Check for updates

check for updates

POST-UTME SCREENING AND YEAR ONE STUDENTS' ACADEMIC PERFORMANCE: ANY RELATIONSHIP?

🆔 **Kehinde Clement, Lawrence**

Department of Educational Psychology and Special Education, University of Zululand, South Africa.
Email: LawrenceK@unizulu.ac.za

ABSTRACT

Adequate high-level skilled manpower is needed to drive and sustain economic, socio-cultural and political development of any nation, to achieve this, quality university education is pivotal. Hence this study examined the relationship of career counseling, study habit pattern family socioeconomic status with academic performance of the University of Ibadan year one students. In Nigeria, the National University Commission (NUC) an umbrella body of all universities both private and government owned introduced Post-Unified Tertiary Matriculation Examination (Post-UTME) to screen further candidates for university admission. Three hundred (300) students across fourteen faculties were recruited using a multistage sampling technique to respond to a structured measuring instrument, with the participants' current CGPA. The results established that there was a positive and significant relationship of all the factors with academic performance of the participants; school counseling (r =.610, p<0.01) and study habits (r =.731, p<0.01). The study concludes that school counseling and study habits are important factors for improving academic performance of university students. Thus, the study recommends students' personal study habits skills development, establishment of faculties/colleges counseling unit in addition to central university counseling center so as to cater for individual student peculiarity via their field of study.

Contribution/Originality: The study has contributed to literature of academic performance among university first year students in Nigeria. It also added to paucity of literature in Nigeria on Post-UTME screening and academic performance influencing factors. The study further sustained the efficacy of inferential statistics.

1. INTRODUCTION

The need to train and produce adequate high-level skilled manpower that can drive social, political and economic change in Nigeria depends largely on the quality of university education. Therefore, university education in Nigeria was structured with the view to develop peoples' intellectual abilities, sharpen their cultural attributes, and acquire knowledge and skills for career opportunities and national development. To realize these goals and sustain higher education integrity, National University Commission (NUC), (an agency enacted by *Decree No. 1 of 1974 with statutory role of advising Federal Government of Nigeria on higher education)* was established. However, the high rate of unemployment in the country, which according to National Bureau of Statistics (2018) stood at 23.1%, is adjudged to be partly due to the failure of the NUC to achieve its objectives (Bichi, 2015). Consequently, incompetent and unemployable graduates are produced by universities, which is precipitated by the admission process that failed to control the quality of candidates seeking admission to universities (Longe, 2017).Owing to

this, post-secondary school examination bodies in the country like Joint Admissions and Matriculation Board (JAMB), West African Examinations Council (WAEC) and National Examinations Council (NECO) have been heavily criticized by the public and education stakeholders on admission process integrity (Ogonor & Olubor, 2002; Ojerinde & Faleye, 2005; Uhunmwuangho & Ogunbadeniyi, 2014). It was the result of such criticism that made NUC introduce the Post-Unified Tertiary Matriculation Examination (Post-UTME) in 2005 for university admission process and ensuring that competent candidates were admitted into Nigerian Universities (Uhunmwuangho & Ogunbadeniyi, 2014) and also predicting future academic performance in universities. Since the introduction of the Post-UTME, which is a test conducted by individual Universities in Nigeria, significant success has been recorded in terms of increase in students' academic performance and improving quality of education by reducing attrition rate due to poor academic performance in the previous years (Ogunniran, Longlong, & Adu, 2019; Oludayo, 2018).

Besides, in spite of students' successfully passing Secondary School Certificate Examination (SSCE) and scoring above the required average marks (in some cases 200 marks out of 400) in UTME, the situation is still worrisome. These students go through the rigorous admission process of universities known as Post-UTME screening. Those admitted in universities to pursue various courses of interest rejoice, but a few students still find it challenging to successfully scale through their course of study and this results in increased rate of failures and dropouts. This phenomenon has raised a lot of concerns and debates in the public, majorly because of yearly increase in dropout rate resulting from academic failure. The question is that after passing through rigorous admission procedure, why many candidates still find it difficult to achieve their educational goals. It is definitely not because of financial difficulties and health or emotional problems but as a result of poor academic performance. For instance, the senate of the University of Ibadan approved the withdrawal of 408 students from the university in 2015/2016 session owing to the failure to meet the minimum Cumulative Grade Point Average (CGPA) requirements to stay in the university (Oludayo, 2018). Similarly, in 2016/2017 session, 328 students were also advised to withdraw from the university in the first year itself. Such a scenario of students' elimination from the universities apparently makes a negative impact not only on the individual candidates and their parents but also on the nation's economic hardship. This might cause extreme consequences including antisocial behaviors ranging from examination malpractices, street hawking, early marriage, gang starling, corruption, political toggeries kidnapping and terrorism (Longe, 2017).

