

T.R.N.C



**TURKISH REPUBLIC OF NORTH CYPRUS
NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**

**THE INFLUENCE OF COUNSELLING ON ACADEMIC
PERFORMANCE OF UNDERGRADUATE STUDENTS IN NORTH
CYPRUS**

OYELAMI BLESSING OLUWAFERANMI

**Master Degree of
Counselling and Psychological Guidance**

Nicosia, 2021

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Supervisor

Assist. Prof. Dr. Gizem Öneri Uzun

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THESIS APPROVAL CERTIFICATE

Thesis study of Counseling and Psychological Guidance Department post-graduate student OYELAMI BLESSING OLUWAFERANMI with student number 20185860 on the ‘The Influence of Counselling on Academic Performance of Undergraduate Students in North Cyprus’

Thesis Defense date: 25th January, 2021

Thesis Supervisor: Assist. Prof. Dr. Gizem Öneri Uzun

DECLARATION

DECLARATION

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THE INFLUENCE OF COUNSELLING ON
ACADEMIC PERFORMANCE OF
UNDERGRADUATE STUDENTS IN NORTH
CYPRUS

Supervisor(s):

Assist. Prof. Dr. Gizem Öneri Uzun

Year:

2021

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date:

Signature: _____

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ABSTRACT

For undergraduate students, education plays an important role in their development of skills such as cognitive skills and abilities. Students are faced with expectations such as continuous high academic achievement, in the midst of busyness and density of both school assignments academic assignments and extracurricular activities are followed by the students, so students need to follow the guidance and counseling services in schools to improve academic achievement and to also help them cope with stress and all other psychological issues that they experience during the course of study. The aim of this study was to examine the influence of counseling experiences of undergraduates on their academic performance. This research is descriptive. This study will make use of data collection in form of questionnaire administration to determine how counseling has influenced the students' academic performance. The study population includes 262 undergraduate students from Near East University with 161 female undergraduate students and 101 Male undergraduate Students. The result of the study showed that 181 participants out of the 262 said that they had experienced counseling before, 159 of them mentioned that their academic performance improved after counseling. The outcome of the study also showed that most of the participants only go for counseling yearly. Counselling had an impact the academic performance of students in Near East University. There is need for more awareness on counselling services in schools and the kind of influence they have on students' personal and academic life.

Keywords: Counselling, Guidance, Undergraduate Students, Academic Performance, ICAPSQ

ÖZET

Lisans öğrencileri için eğitim, bilişsel beceriler ve yetenekler gibi becerilerin geliştirilmesinde önemli bir rol oynar. Öğrenciler, sürekli yüksek akademik başarı gibi beklentilerle karşı karşıya kalırken, hem okul ödevlerinin hem de ders dışı etkinliklerin yoğunluğunun ortasında öğrenciler tarafından takip edilir, bu nedenle öğrencilerin akademik başarıyı artırmak için okullardaki rehberlik ve danışmanlık hizmetlerini takip etmesi gerekir. ve ayrıca çalışma sırasında yaşadıkları stresle ve diğer tüm psikolojik sorunlarla başa çıkmalarına yardımcı olmak. Bu çalışmanın amacı, lisans öğrencilerinin psikolojik danışma deneyimlerinin akademik performanslarına etkisini incelemektir. Bu araştırma tanımlayıcıdır. Bu çalışma, danışmanlığın öğrencilerin akademik performansını nasıl etkilediğini belirlemek için anket yönetimi şeklinde veri toplamayı kullanacaktır. Araştırmanın evrenini, 161 kız lisans öğrencisi ve 101 Erkek lisans öğrencisi ile Yakın Doğu Üniversitesi'nden 262 lisans öğrencisi oluşturmaktadır. Çalışmanın sonucu, 262 kişiden 181'inin daha önce danışmanlık deneyimi yaşadığını, 159'unun danışmanlık sonrası akademik performanslarının arttığını belirttiğini gösterdi. Çalışmanın sonucu, katılımcıların çoğunun yalnızca yılda bir kez danışmanlığa gittiğini de gösterdi. Danışmanlık, Yakın Doğu Üniversitesi'ndeki öğrencilerin akademik performanslarını etkiledi. Okullardaki danışmanlık hizmetleri ve öğrencilerin kişisel ve akademik yaşamı üzerindeki etkileri konusunda daha fazla farkındalığa ihtiyaç vardır.

Anahtar Kelimeler: Danışmanlık, Rehberlik, Lisans Öğrencileri, Akademik Performans, ICAPSQ

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ABBREVIATIONS

ICAPSQ	Influence of Counselling program on Academic Performance of Students Questionnaire
ASCA	American School Counselor Association
SPSS	Statistical Package for Social Sciences
TRNC	Turkish Republic of Northern Cyprus

CHAPTER 1

1.1 Introduction

The concept of counseling depicts a therapy or a session that encourages a person to discuss issues that the person is facing freely as well as feelings that have been disrupting normal daily activities. In the counseling, students are entitled to several services that can range from individual counseling services to group sessions. Individual counseling services is however more practiced for counseling services in the university as it enables students to comfortably state their fears as well as their troubles. For this counseling service, there is a face to face intake interview and short-term and long-term psychotherapy (This, 2008).

For undergraduate students, education plays an important role in their development of skills such as cognitive skills and abilities (Kalbfleisch, 2015). To determine if a student is successful academically, there are indicators such as achievement of high academic scores and participation as well different skills which are attributed to specific fields and are learnt whether academic related or non academic (Blazar & Kraft, 2017). These students get faced with so much expectation such as continuous high achievement in their academics considering how busy the school gets with students complaining about clashes in courses period time or too much courses otherwise known as course load. The extracurricular activities are not left out which the students try to get engaged in. For the students to attain a balance in this, guidance and counselling is necessary for these students and to also help them cope with stress and all other psychological issues that they experience during the course of study. This has brought about the curiosity of if these counseling services actually contribute towards achieving high academic performance of undergraduate students as these school counselors address the academic and developmental needs of all students, not just those in need, by collaborating with students, parents, school staff and the community (Darling-Hammond *et al.*, 2019).

