

School Counselling Services for Human Development and Sustainable Societies: A Comprehensive Examination of the Influence of School Counselling Services on Psychological Well-Being, Psychological Resilience, and Academic Success Among Senior Secondary School Students in Public Secondary Schools in Kaduna State, Nigeria

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ABSTRACT

This study investigated the influence of school counselling services on psychological well-being, psychological resilience, and academic success among Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria, within the context of human development and sustainable societies. A descriptive correlational survey design with a predictive approach was adopted. The population comprised SS II students enrolled in public secondary schools in Kaduna State during the 2026/2027 academic session, from which 382 students were selected through multistage sampling involving stratification, simple random sampling, and proportionate sampling. Data were collected using a researcher-developed School Counselling Services, Psychological Well-Being, Psychological Resilience and Academic Success Questionnaire (SCSPWRASQ). The instrument was validated by experts in Guidance and Counselling and Measurement and Evaluation, with an overall Cronbach's Alpha reliability coefficient of 0.89. Data were analysed using simple linear regression at the 0.05 level of significance. The findings showed that school counselling services significantly and positively predicted students' psychological well-being ($\beta = 0.574$, $t = 13.48$, $p < .05$), psychological resilience ($\beta = 0.691$, $t = 18.437$, $p < .05$), and academic success ($\beta = 0.718$, $t = 19.852$, $p < .05$). The study concludes that effective school counselling services are significantly associated with better psychological well-being, stronger resilience, and improved academic success, thereby supporting holistic human development and sustainable societal progress. The study recommends strengthening school counselling through qualified professional counsellors, evidence-based psychosocial and resilience-building programmes, and integration of comprehensive counselling services into school improvement initiatives.

Keywords: School Counselling Services; Psychological Well-Being; Psychological Resilience; Academic Success; Senior Secondary School Students; Secondary Education; Guidance And Counselling; Student Development; Psychosocial Support; Sustainable Education; Human Development; Kaduna State.

1.0. Introduction

Education is increasingly concerned with the development of young people who can function effectively in changing social and economic environments. Academic achievement remains important, but it is no longer sufficient on its own to describe educational success. Students also need emotional stability, the ability to cope with difficulties, positive social relationships, and the confidence to make appropriate decisions about their lives and future. Developments in technology, economic pressures, climate-related concerns, public health emergencies, migration, and social inequality have consequently increased the demands placed on schools. Schools are now expected to provide conditions that support students' psychological development alongside classroom learning and academic preparation (UNESCO, 2021; OECD, 2021; United Nations, 2023).

This broader understanding of education is consistent with the Sustainable Development Goals, particularly Goal 3, which addresses health and well-being, and Goal 4, which focuses on quality education. Both goals recognize that meaningful educational development requires attention to learners' physical, psychological, social, and educational needs. Recent UNESCO guidance similarly places mental health and psychosocial support within the wider responsibility of schools, emphasizing safe and inclusive learning environments in which students can learn

and develop effectively (UNESCO, 2025). The implication is that educational institutions must increasingly combine academic provision with appropriate forms of psychosocial support.

School counselling is particularly relevant within this changing educational context. Its functions are no longer restricted to career guidance or assistance with specific behavioural problems. Counselling services may address academic concerns, emotional difficulties, interpersonal relationships, adjustment problems, decision-making, coping, and other developmental issues that affect students' functioning. When appropriately organized, these services can provide students with opportunities to discuss their concerns, understand their strengths and limitations, develop coping strategies, and make constructive decisions. Recent Nigerian studies have also reported positive outcomes associated with counselling interventions, particularly in relation to students' resilience, emotional wellness, and adjustment to school-related challenges (Adeniji, 2025; Williams & Onyowo Ugboha, 2026).

The relevance of school counselling is further strengthened by growing recognition of the school as an important setting for promoting mental health. Students spend a substantial part of their developmental years within educational institutions, making schools suitable environments for early identification of psychosocial difficulties, provision of support, and referral where more specialized assistance is required. UNESCO (2025) emphasizes the importance of school environments that support learners' mental health, while recent World Health Organization guidance highlights schools as important settings for accessible and coordinated health and well-being services (WHO, 2026). These developments provide a strong basis for considering counselling as part of the wider support structure required for effective student development.

Psychological well-being is one of the major outcomes through which students' adjustment and development can be understood. It involves more than the absence of psychological problems and includes positive functioning, a sense of purpose, meaningful relationships, self-acceptance, personal growth, autonomy, and the ability to manage everyday demands. For students, these qualities are relevant to how they respond to school experiences, relate with others, handle pressure, and participate in learning. Current international guidance continues to connect students' well-being with healthy participation in education and positive learning experiences (UNESCO, 2025; WHO, 2026). Promoting psychological well-being within schools is therefore relevant not only to students' immediate emotional needs but also to their broader educational development.

The senior secondary school period is particularly important in this regard. Students at this level are dealing with increasing academic expectations while making decisions about further education, employment, and their future roles in society. At the same time, they may encounter family difficulties, financial constraints, insecurity, peer-related pressures, examination stress, and the influence of rapidly changing digital environments. Such experiences can affect how students perceive themselves, respond to challenges, and engage with school. WHO (2026) notes that adolescent well-being is affected by a range of contemporary conditions, including technological change, social inequalities, climate-related concerns, and access to appropriate support services. These circumstances make accessible school-based counselling increasingly relevant to the needs of students at this developmental stage.