Due to such apprehensions and the ugly situation, the current study was designed. The researcher aimed to investigate the relationship between school counseling, study habits, family social-economic status and academic performance of the University of Ibadan year one students admitted through Post-UTME.

1.1. Relationships of Academic Performance

1.1.1. School Counseling

School counseling is not just advice given, it plays crucial role in fostering academic career excellence, motivation, achievement, career adjustment of any individual who desire it (Shaterloo and Mohammadyari (2011). As defined by Clinedinst and Hawkins (2010) school counseling is a process of employing psychological approaches to facilitate adjustment of students who face academic career, emotional and interpersonal related challenges. These challenges include choice of course of study and challenges related to the high institution that offers the chosen course. School Counseling also includes services such as disseminating appropriate information related to career and academic opportunities available for students to excel in various higher institutions (Clinedinst and Hawkins (2010). As a matter of fact, in spite of numerous services available through school counseling, millions of students across all levels of education are still not taking any advantage, hence, experiencing problems such as indecisiveness related to career choice, course of study and higher educational institution which manifest in the form of academic anxiety, distress, burnout, lowered quality of life and identity (Van Reenen, 2010). Egan (2014) emphasized the

importance of school counseling for students in developmental learning process if they achieved academic excellence.

Studies have consistently demonstrated the relationship between school counseling and academic performance. For instance, Watts (2011) established that school counseling outcomes provide students with the purpose of learning; it increases academic motivation and efficacy; it results in increased productivity and makes available adequate quality manpower for socioeconomic development. Renuka Devi, Devaki, Madhavan, and Saikumar (2013) in their study on the relationship and the effect of counseling on the academic performance of college students, found that counseling services in colleges had significant relationship and was effective in easing out the students' personal and academic difficulties. Other studies by Gauta (2012); Bolu-Steve and Oredugba (2017) revealed that counseling assisted students in Japan to develop academic abilities and facilitate self-understanding; and counseled students were found to perform better academically than their counterparts. Furthermore, Adeoye (2016) found that counseling services as an intervention process effectively reduced student academic problems in Nigeria. Also, Lawrence (2019) and Mulhauser (2016) explicated that counseling service is an integral part of the educational system which has helped many students in adjusting to social, emotional and academic challenges. Going by the above reviews, it can be hypothesized that counseling service would relate positively with academic performance of university students.

1.2. Study Habits

The behavior of personal learning adopted by students in the pursuit of educational or career goals is referred to as study habits. It is the degree to which student engages in reviewing learning materials (Kay & Liesel, 2009). Unfortunately, many university students have not personally discovered the best way to study, rather they only read to pass examination forgetting that good performance could be easily achieved if the focus is on the passion to learn the subject and not to just pass an examination or obtain grades (Essuman, Nyarko-Sampson, & Quist, 2006). Thus, for university students effective study habits for obtaining important information, sustained concentration and ability to make intelligent recall or make use of the gathered information when needed is essential to achieve academic excellence. Bajwa, Gujjar, Shaheen, and Ramzan (2011) opined that academic success is attributed to good and consistent study habits. Therefore, Azikiwe (1998) stressed that good study habit is an academic asset because it assists students to attain mastery and academic excellent performance, while the absence of it constitutes constraints to learning and achievement and often leading to failure. Good study habits is also noted to be pivotal to good academic performance (Mendezabal, 2013).

Although, the development of good study habits is a complex phenomenon and time consuming, students who really wish to develop capacity for academic excellence do invest adequate time in studying. Various researchers have demonstrated the positive relationship between study habits and academic performance of students (Anwar, 2013; Bashir & Mattoo, 2012; Credé & Kuncel, 2008; Mendezabal, 2013; Mutsotso & Abenga, 2010). Studies in Nigeria have also established that efficient study habits produce positive academic performance while inefficient study habits lead to academic failure (Ayodele & Adebiyi, 2013; Dimkpa, Inegbu, & Buloubomere, 2013) and poor performance. That is, academic performance depends heavily on how well students study. Despite all these research evidences on efficacy of study habits and acquiring skills of academic success, students in many higher institutions are still finding it hard to excel and require four, five or six years to complete their bachelor's degree program. More worrisome are the students who initially studied hard to scale through post-UTME, but failed to sustain their efforts in attaining their desired educational goal, and were eventually asked to withdraw from the university due to poor academic performance (Oludayo, 2018).

