduate within the expected timeframe. The researchers concluded that academic counseling acts as a proactive academic navigation tool, preventing missteps that can derail performance.

Academic counseling is also linked to greater student motivation and engagement critical predictors of achievement. Without emotional and motivational support, students may disengage, especially when facing challenging content or personal stressors. Counselors use motivational interviewing techniques, goal-setting frameworks, and reflective exercises to help students connect their academic tasks with personal values and future aspirations (Martinez & O'Neil, 2025). These practices strengthen intrinsic motivation; a more sustainable form of drive compared to external pressures like grades or parental expectations. In a quasi-experimental study by Liu and Peterson (2022), students who engaged in regular academic counseling sessions reported increases in academic self-efficacy, a belief in their ability to succeed academically. These students also showed measurable improvements in attendance and classroom participation when compared with control groups. The study highlights that counseling goes beyond remediation: it fosters learners' belief systems in ways that influence behavior and performance.

Students' academic performance is not influenced solely by cognitive skills; psychological well-being plays a major role. Issues such as test anxiety, stress, and self-doubt can significantly undermine performance even among capable students. Academic counseling provides a supportive environment where students can discuss emotional challenges and receive coping strategies tailored to their academic realities. For instance, techniques such as cognitive-behavioral

approaches, mindfulness, and stress-management exercises are commonly integrated into counseling (Nguyen & Blake, 2024). These practices help students regulate anxiety before exams, maintain focus, and recover from setbacks. A meta-analysis by Youssef and Green (2023) showed that students who received combined academic and psychological counseling showed the largest academic gains compared to those receiving only academic or only psychological support. The authors suggested that this dual support model acknowledges the interconnected nature of emotion and cognition in learning.

Counseling also plays a preventive role in reducing dropout rates and promoting retention. Many students leave educational programs not because of academic inability but because of feelings of isolation, lack of direction, or frustration with setbacks. When counselors reach out proactively—through early-alert systems, periodic check-ins, and structured advising—students are more likely to receive help before problems escalate. Research at several universities indicates that first-year students who receive regular advising are up to 25% less likely to withdraw from their studies by the end of the first year (Khan & Roberts, 2025). This has important implications for retention policies, especially in higher education settings where attrition can be costly for both institutions and learners.

While the benefits of academic counseling are widely supported, research also emphasizes the importance of culturally responsive counseling practices. Students from diverse cultural or socioeconomic backgrounds may have different beliefs about education, authority figures, and help-seeking behaviors. Counselors who are culturally competent can tailor their approaches, ensuring that all students feel respected and understood. A study by Owusu and Thompson (2024) in multicultural high schools reported that students were more likely to engage in counseling when programs acknowledged language backgrounds and cultural expectations. This demonstrates that counseling effectiveness is not universal by default it depends on alignment with student identity and context. Despite its positive influence, the implementation of academic counseling faces challenges. Insufficient counselor-to-student ratios, limited training opportunities for advisors, and institutional policies that do not prioritize counseling can weaken its impact (Smith & Chang, 2021). Additionally, online and hybrid learning environments accelerated by the pandemic—present new challenges for delivering effective counseling. Counselors must adapt by using digital tools, virtual check-ins, and innovative engagement strategies that resonate with students in distributed settings (Ramirez & Lee, 2023).

However, these challenges also present opportunities. Integrating counseling with learning analytics for example, using academic data to identify students at risk and trigger timely interventions has shown promise in increasing responsiveness of counseling services (Howard & Lin, 2024). Likewise, training faculty in basic advising skills can expand the support network available to students, creating a more holistic academic ecosystem.

Statement of the Problem

Academic performance remains one of the most significant indicators of educational success at all levels of schooling. Institutions invest substantial resources in curriculum development, teacher training, infrastructure, and assessment systems to enhance learning outcomes. Despite these efforts, many students continue to experience poor academic achievement, low motivation, examination anxiety, course failure, delayed graduation, and, in some cases, withdrawal from school. These persistent challenges suggest that academic difficulties are not solely instructional but are also influenced by psychological, social, and planning-related

THE INFLUENCE OF ACADEMIC COUNSELING ON STUDENTS' ACADEMIC PERFORMANCE

factors. Academic counseling has been introduced in many educational systems as a strategic support mechanism designed to assist students in goal setting, academic planning, study skills development, and emotional adjustment. Ideally, academic counselors help learners identify strengths and weaknesses, select appropriate courses, manage time effectively, and cope with academic stress. However, despite the availability of counseling services in many institutions, the level of students' academic performance has not improved proportionately in several contexts. This raises concerns about the effectiveness, accessibility, and utilization of academic counseling services.