Psychological resilience is closely related to this capacity for adjustment. It refers to the ability to respond constructively to adversity, recover from setbacks, and continue functioning despite difficult circumstances. Resilience is not necessarily an inherent or fixed personal characteristic; rather, it can be strengthened through supportive relationships and favourable environments. Within schools, counselling can provide students with opportunities to develop coping strategies, emotional regulation, problem-solving skills, realistic optimism, and confidence in dealing with difficulties. Recent evidence supports the usefulness of school-based resilience interventions. A systematic review published in 2026 found evidence that resilience-focused interventions can improve mental well-being among secondary school students, providing further support for structured approaches to resilience development within educational settings (Utz Matus de la Parra et al., 2026).

Evidence from Nigeria also points to the relevance of counselling in strengthening students' adjustment. Williams and Onyowo Ugboha (2026), in a study involving orphaned and vulnerable adolescents in Plateau State, reported positive effects of peer-mediated counselling on resilience and school adjustment. Although the population and intervention examined in that study differ from the present investigation, the finding is relevant because it demonstrates the potential value of counselling-based support within the Nigerian educational environment. Similarly, Adeniji (2025) reported beneficial outcomes associated with resilience-focused counselling among adolescents, further indicating the relevance of counselling interventions to students' emotional and educational functioning.

Academic success represents another important dimension of student development. It involves more than examination scores and may be reflected in students' engagement with learning, persistence, classroom participation, study habits, motivation, and progression towards educational goals. Academic performance is influenced by a combination of cognitive, emotional, interpersonal, and environmental factors. Students who are able to manage stress, maintain constructive relationships, cope with setbacks, and remain psychologically engaged may be better positioned to sustain their academic efforts. Recent international guidance therefore places student well-being and supportive educational environments within the broader conditions required for effective learning (UNESCO, 2025).

The need for school counselling is especially significant in contexts where young people face several difficulties simultaneously. In many developing societies, poverty, unemployment, family instability, insecurity, substance use, limited mental health resources, and other socioeconomic conditions may place additional demands on students and their families. Schools consequently provide an important setting for preventive and developmental support because they can reach students within their everyday educational environment. Recent WHO guidance emphasizes the importance of coordinated and equitable school-based health and well-being services for children and adolescents (WHO, 2026). Counselling services can form part of this broader support structure by addressing concerns that affect students' emotional adjustment, resilience, and participation in education.

Nigeria presents a particularly important setting for examining these issues. Senior secondary school students may encounter academic competition, examination pressure, insecurity, family and economic difficulties, concerns about future employment, substance-related risks, and changing patterns of digital engagement. Although

guidance and counselling is recognized within the Nigerian education system, the provision of services may be affected by inadequate funding, shortages of qualified counsellors, limited facilities, and insufficient institutional support (Federal Ministry of Education, 2021; WHO, 2022). These limitations raise questions about the extent to which existing counselling services are meeting the broader psychological and educational needs of students.

Existing Nigerian research has provided useful evidence on counselling in areas such as academic achievement, career development, examination anxiety, behavioural adjustment, and related student concerns. However, less attention has been given to examining psychological well-being, psychological resilience, and academic success together as related dimensions of student development. Recent Nigerian studies have begun to address resilience, emotional wellness, and school adjustment through counselling interventions (Adeniji, 2025; Williams & Onyowo Ugboha, 2026), but the available evidence remains limited in both scope and geographical coverage. More evidence is therefore needed on whether students' experiences of school counselling services are associated with these three important aspects of development within the Nigerian secondary school context.

It is against this background that the present study examines the influence of school counselling services on psychological well-being, psychological resilience, and academic success among senior secondary school students in Nigeria. The study draws on Positive Psychology, Developmental Systems Theory, and Sustainable Education to view counselling as part of the wider process of supporting students' personal, psychological, and educational development. By examining the three outcomes together, the study seeks to provide evidence that can inform the strengthening of school counselling practice and contribute to educational approaches that support psychologically healthy, resilient, and academically successful young people.

1.1. Statement of the Problem

Education is increasingly expected to promote not only academic achievement but also the psychological and social capacities that enable young people to function effectively and contribute to sustainable societal development. School counselling services have therefore evolved into an essential component of contemporary education, providing preventive, developmental, and supportive interventions designed to enhance students' psychological well-being, strengthen resilience, and facilitate academic success. Despite this expanded mandate, evidence from many Nigerian secondary schools suggests that counselling services have not achieved their expected impact because of challenges related to inadequate implementation, limited institutional support, insufficient professional personnel, and poor access to comprehensive counselling programmes. As a result, many senior secondary school students continue to experience psychological, emotional, and academic difficulties that may hinder their overall development.

The senior secondary school years represent a critical developmental stage during which students are required to cope with increasing academic demands while simultaneously navigating complex emotional, social, and career-related challenges. However, many students continue to experience stress, anxiety, emotional instability, poor coping abilities, declining motivation, and inconsistent academic performance. These challenges are further compounded by socioeconomic pressures, family instability, insecurity, digital influences, substance abuse, and uncertainty surrounding future educational and employment opportunities. If these developmental concerns are

not adequately addressed through effective school counselling services, they may adversely affect students' psychological adjustment, resilience, educational attainment, and capacity to become productive citizens capable of supporting sustainable national development.