1.3. Family Socioeconomic Status

The family makes a powerful influence on a child and acts as a primary agent of socialization. No doubt, it influences a student's academic performance too though it depends on the social background of the family. Family socioeconomic status is a collective terminology comprising of social class/status, economic status, family size, family structure, parental educational level, occupation and other factors pertaining to family life (Muola, 2010). In the context of this study, family social economic status is conceptualized as the role of parents' occupation and level of education in relation to academic success or failure of university students. Many families are unaware about their responsibility in achieving success or failure of their children and often shift the blame to either the school, teachers or the students. A few families, due to economic hardship or similar constraints, impose severe psychological pressures on their children after getting admission into a higher institution. This also causes poor academic performance (Thomson, 2018). When students secure admission in a higher institution of learning, they need financial support and care of their family in order to concentrate on their study. But due to low or poor occupational and educational background, sometimes these families find it difficult to provide needed support for their children in higher institutions. In Nigeria, several families scarcely are able to meet their basic needs (food, shelter and clothing) and therefore heavy pressure is placed on their children who are in higher institution.

Studies have identified the importance of family socioeconomic status on either high or low academic performance of students majorly in secondary schools; however studies on family socioeconomic status relationship with academic success or failure of university or higher institution students are scanty. For instance, a study conducted by Kraft and Dougherty (2013) among secondary school students, discovered that children's academic attainment depends on inputs of time and financial support provided by the family. The study of Kalhotra (2013) on high school students' academic achievement found that family environment predicted high achievers. Chohan and Khan (2010) investigated the impact of family support on the academic performance and self-concept of grade-4 public school students. The findings of the study revealed that family support had consistent and positive effect on academic achievement and self–concept of learners. Similarly, Schmitt and Kleine (2010) studied the influence of family–school relations on academic success of children at age 3 to 12, it was found that family relationship affects children academic success. Other studies such as Bhatia (2012); Kraft and Dougherty (2013) established the relationship between family social economic status and academic success or failure of students in secondary school. A similar study carried out in Turkey by Tomul and Polat (2013) also indicated that family socioeconomic status was said to be an essential predictor for the students' academic achievement.

1.4. Research Hypotheses of the study

This study is concerned with investigating some determinants of academic performance of year one students admitted through Post-UTME. Hence, this study was guided by the following hypotheses:

1. There will be no significant relationship between school counseling and academic performance of the University of Ibadan year one students admitted through Post-UTME.
2. There will be no significant relationship between study habits pattern and academic performance of the University of Ibadan year one students admitted through Post-UTME.
3. There will be no significant relationship between family social economic status and academic performance of the University of Ibadan year one students admitted through Post-UTME.

1.5. Relevance of the Study

The outcome of this study will be of immense benefit to all undergraduate students most especially the first year students, candidates seeking admission into higher institutions, especially, community, parents/guidance, counseling psychologists, researchers and society who are worried about the rising withdrawal and dropout number of students, whose academic hope and expectations have also been prenatally aborted.

580

2. METHODOLOGY

This study employed a quantitative research method that made use of descriptive research design of ex post-facto type. The population for this study consisted of all year one students. These groups of students were admitted through Post-UTME examination and are now in the university. Three hundred (300) students were selected across fourteen faculties in the university, using a multistage sampling method, which involved selection of participants through four distinct stages.

2.1. Measures

Secondary data was collected to measure academic performance. This was done by using students' existing current Cumulative Grade Point Average (CGPA) or academic record, which is usually published yearly at the close of academic session. A structured questionnaire consisting of school counseling and study habits with demographic information about family socioeconomic status was utilized as instrument for data collection.

2.2. School Counseling Measure

Attitudes toward school counseling scale developed by Rochlen, Mohr, and Hargrove (1999) was adapted to measure school counseling in this study. The scale originally contained 36-items, out of which 16 items which measured values and stigma of school counseling were selected. The items were rated on a Likert-type scale that ranged from 1 *(strongly agree)* to 5 *(strong disagree)*. The scale was revalidated through face and content validity. To establish the convergent validity, the scale reported Cronbach's alpha reliability of 0.8.