One major issue is that academic counseling programs are often under-resourced, understaffed, or poorly integrated into the academic structure of institutions. In some schools, counselors are overwhelmed with high student-to-counselor ratios, limiting individualized attention. In other cases, counseling services are perceived merely as administrative units rather than strategic academic support systems. Consequently, students may not fully benefit from structured academic guidance, which could otherwise enhance their performance. Furthermore, there is limited empirical clarity regarding the extent to which academic counseling directly influences measurable academic outcomes such as grade point average (GPA), retention rates, academic motivation, and progression. While some studies suggest that counseling improves self-efficacy, study habits, and engagement, other findings indicate inconsistent or marginal effects, often due to variations in implementation quality, frequency of sessions, or students' willingness to participate. This inconsistency creates a research gap that necessitates systematic investigation.

Additionally, modern educational environments present new challenges. Increasing academic competition, digital distractions, economic pressures, and mental health concerns have made it more difficult for students to maintain high performance levels. Without effective guidance structures, students may struggle to align their academic efforts with long-term career goals. In such circumstances, academic counseling could serve as a critical intervention, yet its actual impact remains insufficiently examined within many institutional settings.

Another concern is that some students lack awareness of available counseling services or may view counseling as necessary only for students with severe academic problems. This perception reduces early intervention opportunities, allowing minor academic difficulties to escalate into significant performance setbacks. Therefore, the problem is not only whether academic counseling exists, but whether it effectively influences students' academic achievement in measurable and meaningful ways. Given these concerns, there is a pressing need to investigate the influence of academic counseling on students' academic performance. Specifically, it is important to determine whether structured counseling interventions significantly enhance academic outcomes, improve motivation and study behaviors, and reduce academic difficulties. Establishing empirical evidence in this area will provide educational administrators, policymakers, and stakeholders with data-driven insights to strengthen counseling frameworks and improve overall student achievement.

In summary, despite the recognized importance of academic counseling, persistent academic underperformance among students raises questions about its effectiveness. The lack of clear evidence regarding its measurable impact on academic outcomes constitutes the central problem this study seeks to address.

Hypotheses

H₀₁ (Null Hypothesis): Academic counseling has no significant influence on students' academic performance.

H₁₁ (Alternative Hypothesis): Academic counseling has a significant influence on students' academic performance.

Literature Review

Conceptual Review

The assumption that academic counseling automatically enhances students' academic performance has been widely accepted in educational discourse. However, an emerging body of research suggests that the relationship between academic counseling and measurable academic outcomes is not always direct, significant, or consistent. In some contexts, academic counseling has shown limited or statistically insignificant effects on grade point average (GPA), standardized test performance, and course completion rates. This conceptual review examines theoretical arguments and empirical findings that support the proposition that academic counseling may not exert a significant influence on students' academic performance under certain conditions. Academic counseling refers to structured support services designed to guide students in course selection, academic planning, goal setting, and personal development. It often includes study skills training, academic advising, motivational coaching, and referrals for psychological support. Academic performance, on the other hand, is typically measured through quantitative indicators such as GPA, examination scores, progression rates, and graduation outcomes. While counseling is intended to provide academic and emotional guidance, academic performance is influenced by multiple complex variables, including cognitive ability, prior academic preparation, socioeconomic background, teaching quality, institutional resources, peer influence, and family support. From a systems perspective, counseling is only one component within a broader educational ecosystem. Therefore, its isolated influence may be limited when other dominant factors exert stronger effects.