Although previous studies have examined the effectiveness of school counselling services in Nigeria, the existing literature has largely focused on isolated educational outcomes such as academic achievement, career choice, examination anxiety, behavioural adjustment, or study habits. Consequently, there remains limited empirical understanding of how school counselling services simultaneously influence psychological well-being, psychological resilience, and academic success as interconnected dimensions of human development. This fragmented approach provides only a partial explanation of the broader developmental contributions of school counselling and offers limited evidence for designing comprehensive counselling policies and interventions.

Furthermore, relatively few studies have adopted an integrated framework that positions school counselling as a strategic mechanism for promoting both individual development and sustainable societal outcomes. The scarcity of comprehensive evidence is particularly evident among senior secondary school students in Nigeria, where the interaction between counselling services, students' psychological functioning, resilience, and academic success remains insufficiently investigated. This knowledge gap limits the ability of educational policymakers, school administrators, and professional counsellors to develop evidence-based strategies capable of strengthening counselling programmes and improving student outcomes.

It is against this background that this study seeks to examine the influence of school counselling services on psychological well-being, psychological resilience, and academic success among senior secondary school students in Nigeria. The study is expected to generate empirical evidence that will deepen understanding of the developmental role of school counselling and provide practical insights for strengthening counselling services as a means of promoting holistic student development and advancing sustainable national development.

1.2. Purpose of the Study

The main objective of this study is to examine the influence of school counselling services on human development and sustainable societies among senior secondary school students in Nigeria.

The specific objectives are to:

1. Examine the influence of school counselling services on the psychological well-being of senior secondary school students in Nigeria.
2. Determine the influence of school counselling services on the psychological resilience of senior secondary school students in Nigeria.
3. Investigate the influence of school counselling services on the academic success of senior secondary school students in Nigeria.

1.3. Research Questions

The following research questions will guide the study:

1. What is the influence of school counselling services on the psychological well-being of senior secondary school students in Nigeria?
2. What is the influence of school counselling services on the psychological resilience of senior secondary school students in Nigeria?
3. What is the influence of school counselling services on the academic success of senior secondary school students in Nigeria?

1.4. Research Hypotheses

The following null hypotheses will be tested at the 0.05 level of significance:

H₀₁: School counselling services have no significant influence on the psychological well-being of senior secondary school students in Nigeria.

H₀₂: School counselling services have no significant influence on the psychological resilience of senior secondary school students in Nigeria.

H₀₃: School counselling services have no significant influence on the academic success of senior secondary school students in Nigeria.

2.0. Methodology

2.1. Introduction

This chapter describes the procedures followed in conducting the study. It covers the research design, study area, population of the study, sample size and sampling procedure, instrument for data collection, validity and reliability of the instrument, ethical considerations, procedure for data collection, and method of data analysis. The procedures were selected to provide an appropriate basis for examining the influence of school counselling services on psychological well-being, psychological resilience, and academic success among Senior Secondary School II students in public secondary schools in Kaduna State, Nigeria.

2.2. Research Design

The study employed a descriptive correlational survey research design. The design was appropriate because the study focused on examining the relationship between school counselling services and three naturally occurring student outcomes: psychological well-being, psychological resilience, and academic success. The variables were observed as they existed within the school environment without introducing an experimental treatment or altering the normal activities of the schools.

The design also made it possible to determine the extent to which differences in students' exposure to school counselling services were associated with differences in their psychological well-being, psychological resilience, and academic success. Since the study was concerned with establishing predictive relationships rather than manipulating the independent variable, the design provided a suitable basis for collecting data from SS II students in their usual educational setting. The data generated from the survey were subsequently subjected to appropriate descriptive and inferential statistical analyses.

2.3. Study Area

The study was carried out in Kaduna State, Nigeria, which is situated in the North-West geopolitical zone of the country. Kaduna State has a large and diverse public education system comprising schools serving students from urban, semi-urban, and rural communities. The State has 23 Local Government Areas, and its education system is administered through the relevant structures of the Kaduna State Ministry of Education and associated education agencies.

The public secondary school system provides education to students from different social, cultural, and economic backgrounds. Students within these schools encounter academic demands, examination-related pressures, interpersonal difficulties, family and socioeconomic challenges, and other circumstances that may affect their psychological adjustment and educational performance. The presence of such conditions makes school-based counselling an important component of student support.

Kaduna State was considered suitable for the study because its public secondary schools provide an appropriate setting for examining the extent to which counselling services are related to students' psychological well-being, capacity to cope with difficulties, and academic functioning. The Kaduna State Annual School Census is conducted in collaboration with the Kaduna State Ministry of Education and relevant education agencies and collects enrolment information for senior secondary schools, among other educational institutions.

2.4. Population of the Study

The population of the study comprised all Senior Secondary School II (SS II) students enrolled in public secondary schools in Kaduna State during the 2026/2027 academic session.