2.3. Study Habits

Study habits scale was developed by Ch (2006) which contained twenty (20) items that measured student's ability to read and understand, notes taking, academic performance. The standard norm of the scale was 45, measuring along a 4- Likert modified scales with 1= "strongly disagree" to 5 "strongly agree". It had a Cronbach's alpha of .90 and its internal consistency was .83.

2.4. Family Socioeconomic Status

A new version of Family affluence scale (FAS) by Hartley, Levin, and Currie (2016) was used to measure family socioeconomic status. The scale consisted of 6 items, with varied response format. The reliability of the scale was reported Cronbach's alpha of .86.

2.5. Data Analysis

Pearson Product Moment Correlation (PPMC) statistical method was employed to determine the pattern relationship between the variables.

3. RESULTS

The pattern of relationship that existed among school counseling, study habits, family socioeconomic status and academic performance of the University of Ibadan year one students admitted through Post-UTME is presented in Table 1.

Table 1 reveals the inter-correlational matrix of the independent variables (school counseling, study habit pattern, and family background) and the dependent variable (academic performance) The result demonstrated that two out of the three factors were positively related to academic performance; e.g., school counseling (r =.610, p<0.001) and study habits (r =.731, p<0.001) ; however, family socioeconomic status did not have any significant relationship with academic performance in this study (r =-.004, p>0.001).

Table-1. Summary of correlation matrix showing the relationship b among school counseling, study habits, family socioeconomic status and academic performance.

Variables	Mean	SD	Academic performance	School counseling	Study habits	Family background
Academic performance	59.98	18.15	1.000			
Career counseling	56.90	11.70	.610**	1.000		
Study habits	47.60	7.02	.731**	.406**	1.000	
Family background	1.98	.848	-.004	.185**	.218	1.000

Note: **Correlation is significant at 0.05(2-tailed).

This implies that an increased influence of school counseling and study habits play a significant role in sustaining academic good performance.

4. DISCUSSION OF THE FINDINGS

The study premised the research question about what pattern of relationship existed between career counseling, study habit patterns, family socioeconomic status and academic performance of year one students admitted through post-UTME. Findings revealed that school counseling and study habits related positively and significantly with academic performance of year one students admitted through post-UTME, while family socioeconomic status had significant relationship with academic performance. That is, academic performance of students was influenced by factors such as school counseling and study habits. This suggests that students who successfully passed Post-UTME would sustain academic success if effective school counseling and study habit pattern were religiously followed by them. This also suggests that family socioeconomic status had nothing to do with their academic performance.

This finding is in consonance with past studies that established the important role of counseling service in improving academic performance of students (Adeoye, 2016; Bolu-Steve & Oredugba, 2017; Gauta, 2012). This means that students who seek career counseling stand the chance of performing better in their academic performance than those who did not seek counseling. University career counselors are available in university to provide professional service for students who might be experiencing academic, personal, and career related difficulties. Once a student is found showing low concentration in the class for whatever reason, such students should immediately consult the professional counselor for help and should not wait until he/she is asked to withdraw from the school. Similarly, study habits also demonstrated a positive and significant relationship with academic performance. This implies that students' performance is also enhanced if effective study habit patterns are cultivated. When students study very well or hard, all other things been equal, good academic performance would be maintained. This finding further substantiates the position of Bashir and Mattoo (2012); Khurshid, Tanveer, and Qasmi (2012); Anwar (2013) who also found that study habits and academic achievement are related positively and significantly. The submission of Ayodele and Adebiyi (2013); Dimkpa et al. (2013) that effective study habits enhanced academic excellence, while ineffective or poor study habits lead to academic failure and premature graduated from the university is also worthy of note.

However, the finding of this study shows that family socioeconomic status of the participants did not relate significantly with their academic performance. That is, academic performance of students is not significantly influenced by their family background. This finding disagrees with the reviewed studies (Bhatia, 2012; Chowa, Rainier, & Jenna, 2013; Kraft & Dougherty, 2013) which established that family socioeconomic status influenced academic success of students in secondary schools. This might be so because the participants in secondary schools require parental care and attention, unlike the university students sampled for this study and who are independent of their parents. Also, the finding of the current study contradicted the finding of Okesina (2018) who found that family socio-economic background has direct relationship with academic performance.