According to Smith and Rao (2022), ineffective counseling programs often emphasize compliance (ensuring students register correctly) rather than strategic academic development. This administrative focus reduces the transformative potential of counseling services. Additionally, the shift toward digital and remote advising following global educational disruptions created further challenges. While virtual counseling expanded access, studies by Nguyen and Clark (2023) indicate that online sessions were often less interactive and less personalized, diminishing their potential academic impact. Student engagement also plays a critical role. If students attend counseling sessions only to fulfill institutional requirements without genuine participation, outcomes may be minimal. Research by Adeyemi and Torres (2025) highlights that voluntary and self-initiated counseling engagement tends to produce better academic outcomes than mandatory advising, suggesting that counseling effectiveness depends largely on student agency.

Another conceptual consideration is that academic counseling may influence mediating variables such as motivation, self-efficacy, and academic planning—without directly affecting academic performance. For instance, Zhang et al. (2022) found improvements in academic confidence following counseling interventions, yet these improvements did not consistently translate into statistically significant GPA increases. This suggests that performance gains may require additional instructional or environmental support beyond counseling. Moreover, socioeconomic factors may moderate the relationship between counseling and performance.

Students facing financial hardship, unstable living conditions, or limited academic resources may benefit emotionally from counseling but still struggle academically due to external constraints (Garcia & Lee, 2022).

The proposition that academic counseling has no significant influence on students' academic performance does not necessarily imply that counseling lacks value. Rather, it suggests that its direct impact on quantitative academic outcomes may be limited or conditional. Counseling may function more effectively as a complementary support system rather than a primary determinant of achievement. This perspective emphasizes the importance of holistic institutional strategies that integrate counseling with quality instruction, financial support systems, mentoring programs, and inclusive learning environments. Without such integration, counseling alone may be insufficient to produce measurable improvements in academic performance. In summary, although academic counseling is widely regarded as beneficial, conceptual and empirical evidence between 2018 and 2025 indicates that its direct influence on students' academic performance may not always be significant. Academic achievement is shaped by multiple interrelated factors, and counseling represents only one component within this broader framework. Structural limitations, implementation quality, student engagement levels, and contextual variables often determine whether counseling interventions translate into measurable academic gains. Therefore, while academic counseling contributes to student development in various ways, its independent impact on academic performance may be modest or statistically insignificant in certain educational contexts.

Theoretical Foundations

Human Capital Theory, primarily associated with Theodore W. Schultz (1961) and later developed by Gary S. Becker (1964), provides a useful framework for understanding determinants of academic performance. The theory posits that education is an investment in individuals' productive capacities, where knowledge, skills, and competencies are forms of capital that enhance future economic returns. According to this perspective, academic achievement results mainly from effective instruction, sustained practice, cognitive development, and individual effort devoted to learning activities.

In relation to this study, Human Capital Theory suggests that direct classroom teaching, quality curriculum delivery, access to learning resources, and students' personal study time may exert stronger influence on academic performance than advisory or counseling services. While counseling can provide guidance and motivation, the theory implies that measurable academic outcomes such as GPA and examination scores are more strongly linked to skill acquisition through structured instruction. Therefore, this framework supports the argument that academic counseling alone may not significantly influence students' academic performance unless it is closely integrated with instructional quality and active learning processes.

Similarly, Self-Determination Theory suggests that intrinsic motivation drives academic success. If students lack internal motivation, external counseling may have minimal long-term impact. Research by Howard and Reynolds (2021) indicates that counseling interventions that do not successfully enhance intrinsic motivation tend to produce short-lived improvements that do not significantly affect cumulative academic performance.

Additionally, Ecological Systems Theory posits that student outcomes are shaped by interconnected environmental factors such as family, school climate, economic conditions, and cultural norms. In such contexts, academic counseling may have limited capacity to override broader structural disadvantages (Garcia & Lee, 2022).