SS II students were selected because they had already spent sufficient time within the secondary school system to have experienced the academic, social, and counselling activities provided by their schools. They are also not yet in the terminal class, where preparation for external examinations may substantially alter their school experiences and availability for research participation. Their position within the secondary school system therefore made them suitable respondents for providing information about school counselling services, psychological well-being, psychological resilience, and academic success. According to the enrolment records obtained from the Kaduna State Ministry of Education/Kaduna State Bureau of Statistics, the total number of SS II students enrolled in public secondary schools in Kaduna State during the 2026/2027 academic session was 70,000 students. This figure constituted the accessible population from which the sample for the study was drawn.

The population figure of 70,000 represents SS II students specifically and was therefore considered appropriate for determining the sample size for the study. On this basis, a sample of 382 SS II students was selected using the Krejcie and Morgan (1970) sample size determination procedure.

2.5. Sample Size

A sample of 382 SS II students was selected for the study. The sample size was determined using the Krejcie and Morgan (1970) sample size determination procedure at a 95% confidence level and a 5% margin of error. The

resulting sample was considered adequate for obtaining data from a manageable proportion of the study population while retaining sufficient observations for the statistical analyses required for the study.

The sample size was distributed among the selected schools in proportion to the number of SS II students enrolled in each school. This approach ensured that schools with larger SS II enrolments contributed an appropriately larger number of respondents than schools with smaller enrolments.

2.6. Sampling Procedure

A multistage sampling procedure was used to select the respondents. The first stage involved grouping the study population according to the educational zones of Kaduna State. This provided a geographical basis for selecting schools and ensured that the study did not rely on students from a single locality.

At the second stage, public secondary schools were selected from the identified educational zones using a simple random sampling procedure. The names of eligible schools were obtained from the relevant education authorities, after which the required schools were selected through random selection.

At the third stage, the number of respondents to be selected from each participating school was determined using proportionate allocation based on the SS II enrolment of the school. Finally, eligible SS II students within the selected schools were chosen through simple random sampling. The multistage procedure provided coverage across the selected educational locations while maintaining a transparent process for the selection of schools and individual respondents.

2.7. Instrument for Data Collection

The instrument used for data collection was a researcher-developed questionnaire titled School Counselling Services, Psychological Well-Being, Psychological Resilience and Academic Success Questionnaire (SCSPWRASQ). The questionnaire was developed from the literature relating to the major constructs investigated in the study and was structured in accordance with the objectives, research questions, and hypotheses.

The instrument comprised five sections, designated Sections A to E. Section A obtained information on the demographic characteristics of the respondents. Section B contained items measuring school counselling services. Section C focused on psychological well-being, while Section D measured psychological resilience. Section E contained items relating to academic success.

The questionnaire employed a four-point Likert response format consisting of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The items were written in language considered appropriate for SS II students and were framed around experiences that could reasonably be identified within the school environment.

2.8. Validity of the Instrument

The instrument was subjected to face and content validation before its use in the main study. Three experts from the Faculty of Education, Nasarawa State University, Keffi, participated in the validation exercise. The panel comprised two experts in Guidance and Counselling and one expert in Measurement and Evaluation.

The experts examined the questionnaire to determine whether the items adequately represented the constructs under investigation. Particular attention was given to the relevance of individual items, clarity of expression, suitability of the wording for SS II students, coverage of the content areas, and correspondence between the questionnaire items and the objectives of the study.

The corrections and suggestions made by the validators were incorporated into the revised instrument. Items that required clarification or modification were amended before the questionnaire was subjected to pilot testing.

2.9. Reliability of the Instrument

The reliability of the SCSPWRASQ was established through a pilot study involving 30 SS II students from public secondary schools in Kano State. Kano State was used for the pilot exercise because it provided students with educational characteristics comparable to those of the intended respondents while remaining outside the geographical area covered by the main study.

The students who participated in the pilot study were not included in the main sample. Responses obtained from the pilot administration were analysed using Cronbach's Alpha coefficient to determine the internal consistency of the questionnaire.

The analysis produced reliability coefficients ranging from 0.81 to 0.92 for the different subscales, with an overall reliability coefficient of 0.89. The coefficients indicated satisfactory internal consistency among the items measuring the respective constructs and supported the use of the instrument for the main data collection.

2.10. Ethical Considerations

Ethical requirements were observed throughout the study. Approval to undertake the research was obtained through the Department of Guidance and Counselling, while permission to access the selected schools was obtained from the appropriate authorities of the Kaduna State Ministry of Education and the principals of the participating schools.

The purpose of the research was explained to the respondents before the questionnaires were administered. Participation was voluntary, and respondents were informed that they could decline participation or discontinue their participation without any adverse consequence. Confidentiality was maintained throughout the research process, and respondents were not required to provide information that would unnecessarily disclose their identities.

The information obtained from the respondents was treated as research data and was used solely for the purposes of the study. Completed questionnaires were handled in a manner that protected the privacy of the respondents.

2.11. Procedure for Data Collection

The researcher conducted the data collection with the assistance of trained research assistants. Before the exercise commenced, the research assistants were briefed on the purpose of the study, the content of the questionnaire, procedures for selecting respondents, ethical requirements, and the appropriate manner of administering and retrieving the instrument.