5. CONCLUSION AND RECOMMENDATIONS

This study has demonstrated that the relationship between Post-UTME screening and academic performance was sustained by the influence of school counseling and study habits pattern exhibit by students. This finding has implications to all undergraduate students most especially the first-year students, candidates seeking admission into higher institutions, and community, parents/guidance, counseling psychologists, researchers and society. However, the only antidote for their worries is effective school counseling and good study habits. It is therefore recommended that students should personally develop study habits skills and positive attitudes towards help seeking academic school counseling as this would help in reducing failures and improve good academic performances. School counseling unit should endeavor to create sufficient awareness on the importance of counseling and study habits, and develop appropriate counseling interventions.

REFERENCES

Adeoye, E. A. (2016). *Relationship between the counsellor and other school guidance personnel. In A.I. Idowu (ed.). Guidance and Counselling in Education.* Ilorin: University of Ilorin Press.

Anwar, E. (2013). A correlational study of academic achievement and study habits: Issues and concerns. *Excellence International journal of Education and Research, 1*(2), 46-51.

Ayodele, C., & Adebiyi, D. (2013). Study habits as influence of academic performance of university undergraduates in Nigeria. *Research Journal in organizational Psychology & Educational Studies, 2*(3), 72-75.

Azikiwe, U. (1998). *Language teaching and learning.* Onitash: Africana-FEP Publishers Ltd.

Bajwa, N., Gujjar, A., Shaheen, G., & Ramzan, M. (2011). A comparative study of the study habits of the students from formal and non-formal systems of education in Pakistan. *International Journal of Business & Social Science, 2*(14), 175-186.

Bashir, I., & Mattoo, N. H. (2012). A study on study habits and academic performance among adolescents (14-19) years. *International Journal of Social Science Tomorrow, 1*(5), 1-5.

Bhatia, G. (2012). A study of family relationship in relation to emotional intelligence of the students of secondary level. *International Journal of Scientific and Research Publications, 2*(12), 1-5.

Bichi, A. A. (2015). *Analysis of UTME and post-UTME scores of education students at Northwest University Kano-Nigeria.* Paper presented at the In 1st International Conference on Education.

Bolu-Steve, F., & Oredugba, O. O. (2017). Influence of counselling services on perceived academic performance of secondary school students in Lagos State. *International Journal of Instruction, 10*(2), 211-228.

Ch, A. H. (2006). Effect of guidance services on study attitudes, study habits and academic achievement of secondary school students. *Bulletin of Education & Research, 28*(1), 35-45.

Chohan, B. I., & Khan, R. M. (2010). Impact of parental support on the academic performance and self concept of the student. *Journal of Research and Reflections in Education, 4*(1), 14-26.

Chowa, G. A., Rainier, M. D., & Jenna, T. (2013). The effects of parental involvement on academic performance of Ghanaian youth: Testing measurement and relationship using structural equation modeling. *Children and Youth Services Review, 35*(12), 2020 − 2030. Available at: 10.1016/j.childyouth.2013.09.009.

Clinedinst, M. E., & Hawkins, D. A. (2010). State of college admission. *National Association for College Admission Counseling.*

Credé, M., & Kuncel, N. R. (2008). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science, 3*(6), 425-453. Available at: https://doi.org/10.1111/j.1745-6924.2008.00089.x.

Dimkpa, D. I., Inegbu, B., & Buloubomere, N. (2013). Student nurses perception of poor academic performance in Bayelsa State, Nigeria. *Global Journal of Human Social Science, Linguistics & Education, 13*(14), 1-6.

Egan, K. (2014). *Imagination in teaching and learning: The middle school years*: University of Chicago Press.

Essuman, J., Nyarko-Sampson, E., & Quist, H. O. (2006). Study habits among senior secondary school students in some selected districts in Central Region, Ghana. *IFE PsychologIA: An International Journal, 14*(2), 56-69. Available at: https://doi.org/10.4314/ifep.v14i2.23711.

Gauta, M. D. (2012). Impact of guidance and counselling service on students social and emotional adjustment in public urban and rural secondary schools in Nakuru and Uasin Gishu countries, Kenya. *International Journal of Science and Research.*

Hartley, J. E., Levin, K., & Currie, C. (2016). A new version of the HBSC family affluence scale-FAS III: Scottish qualitative findings from the international FAS development study. *Child Indicators Research, 9*(1), 233-245. Available at: https://doi.org/10.1007/s12187-015-9325-3.

Kalhotra, S. K. (2013). Parent child relationship among high and low achieving high school students. *Asia Pacific Journal of Multidisciplinary Research, 1*(1), 208-215.