Empirical Review

Recent empirical studies provide mixed findings regarding the influence of academic counseling. A longitudinal study by Carter and Bowers (2019) examined the relationship between mandatory academic advising and students' grade point average (GPA) across several public universities. Tracking undergraduate cohorts over multiple years, the researchers compared students who consistently attended structured advising sessions with those who had limited or no participation. The results showed no statistically significant difference in cumulative GPA between the two groups. Although students who attended advising sessions demonstrated better understanding of institutional policies, graduation requirements, and course sequencing, these informational benefits did not translate into improved academic scores. The study found that many advising sessions were largely administrative, focusing on course registration and compliance rather than on developing study skills or academic mastery. As a result, advising functioned more as a procedural support mechanism than as an academic performance intervention. The researchers also noted that because advising was compulsory, some students participated passively, reducing its potential effectiveness. Furthermore, academic achievement was influenced by broader factors such as prior preparation, teaching quality, socioeconomic conditions, and individual motivation. Overall, the study concluded that while academic advising improves institutional awareness and academic navigation, its independent effect on GPA appears limited without complementary academic support strategies.

Similarly, research conducted by Ahmed and Salim (2020) in secondary schools explored the relationship between counseling participation and students' academic outcomes. The study assessed both the frequency of counseling sessions attended by students and their performance in standardized examinations over an academic year. While the findings indicated that counseling had a positive effect on students' attitudes toward learning, such as increased academic interest, improved classroom behavior, and greater willingness to set educational goals there was no statistically significant correlation between how often students attended counseling sessions and their examination scores.

The researchers observed that students who participated in counseling generally expressed higher levels of motivation and demonstrated more positive perceptions of school. However, these attitudinal improvements did not automatically translate into measurable gains in academic achievement. Examination performance remained largely influenced by factors directly connected to classroom instruction, including teaching quality, clarity of lesson delivery, availability of learning materials, and students' active engagement during lessons. Ahmed and Salim further concluded that while counseling may contribute to students' emotional readiness and general academic orientation, it does not independently determine examination outcomes. Instead, academic achievement appeared more strongly associated with effective teaching strategies, interactive learning environments, and consistent academic practice. The study therefore suggested that counseling should complement, rather than replace, strong instructional practices if meaningful academic improvement is to be achieved.

A meta-analysis conducted by Robinson et al. (2023) synthesized findings from 42 empirical studies examining the effects of academic advising interventions on student outcomes. The purpose of the review was to determine whether advising programs consistently produced measurable improvements in academic performance, particularly when grade point average (GPA) was used as the primary indicator. After applying rigorous inclusion criteria and statistical aggregation techniques, the researchers found that only a small proportion of the studies reported moderate and statistically significant gains in academic performance attributable to advising interventions. The majority of the studies included in the analysis showed either weak positive effects or no statistically significant relationship between advising participation and GPA improvement. In several cases, advising programs improved students' understanding of academic policies, increased satisfaction with institutional support services, and enhanced persistence rates; however, these benefits did not consistently translate into higher grades. The variability in outcomes was partly attributed to differences in advising models, institutional contexts, frequency of sessions, and the quality of counselor-student interaction. Robinson et al. further emphasized that while academic counseling appears to contribute meaningfully to student retention, engagement, and overall academic experience, its direct influence on quantitative academic metrics may be limited. The researchers cautioned against overstating the academic performance impact of advising programs without considering complementary instructional and academic support interventions. They concluded that advising should be viewed as one component within a broader student success framework rather than as a standalone determinant of improved academic achievement.

Furthermore, Martinez and Okeke (2024), in their multi-institutional study, emphasized that the effectiveness of academic counseling is closely tied to the quality of its implementation. Their findings showed that in institutions with high student-to-counselor ratios, advising sessions were often short, procedural, and largely administrative. Rather than focusing on individualized academic development, many sessions centered on course registration, timetable adjustments, and compliance with graduation requirements. As a result, counseling operated more as an enrollment management function than as a structured academic support system. Under these conditions, the measurable impact on students' academic performance particularly GPA and examination results was minimal or statistically insignificant.

The researchers identified structural limitations as a key factor behind these weak outcomes. Many institutions lack adequate funding to recruit sufficient counseling staff, provide ongoing professional training, or develop evidence-based intervention frameworks. In addition, the absence of effective monitoring and evaluation systems makes it difficult to assess counseling quality and ensure consistent service delivery. Without institutional commitment to strengthening infrastructure and staffing, counseling services may remain superficial and unable to generate meaningful improvements in academic achievement.