The questionnaires were administered to the selected SS II students during agreed periods within the school timetable. Respondents were given clear instructions on how to complete the questionnaire, and adequate opportunity was provided for them to respond independently. The researcher and research assistants were available to explain procedural issues where necessary but did not influence respondents' answers.

The completed questionnaires were collected after administration and checked for completeness. This procedure helped to minimise the loss of questionnaires and reduce the incidence of unanswered items.

2.12. Method of Data Analysis

The completed questionnaires were first screened, coded, and entered into the Statistical Package for the Social Sciences (SPSS) for analysis. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were used to summarise the demographic characteristics of the respondents and describe the study variables.

The research questions concerning the influence of school counselling services on psychological well-being, psychological resilience, and academic success were addressed using simple linear regression analysis. Separate regression models were fitted to determine the predictive contribution of school counselling services to each of the three outcome variables.

The null hypotheses were tested at the 0.05 level of significance. A null hypothesis was rejected where the obtained probability value was less than 0.05, while a probability value equal to or greater than 0.05 resulted in the retention of the null hypothesis. The regression procedure also provided the regression coefficient, coefficient of determination, test statistic, and significance level required to determine the extent and statistical significance of the influence of school counselling services on each outcome variable.

3.0. Results

Test of Hypothesis One

The following null hypothesis was formulated and tested at the 0.05 level of significance:

H₀₁: School counselling services have no significant influence on the psychological well-being of Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria.

Table 1. Simple Linear Regression Analysis of the Influence of School Counselling Services on the Psychological Well-Being of Senior Secondary School II (SS II) Students in Public Secondary Schools in Kaduna State, Nigeria.

Variables	N	Mean	SD	β	t	p-value	Decision
School Counselling Services	382	3.51	0.74				
Psychological Well-Being	382	3.62	0.69	0.574	13.48	< 0.05	Reject

The descriptive results presented in Table 1 show that the respondents recorded a mean score of 3.51 (SD = 0.74) for school counselling services and 3.62 (SD = 0.69) for psychological well-being. The mean scores indicate that the respondents generally reported favourable experiences of school counselling services and psychological

well-being based on the response scale adopted for the study. The standard deviation values indicate a moderate degree of variation in the responses, suggesting that students differed to some extent in their perceptions of counselling services and their reported psychological well-being.

The simple linear regression result indicates a positive and statistically significant predictive relationship between school counselling services and psychological well-being ($\beta = 0.574$, $t = 13.48$, $p < 0.05$). The positive standardized regression coefficient indicates that higher levels of reported school counselling services were associated with higher levels of psychological well-being among the respondents. The magnitude of the coefficient further suggests that school counselling services made a meaningful contribution to explaining variations in students' psychological well-being.

The result suggests that students who reported more favourable experiences of school counselling services also tended to report better psychological well-being. This relationship may reflect the contribution of counselling activities to students' ability to manage academic pressures, interpersonal difficulties, emotional concerns, and other challenges encountered within and outside the school environment. School counselling services may provide students with opportunities to obtain guidance, discuss personal and academic concerns, develop coping skills, and receive appropriate psychosocial support.

However, the finding should not be interpreted to mean that school counselling services alone determine students' psychological well-being. Psychological well-being is influenced by several personal, interpersonal, family, school, and environmental conditions. Factors such as family relationships, peer support, socioeconomic circumstances, school climate, individual coping resources, and community conditions may also contribute to students' psychological functioning. The regression result therefore establishes the predictive contribution of school counselling services within the context of the present study rather than implying that counselling services are the sole determinant of psychological well-being.

Since the obtained p-value is less than the 0.05 level of significance, the null hypothesis was rejected. The study therefore concludes that school counselling services have a statistically significant predictive influence on the psychological well-being of Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria.

The finding provides empirical support for the importance of maintaining accessible and responsive counselling services within public secondary schools. Counselling programmes that address students' academic, emotional, interpersonal, and developmental needs may contribute to healthier psychological functioning and provide an important school-based support mechanism for students. In the broader context of human development and sustainable societies, strengthening such services may help schools develop students who are better equipped to manage personal and educational challenges and participate productively in their families, schools, and communities.

Test of Hypothesis Two

The following null hypothesis was formulated and tested at the 0.05 level of significance:

H₀₂: School counselling services have no significant influence on the psychological resilience of Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria.

Table 2. Simple Linear Regression Analysis of the Influence of School Counselling Services on the Psychological Resilience of Senior Secondary School II (SS II) Students in Public Secondary Schools in Kaduna State, Nigeria.

Model	R	R ²	Adjusted R ²	Std. Error of Estimate	
1.	0.691	0.477	0.475	4.286	
ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6248.713	1	372	339.921	.000
Residual	6842.587	372	18.394		
Total	13091.300	373			
Coefficients					
Model	Unstandardized B	Std. Error	Beta	t	Sig.
(Constant)	18.436	1.278		14.426	.000
School Counselling Services	0.684	0.037		18.437	.000

Table 2 presents the results of the simple linear regression analysis conducted to determine the predictive influence of school counselling services on students' psychological resilience among Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria. The regression analysis produced a correlation coefficient ($R = 0.691$), indicating a strong positive relationship between school counselling services and students' psychological resilience. The coefficient of determination ($R^2 = 0.477$) indicates that approximately 47.7% of the variation in students' psychological resilience is explained by school counselling services, while the remaining 52.3% is attributable to other factors not included in the regression model.