Kay, R. H., & Liesel, K. (2009). Assessing learning, quality and engagement in learning objects: The Learning Object Evaluation Scale for Students (LOES-S). *Educational Technology Research and Development, 57*(2), 147-168.

Khurshid, F., Tanveer, A., & Qasmi, F. N. (2012). Relationship between study habits and academic achievement among hostel living and day scholars' university students. *British Journal of Humanities and Social Sciences, 3*(2), 34-42.

Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher–family communication on student engagement: Evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness, 6*(3), 199-222. Available at: https://doi.org/10.1080/19345747.2012.743636.

Lawrence, K. C. (2019). An investigation of students' awareness of school counselling services in Nigeria between 2017 and 2019. *Journal of Gender, Information and Development in Africa, 8*(3), 213-227. Available at: https://doi.org/10.31920/2050-4284/2019/8n3a10.

Longe, O. (2017). Graduate unemployment in Nigeria: Causes, consequences and remediable approaches. *American International Journal of Contemporary Research, 7*(4), 63-73.

Mendezabal, M. J. N. (2013). Study habits and attitudes: The road to academic success. Open Science Repository Education open-access. e70081928.

Mulhauser, G. (2016). Professional licensing in mental health. Retrieved from counsellingresource.com.

Muola, J. M. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils in Machakos. *Educational Research and Reviews, 5*(5), 213-217.

Mutsotso, S., & Abenga, E. (2010). Study methods for improving quality learning and performance in higher education. *Educational Research and Reviews, 5*(12), 808-813.

National Bureau of Statistics. (2018). Annual report. Retrieved from https://nigerianstat.gov.ng/page/data-analysis.

Ogonor, B., & Olubor, R. (2002). Matriculation examination as a predictor of undergraduates' overall grading in a Nigerian University. *International Studies in Educational Administration, 30*(3), 12-20.

Ogunniran, M. O., Longlong, H., & Adu, E. O. (2019). A comparative analysis of higher education entrance examination: A case study of Chinese Gaokao and Nigeria WASSCE/UTME. *African Educational Research Journal, 7*(2), 66-80. Available at: https://doi.org/10.30918/aerj.72.18.014.

Ojerinde, O. O. D., & Faleye, B. A. (2005). Do they end at the same point? *Journal of Social Sciences, 11*(3), 239-241. Available at: https://doi.org/10.1080/09718923.2005.11892519.

Okesina, F. A. (2018). Influence of family background on academic performance of senior secondary school students as expressed by teachers in Ilorin Metropolis. *KIU Journal of Humanities, 3*(2), 163-172.

Oludayo, T. (2018). That withdrawal of 408 students from UI. Punch Newspaper May 10. Retrieved from https://punchng.com/that-withdrawal-of-408-students-from-ui/.

Renuka Devi, M., Devaki, P., Madhavan, M., & Saikumar, P. (2013). The effect of counselling on the academic performance of college students. *Journal of Clinical and Diagnostic Research: JCDR, 7*(6), 1086-1088.

Rochlen, A., Mohr, J., & Hargrove, B. (1999). Development of the attitudes toward career counseling scale. *Journal of Counseling Psychology, 46*(2), 196-206.

Schmitt, M., & Kleine, L. (2010). The influence of family-school relations on academic success. *Journal for Educational Research Online, 2*(1), 145-167.

Shaterloo, A., & Mohammadyari, G. (2011). Students counselling and academic achievement. *Procedia-Social and Behavioral Sciences, 30*, 625-628. Available at: https://doi.org/10.1016/j.sbspro.2011.10.121.

Thomson, S. (2018). Achievement at school and socioeconomic background—an educational perspective. *5*.

Tomul, E., & Polat, G. (2013). The effects of socioeconomic characteristics of students on their academic achievement in higher education. *American Journal of Educational Research, 1*(10), 449-455. Available at: https://doi.org/10.12691/education-1-10-7.

Uhunmwuangho, S., & Ogunbadeniyi, O. (2014). The university matriculation examination as a predictor of performance in post university matriculation examination: A model for educational development in the 21st century. *African Research Review, 8*(1), 99-111. Available at: https://doi.org/10.4314/afrrev.v8i1.8.

Van Reenen, S. (2010). *Career indecision amongst prospective University students*. Doctoral Dissertation.

Watts, A. G. (2011). The coalition's emerging policies on career guidance. Retrieved from: http:// www.careersengland.org.uk.