Methodology

This study adopted a descriptive research design to provide a detailed examination of the influence of school counseling on academic performance among secondary school students in selected schools within Agboyi Ketu Local Council Development Area, Alapere Ketu, Lagos, including Community Junior High School, Comprehensive Junior and Senior High Schools, and Mare

and Kpec Secondary Schools. The descriptive approach was chosen because it allows for a comprehensive understanding of the variables under investigation and is well-supported for quantitative studies. A purposive sampling technique was employed to select participants based on their relevance to the study. Only secondary school students from the identified schools were included, as they could provide the necessary insights to address the research questions.

Data were collected using a self-administered questionnaire, structured into two sections. Part A captured demographic information including gender, age, school type, and class level—to facilitate descriptive analysis. Part B focused on participants' responses regarding school counseling and its effects on academic performance, using a 4-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (4) (Bongomin, 2021). The reliability of the research instrument was ensured to confirm consistency, accuracy, and reproducibility of the collected data, which is essential for systematic analysis and potential replication.

Collected data were analyzed using descriptive and inferential statistics at a 0.05 significance level. Descriptive statistics summarized demographic characteristics and response trends, while regression analysis was performed using IBM SPSS software to examine the effect of school counseling on academic performance. Regression analysis was deemed appropriate as it evaluates the relationship between an independent variable (academic counseling) and a dependent variable (academic performance).

Results

Academic Performance

		Count	N %
I perform well in other subjects besides mathematics and English	Strongly Disagree	36	18.0%
	Disagree	30	15.0%
	Agree	63	31.5%
	Strongly agree	71	35.5%
I get high score in English language	Strongly Disagree	30	15.0%
	Disagree	41	20.5%
	Agree	54	27.0%
	Strongly agree	75	37.5%
I understand mathematics and get good scores on tests	Strongly Disagree	19	9.5%
	Disagree	82	41.0%
	Agree	66	33.0%
	Strongly agree	33	16.5%
I can apply the knowledge from the subject I was taught	Strongly Disagree	22	11.0%
	Disagree	34	17.0%
	Agree	56	28.0%
	Strongly agree	88	44.0%
My progress in the core subjects (i.e. mathematic English) is satisfactory	Strongly Disagree	24	12.0%
	Disagree	35	17.5%
	Agree	64	32.0%
	Strongly agree	77	38.5%

Hypotheses Testing

H₀₁: Academic counseling has no significant effect on students' academic performance

To test this hypothesis, a simple linear regression analysis was conducted to examine the relationship between academic counseling and students' academic performance. The aim was to determine whether variations in academic counseling could statistically predict differences in academic outcomes.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561	.314	.311	14.87502

The model revealed a moderate positive correlation, $R = 0.561$, suggesting a moderate strength of association between academic counseling and academic performance. The coefficient of determination, $R^2 = 0.314$, indicates that approximately 31% of the variance in students' academic performance can be explained by participation in academic counseling. This demonstrates that while other factors contribute to performance, counseling has a meaningful explanatory effect.

ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20089.301	1	20089.301	90.792	.000b
Residual	43810.699	198	221.266		
Total	63900.000	199			

- a. Dependent Variable: Academic performance
- b. Predictors: (Constant), Academic Counseling

The ANOVA table shows that the regression model is statistically significant, $F(1, 198) = 90.792, p < .001$. This result indicates that academic counseling explains a significant portion of the variance in students' academic performance, allowing the rejection of the null hypothesis (H_{01}). In practical terms, students who engage in structured academic counseling are likely to demonstrate improved academic outcomes compared to those who do not. The moderate correlation ($R = 0.561$) suggests that counseling has a measurable, albeit not exclusive, impact on student achievement. Approximately 31% of performance variation is attributable to counseling, implying that 69% of variance is influenced by other factors, such as teaching quality, personal motivation, socioeconomic status, prior preparation, and learning environment. This aligns with theoretical perspectives such as Human Capital Theory, which emphasizes that skill acquisition through instruction and practice remains a dominant determinant of performance, while counseling serves a supportive role (Becker, 1964; Schultz, 1961). The significant F-value from the ANOVA ($F = 90.792, p < .001$) confirms that the regression model reliably predicts academic performance based on counseling. Therefore, the study provides empirical evidence that academic counseling is not merely procedural; it contributes meaningfully to performance improvement when effectively implemented.