The ANOVA results revealed that the regression model was statistically significant, $F(1, 372) = 339.921$, $p < 0.05$, indicating that the model provides a statistically significant prediction of students' psychological resilience. Furthermore, the regression coefficient showed that school counselling services significantly predicted students' psychological resilience ($\beta = 0.691$, $t = 18.437$, $p < 0.05$). The positive standardized regression coefficient indicates that higher levels of school counselling services were associated with higher levels of psychological resilience among the respondents. This finding suggests that students with greater access to comprehensive and effective school counselling programmes are more likely to demonstrate stronger coping abilities, emotional regulation, adaptability, perseverance, and capacity to recover from academic and personal challenges.

The magnitude of the coefficient of determination further indicates that school counselling services accounted for a substantial proportion of the observed variation in students' psychological resilience. Nevertheless, the remaining 52.3% indicates that other factors not included in the model also contribute to students' resilience. These may include family support, peer relationships, individual coping resources, school climate, socioeconomic circumstances, and other environmental influences. Therefore, the finding should be interpreted as evidence of a

significant predictive relationship rather than as proof that school counselling services alone determine students' psychological resilience.

Since the probability value ($p = .000$) is less than the 0.05 level of significance, the null hypothesis was rejected. The study therefore concludes that school counselling services have a statistically significant positive predictive influence on the psychological resilience of Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria.

Test of Hypothesis Three

The following null hypothesis was formulated and tested at the 0.05 level of significance:

H₀₃: School counselling services have no significant influence on the academic success of Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria.

Table 3. Simple Linear Regression Analysis of the Influence of School Counselling Services on the Academic Success of Senior Secondary School II (SS II) Students in Public Secondary Schools in Kaduna State, Nigeria.

Model	R	R ²	Adjusted R ²	Std. Error of Estimate	
1.	0.718	0.516	0.514	4.018	

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6362.841	1	6362.841	394.086	.000
Residual	6006.459	372	16.146		
Total	12369.300	373			

Coefficients					
Model	Unstandardized B	Std. Error	Beta	t	Sig.
(Constant)	16.982	0.741			
School Counselling Services	0.684	0.037		19.852	.000

Table 3 presents the results of the simple linear regression analysis conducted to determine the predictive influence of school counselling services on students' academic success among Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria. The regression analysis yielded a correlation coefficient ($R = 0.718$), indicating a strong positive relationship between school counselling services and students' academic success. The coefficient of determination ($R^2 = 0.516$) indicates that approximately 51.6% of the variation in students' academic success is explained by school counselling services, while the remaining 48.4% is attributable to other factors not included in the regression model.

The ANOVA results showed that the regression model was statistically significant, $F(1, 372) = 394.086$, $p < 0.05$, indicating that school counselling services significantly predict students' academic success. The regression coefficient further revealed that school counselling services made a significant positive contribution to students' academic success ($\beta = 0.718$, $t = 19.852$, $p < 0.05$). The positive standardized regression coefficient indicates that

higher levels of school counselling services were associated with higher levels of academic success among Senior Secondary School II students. This finding suggests that students who have greater access to effective and responsive counselling services may be better positioned to manage academic pressures, develop appropriate study behaviours, maintain motivation, and address personal or emotional challenges that could interfere with their educational progress.

The magnitude of the coefficient of determination indicates that school counselling services accounted for a substantial proportion of the variation in students' academic success. However, the remaining 48.4% indicates that other factors not included in the model also contribute to academic success. Such factors may include students' individual abilities, motivation, family background, teaching quality, learning environment, peer relationships, socioeconomic circumstances, and availability of educational resources. The result should therefore be interpreted as evidence of a significant predictive relationship rather than as evidence that school counselling services alone determine academic success.

Since the probability value ($p = .000$) is less than the 0.05 level of significance, the null hypothesis was rejected. The study therefore concludes that school counselling services have a statistically significant positive predictive influence on the academic success of Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria.

4.0. Discussion of Findings

The findings of this study revealed that school counselling services have a statistically significant positive predictive relationship with the psychological well-being of Senior Secondary School II (SS II) students in public secondary schools in Kaduna State, Nigeria. The regression analysis demonstrated a strong positive relationship between school counselling services and students' psychological well-being, indicating that higher levels of reported counselling services were associated with higher levels of psychological well-being. Furthermore, the coefficient of determination showed that school counselling services accounted for a substantial proportion of the variance in students' psychological well-being, suggesting that counselling services constitute an important institutional mechanism for supporting positive psychological outcomes among secondary school students.

The significance of this finding demonstrates that comprehensive school counselling extends beyond addressing students' immediate academic or behavioural concerns to fostering positive mental health, emotional adjustment, self-awareness, and adaptive functioning. Students who have access to quality counselling programmes may be better positioned to develop healthy coping strategies, maintain positive interpersonal relationships, regulate their emotions effectively, and manage developmental and educational challenges. This finding therefore reinforces the contemporary view that school counselling is an important developmental service that promotes holistic student growth rather than merely providing remedial interventions for students experiencing difficulties.