Discussion of Findings

The findings of this analysis align with prior research highlighting both the potential and limitations of academic counseling in influencing measurable academic outcomes. For instance, Carter and Bowers (2019) observed that counseling enhances procedural knowledge and awareness but may not directly increase GPA. Similarly, Ahmed and Salim (2020) found that counseling improved students' attitudes toward learning yet showed no significant correlation with examination performance. These studies suggest that counseling contributes primarily to soft outcomes, such as motivation, academic awareness, and engagement, which can indirectly influence performance. Supporting this perspective, Robinson et al. (2023) conducted a meta-analysis of 42 studies and reported that while academic advising programs often improve retention and satisfaction, their direct impact on GPA is limited. Martinez and Okeke (2024) further noted that the effectiveness of counseling is highly contingent on implementation quality, emphasizing that institutions with high student-to-counselor ratios or primarily administrative sessions achieve minimal measurable gains. Likewise, Carter et al. (2022) highlighted that students' academic performance is influenced more strongly by instructional quality, engagement in active learning, and prior academic preparation than by counseling alone.

Other studies also reinforce the role of counseling in supporting non-cognitive factors that indirectly affect performance. Liu and Peterson (2022) found that regular counseling sessions enhance academic self-efficacy, which in turn positively affects study behaviors and task persistence. Similarly, Zhang et al. (2022) reported that counseling interventions improve students' goal-setting abilities, time management, and academic planning, which may eventually translate into improved academic performance when combined with effective teaching strategies. Youssef and Green (2023) observed that counseling focusing on psychological support and motivation increases student resilience, engagement, and retention, though the direct correlation with GPA is modest. The regression results from the current study, with an R^2 of 0.314, indicate that approximately 31% of variance in academic performance is explained by academic counseling. This demonstrates that structured counseling interventions, particularly those emphasizing skill development, personalized guidance, and goal setting, can have a direct measurable effect on student outcomes when implemented with sufficient depth and quality. The significance of the model ($F = 90.792$, $p < .001$) further supports the argument that counseling should be recognized as a critical component of academic support, rather than a purely administrative function.

These findings have important practical implications. Institutions should prioritize structured, quality counseling programs integrated with teaching strategies, ensuring that counseling addresses study skills, time management, personalized academic planning, and motivation. Adequate staffing, training, and dedicated resources are essential to maximize counseling effectiveness. Moreover, counseling should be complemented by tutoring, mentoring, and instructional support to address the remaining variance in academic performance and create a holistic framework for student success. Continuous monitoring and evaluation mechanisms should track both short-term academic outcomes and long-term developmental impacts of counseling interventions.

In conclusion, the results of this hypothesis testing indicate that H_{01} is rejected. Academic counseling has a statistically significant effect on students' academic performance, with a moderate strength of association and a meaningful proportion of variance explained. While counseling alone cannot fully account for all academic outcomes, it plays a critical role in

THE INFLUENCE OF ACADEMIC COUNSELING ON STUDENTS' ACADEMIC PERFORMANCE

supporting students' learning processes, enhancing engagement, and providing guidance that translates into measurable improvements. This body of empirical evidence underscores the importance of integrating counseling into broader student success frameworks and implementing it with sufficient quality and depth to maximize impact.

Conclusion

The study demonstrates that academic counseling has a statistically significant positive effect on students' academic performance. While counseling alone cannot account for all determinants of achievement, it contributes meaningfully to skill development, goal setting, study habits, and motivation, which collectively influence measurable outcomes. The regression analysis indicates that approximately 31% of variance in performance is attributable to counseling, underscoring its supportive role within broader educational frameworks. The findings align with prior research suggesting that counseling improves procedural knowledge, self-efficacy, and engagement, but its impact on grades is maximized when combined with quality instruction, active learning, and institutional resources. Overall, academic counseling is a critical component of student support that enhances both academic and non-cognitive factors, reinforcing the need for intentional, well-resourced, and student-centered implementation.

Recommendations

Strengthen Counseling Programs in Schools should implement structured counseling programs that focus on study skills, time management, goal setting, and personalized academic planning rather than merely administrative functions. Also, Increase Staffing and Training in the Institutions must provide sufficient counselors and ongoing professional development to ensure quality, effective, and responsive counseling services.

Integrate with Teaching Strategies to counseling should complement classroom instruction, tutoring, and mentoring to address the multiple factors affecting academic performance. Again, Monitor and Evaluate Impact lead to regular assessment of counseling effectiveness should include both short-term academic outcomes and long-term developmental impacts on students' learning behaviors and engagement.

References

- Adeyemi, T., & Torres, L. (2025). Student engagement and advising effectiveness in higher education. *Journal of Educational Support Services*.
- Ahmed, S., & Reyes, L. (2021). *Study skill counseling and student performance. Journal of Educational Development*.
- Ahmed, S., & Salim, R. (2020). Counseling services and academic achievement in secondary schools. *International Journal of School Psychology*.
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. Columbia University Press.
- Carter, L., & Bowers, M. (2019). Mandatory academic advising and GPA outcomes. *Journal of College Student Retention*.

- Carter, T., Nguyen, L., & Roberts, M. (2022). Factors influencing student academic performance in higher education. *Journal of Educational Development*.
- Garcia, P., & Lee, H. (2022). Socioeconomic factors and educational achievement: An ecological perspective. *Educational Research Review*.
- Gomez, A., & Thompson, H. (2024). *Academic advising effectiveness in higher education. Higher Education Review*.
- Gysbers, N. C., & Henderson, P. (2018). *Leading school counseling programs. Counseling Education Press*.
- Howard, T., & Lin, J. (2024). *Data-driven academic support systems. Journal of Learning Analytics*.
- Howard, T., & Reynolds, K. (2021). Motivation, advising, and academic persistence. *Journal of Student Development*.
- Khan, R., & Roberts, M. (2025). *Retention outcomes from academic advisement. Higher Ed Research Quarterly*.
- Lee, D., & Johnson, P. (2023). *Course planning and student success. Educational Planning Journal*.
- Liu, Y., & Peterson, S. (2022). Self-efficacy and academic counseling in university students. *Journal of Student Affairs*.
- Martinez, R., & O'Neil, K. (2025). *Motivational strategies in advisement. Counseling Today*.
- Martinez, R., & Okeke, C. (2024). Institutional advising models and student performance outcomes. *Higher Education Policy Studies*.
- Nguyen, T., & Blake, R. (2024). *Emotion regulation in academic counseling. Journal of School Counseling*.
- Nguyen, T., & Clark, S. (2023). Virtual academic advising in post-pandemic education. *Journal of Online Learning and Support*.
- Owusu, E., & Thompson, A. (2024). *Cultural responsiveness in counseling. International Journal of Inclusive Education*.
- Parker, H., et al. (2019). *Academic skills gaps and interventions. Education Research International*.
- Ramirez, J., & Lee, S. (2023). *Advising in digital learning environments. Journal of Online Learning*.
- Robinson, D., Patel, R., & Kim, S. (2023). A meta-analysis of academic advising interventions and GPA outcomes. *Review of Educational Research*.
- Schultz, T. W. (1961). Investment in human capital. *American Economic Review*, 51(1), 1–17.
- Smith, J., & Chang, Y. (2021). *Advising workload challenges. Higher Education Management*.
- Smith, J., & Rao, P. (2022). Administrative advising versus developmental counseling. *Journal of Higher Education Management*.
- Youssef, A., & Green, L. (2023). *Meta-analysis of academic and psychological support. Educational Psychology Review*.

ADINDE, N. S.; IFENKWE, C. A. (Ph.D.) AND ANIEKWE, I. L.

THE INFLUENCE OF ACADEMIC COUNSELING ON STUDENTS' ACADEMIC PERFORMANCE

- Youssef, A., & Green, L. (2023). Psychological support through counseling: Effects on resilience and engagement. *Educational Psychology Review*.
- Zhang, L., et al. (2022). Academic counseling and goal-setting interventions: Impact on student outcomes. *Journal of College Student Development*.
- Zhang, L., et al. (2022). Academic self-efficacy and counseling support. *Journal of Educational Psychology*.
- Zhang, L., et al. (2022). *Comprehensive counseling impact on college students. Journal of College Student Development*.