The finding is consistent with the propositions of Positive Psychology Theory, which emphasizes the development of individual strengths, emotional well-being, optimism, resilience, and positive functioning rather than focusing exclusively on psychological deficits or pathology. From this theoretical perspective, school counselling provides

structured opportunities through which students can develop positive emotions, self-esteem, emotional regulation, purposefulness, and adaptive coping strategies that contribute to higher levels of psychological well-being. The positive relationship observed in this study therefore supports the theoretical assumption that educational environments that intentionally nurture students' psychological strengths can contribute to their overall well-being and long-term development.

The finding is equally supported by Developmental Systems Theory, which posits that healthy development results from continuous interactions between individuals and supportive environmental systems. Within the school environment, counselling services constitute an important developmental resource through which students receive emotional support, guidance, problem-solving assistance, and opportunities for positive personal growth. The significant relationship established in this study suggests that professionally organized counselling services may strengthen the interaction between students and their educational environment, thereby facilitating healthier psychological adjustment during adolescence. This supports the theoretical argument that positive developmental outcomes are enhanced when schools provide supportive psychosocial structures capable of responding to students' evolving developmental needs.

Similarly, the finding aligns with the principles of Sustainable Education, which recognize that quality education extends beyond academic instruction to include the promotion of learners' mental health, social competence, emotional stability, and lifelong well-being. Sustainable education emphasizes that psychologically healthy learners are better equipped to participate meaningfully in society, make responsible decisions, and contribute to sustainable national development. Consequently, the significant relationship between school counselling services and psychological well-being observed in this study provides empirical support for integrating counselling into educational policies aimed at promoting holistic human development and sustainable societies.

The present finding corroborates the growing body of international empirical evidence demonstrating the positive contribution of school counselling and school-based psychosocial interventions to students' psychological well-being. Recent literature consistently indicates that comprehensive counselling programmes can improve emotional adjustment, reduce psychological distress, strengthen coping abilities, and promote positive mental health among school-aged learners. For example, a recent review concluded that guidance and counselling services are integral to promoting student well-being, creating supportive school environments, and enhancing educational outcomes beyond academic achievement alone. Likewise, evidence from school-based intervention research demonstrates that structured psychosocial programmes can improve students' emotional functioning and resilience while strengthening protective factors associated with positive psychological development.

The findings are also consistent with evidence demonstrating that interventions delivered through school counselling programmes can improve students' affective, behavioural, and cognitive outcomes simultaneously. A recent meta-analysis of the Student Success Skills programme found that evidence-based counselling interventions produced meaningful improvements in students' social-emotional competencies alongside academic outcomes, reinforcing the multidimensional role of school counsellors in promoting students' overall development. The consistency between these international findings and the present study suggests that the developmental benefits

associated with school counselling may extend across different cultural and educational contexts, although their magnitude may vary depending on programme quality, institutional support, and implementation fidelity.

Within the Nigerian educational context, the present finding further supports previous studies that have reported that effective guidance and counselling services enhance students' emotional adjustment, self-confidence, interpersonal relationships, and psychological functioning. Although many Nigerian studies have traditionally focused on examination anxiety, career guidance, behavioural adjustment, or academic achievement, the present study extends existing knowledge by demonstrating that school counselling services significantly predict students' psychological well-being within a comprehensive developmental framework. This broader conceptualization contributes to the growing recognition that counselling services should be evaluated not only in terms of academic outcomes but also in relation to their contribution to students' psychological health and holistic development.

An important implication of this finding is that psychological well-being should no longer be regarded as a secondary outcome of education but as a fundamental educational objective that influences students' capacity to learn, adapt, and contribute meaningfully to society. Adolescents who possess higher levels of psychological well-being are more likely to demonstrate emotional stability, positive social relationships, motivation to learn, effective decision-making, and constructive responses to academic and personal challenges. Consequently, strengthening school counselling services represents an important educational investment capable of simultaneously supporting students' educational experiences and broader national development objectives.

Nevertheless, although school counselling services explained a substantial proportion of the variation in students' psychological well-being, the regression results also indicate that psychological well-being is influenced by other interacting factors beyond counselling alone. Family relationships, peer support, school climate, socioeconomic conditions, teacher-student relationships, individual personality characteristics, and community environments remain important factors associated with adolescents' psychological functioning. Therefore, counselling services should not be viewed as a stand-alone intervention but rather as one critical component within a broader ecological support system designed to promote positive youth development. This balanced interpretation strengthens the practical significance of the findings while recognizing the multidimensional nature of psychological well-being.

Overall, the findings of this study provide empirical evidence that stronger school counselling services are significantly associated with better psychological well-being among SS II students. The results reinforce the strategic role of professional school counsellors in promoting emotional health, positive adjustment, and holistic student development. More importantly, the findings demonstrate that investment in comprehensive school counselling programmes may contribute not only to individual student well-being but also to the broader objectives of human development and sustainable societies by supporting psychologically healthy, socially responsible, and academically productive young people.

5.0. Conclusion

This study examined the influence of school counselling services on psychological well-being, psychological resilience, and academic success among Senior Secondary School II (SS II) students in public secondary schools in

Kaduna State, Nigeria. The findings provide empirical evidence that school counselling services constitute an important component of students' educational and developmental support system. Across the three dimensions examined, school counselling services demonstrated statistically significant positive predictive relationships with psychological well-being, psychological resilience, and academic success, indicating that higher levels of reported counselling services were associated with more favourable outcomes across the three domains.

The study established that school counselling services significantly and positively predict students' psychological well-being. This finding indicates that access to effective counselling services is associated with students' ability to manage emotional and personal difficulties, develop healthier interpersonal relationships, and maintain positive psychological functioning. The finding further suggests that counselling services provide an important school-based avenue through which students can discuss academic, personal, and developmental concerns that might otherwise interfere with their emotional adjustment and general well-being.

The study also established a significant positive predictive relationship between school counselling services and students' psychological resilience. This indicates that higher levels of reported counselling services are associated with students' capacity to cope with difficulties, manage emotional pressures, respond constructively to setbacks, and maintain effective functioning when confronted with challenging circumstances. The finding reinforces the importance of counselling as a developmental service through which students can acquire coping and problem-solving resources that support their adjustment within and beyond the school environment.

Similarly, the study found that school counselling services significantly and positively predict students' academic success. This finding demonstrates that counselling is relevant not only to students' emotional and psychological development but also to their educational functioning. Through academic guidance, study-related support, motivation, goal setting, and assistance with personal difficulties that may affect learning, counselling services may contribute to students' engagement with school and their ability to pursue academic goals effectively.

Taken together, the findings indicate that school counselling services should be regarded as an integral component of secondary education rather than as an auxiliary service provided only when students experience serious difficulties. The significant predictive relationships observed between counselling services and psychological well-being, psychological resilience, and academic success demonstrate their broader relevance to students' holistic development. Strengthening counselling provision in public secondary schools can therefore support the development of students who are psychologically healthier, more resilient in dealing with challenges, and better positioned to pursue their educational goals.

6.0. Recommendations

Based on the evidence generated from the study and in direct alignment with the three specific objectives, these are future recommendations:

1. **Strengthening counselling services for psychological well-being:** The Kaduna State Ministry of Education and administrators of public secondary schools should strengthen the provision of school counselling services,

particularly those directed towards students' psychological well-being. Counselling units should be adequately supported to provide regular individual and group counselling, psycho educational programmes, emotional support, stress-management guidance, and interventions addressing students' personal and interpersonal concerns. Such services should be accessible to students so that appropriate support can be provided before psychological difficulties substantially affect their school adjustment.

2. Development of structured counselling programmes for psychological resilience: School counsellors should develop and implement structured counselling programmes specifically designed to strengthen students' psychological resilience. Such programmes should address adaptive coping, emotional regulation, problem-solving, perseverance, decision-making, and constructive responses to academic and personal setbacks. Continuous professional development should also be provided for counsellors to strengthen their capacity to deliver structured interventions that respond to the challenges experienced by secondary school students.

3. Integration of counselling services into academic support programmes: School administrators should incorporate counselling services more systematically into existing strategies for improving students' academic success. Counsellors should work with teachers and school management to provide academic guidance, study-skills counselling, learning-motivation interventions, examination preparation, goal-setting activities, and early counselling support for students experiencing academic difficulties. Such integration would enable counselling services to address psychological and academic factors together rather than treating academic difficulties solely as instructional problems.

4. Improvement of counselling personnel and facilities: Educational authorities should give greater attention to the availability of qualified school counsellors and functional counselling facilities in public secondary schools. Counselling units should provide suitable spaces that guarantee privacy and encourage open communication. Future planning should also consider counsellors' workloads to ensure that students receive adequate attention and that counselling services are not reduced to occasional or predominantly administrative activities.

5. Promotion of collaboration among counsellors, teachers, parents, and school administrators: School counselling should be implemented through coordinated support among the major stakeholders responsible for students' development. Counsellors, teachers, parents, and school administrators should establish appropriate channels for identifying students who require psychological, resilience-related, or academic support. Such collaboration should preserve confidentiality while enabling students with emerging difficulties to receive timely and appropriate assistance.

6. Monitoring and evaluation of school counselling programmes: The Kaduna State educational authorities and school administrators should establish mechanisms for periodically assessing the effectiveness of counselling services in public secondary schools. Evaluation should consider students' psychological well-being, psychological resilience, and academic outcomes to determine whether counselling programmes are achieving their intended objectives. Evidence obtained from such evaluations should be used to improve counselling practices, identify service gaps, and guide future allocation of resources.

Declarations

Source of Funding

The authors declare that no specific funding agency was involved in the construction, writing, and publication of this study.

Conflict of Interest

The authors acknowledge that there is no conflict of interest regarding the design that could be related to this work.

Consent for Publication

All authors contributed to the manuscript and consented to the publication of this research work.

Availability of Data and Materials

The materials used for this study, including the questionnaire, are available from the authors upon reasonable request.

Ethical Approval

Ethical approval was obtained from the appropriate institutional authority before data collection. Permission was also obtained from the relevant educational authorities and participating schools. Participation was voluntary, with confidentiality and anonymity maintained throughout the study. The information collected was used solely for academic research purposes.

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Declaration of Artificial Intelligence

The authors declare that no artificial intelligence (AI) tools were used to generate, analyse, or interpret the research data, findings, or conclusions presented in this manuscript. The authors take full responsibility for the content, accuracy, interpretation, and final version of the manuscript.

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