Stress for undergraduate students is explained as factors that can either be psychosocial or environmental factors and that daily contributes to oxidative stress in the body (Schiaivone *et al.*, 2013). The ability of undergraduate students to be able cope and adapt in the educational environment has been a topic that researchers have been working and it is ongoing and this study

is also contributing to the research. Previous studies have shown that undergraduate students encounter ‘adjustment difficulties like appetite disturbance, concentration problems and depression are most evident in freshmen’ (Renuka Devi *et al.*, 2013). The undergraduate students are believed to be more vulnerable to stress of higher professional education due to competitive environment (Darling-Hammond *et al.*, 2019). The purpose of this study is to examine the influence of counseling on the academic performance of undergraduate students.

1.2 Statement of the Problem

This study will look into counseling of undergraduates in North Cyprus and how it influences the academic performance of the students. Counseling in the universities is a way of helping students to develop self understanding and to also make changes in their lives. Undergraduates are freshmen to the living as higher education students and they feel the impact of the educational environment differently and more profound as compared to the postgraduate students (Dearsy *et al.*, 2014). The difficulties experienced by undergraduates in the educational environment have been a concern as they find it difficult to adjust. Undergraduates get stressed as a result of factors such as course load, difficult course work, inability to concentrate which leads to issues as appetite disturbance and depression among others. Counseling for undergraduates has been proven to be very helpful towards helping undergraduates adjust to the new educational environment but few studies have tackled its influence on the academic performance of these undergraduates whether it does have any. One of the major reasons of these counseling sessions in schools for undergraduates aside from helping them cope is to also ensure that whatever problem they encounter either social or emotional, does not affect their academic performance. The purpose of this study is to examine the influence of counseling on the academic performance of undergraduate students.

1.3 Aim of the study

The aim of this study is to explore the concept of counseling in universities. This study also aimed to investigate the counselling services in North Cyprus universities; specifically Near East University, looking at how effective these services are in school and if there is need for more awareness to be made in this regard. Another aim of the study was to investigate the relationship between counseling and academic performance of undergraduate students in North Cyprus.

1.4 Research Questions

1. Does having a counseling session have an effect on the academic performance of students?
2. How often do undergraduate students visit the counselor for counseling services?

1.5 Definition of key concepts

1. Counseling: This is a session that involves a trained personnel listening and helping students find ways to deal with their emotional issues/troubles.
2. Education: Education is a process that involves learning. It could be learning of skills, values and beliefs. Knowledge is being acquired in the process of education.
3. Stress: Stress is a response to an occurrence that makes one feel frustrated, angry, or nervous. It is also defined as a feeling of emotional or physical tension and the body's reaction to a challenge or demand.

1.6 Methodology

This study will make use of data collection in form of questionnaire administration to determine how counseling has influenced the students' academic performance. Data was gathered with help of the scale titled "Influence of Counseling program on Academic Performance of Students Questionnaire" (ICAPSQ) developed by researchers (Bolu-Steve & Oredugba, 2017). The population for the study will be selected with the use of convenience sampling technique and the population selected for the study include the students from the one of the major universities in North Cyprus: Near East University. Consent was obtained from the participants for the purpose of the study. Data analysis will be carried out with the statistical package for social science (SPSS). Consent will be obtained from the participants for the purpose of the study as well as from the management/administration of the university regarding approval for conduction of the study.

1.7 Thesis Structure

Chapter 1: This chapter is the introductory part of the study, which comprises of the research problem, purpose etc.

Chapter 2: This chapter entails the literature review on the influence of counseling on the academic performance of students.

Chapter 3: This is the methodological chapter.

Chapter 4: This chapter entails the research analysis and findings.

Chapter 5: Chapter 5 is the concluding chapter of study which points out the findings, recommendations/ suggestions, limitations and delimitations.

CHAPTER 2

LITERATURE REVIEW

1.1 Guidance and Counseling

Guidance and counseling is portrayed as a program that helps with recognizing and achieving one's most extreme limit (Salgong *et al.*, 2016). A guidance and counseling program in school assist students with accommodating their abilities, interests and values and thus help them with developing their most extreme limit. This is aimed towards improving the personality of the students in any situations they find themselves and empowering better achievement in insightful execution. Guidance and counseling are two immovably interrelated thoughts, and each chooses the openness and feasibility of the other (Agi, 2013). Guidance for one depicts the approach taken to assist solitary students with getting themselves and adjust to class life. Counseling on the other hand as a social relationship wherein one individual undertakings to help another person with perception and adjust to issues emanating from guidance, business and family relationship. Guidance and counseling is in this manner highlighted accomplishing most outrageous unforeseen development and self-affirmation of human potential to help the individual and the overall population. It was imagined that guidance and counseling program helps the student in mixing their abilities, interest, values and enable them to develop their greatest limit (Omoniyi, 2016). Guidance is unraveled as a specific help for individuals to deal with certain major issues. It was further explained that guidance incorporates individual assistance which is given by an expert to an individual which is planned to assist the individual with picking where he needs to go, what he needs to do and how best to accomplish his/her inspiration. The headway of guidance and counseling began in Europe and the United States of America in 1900s. In 1911, Meyer Bloomfield composed a wide guidance program in the USA that cooked for students and the complement was on expert information, knowledge of the universe of work, the zone of business and abatement of evaluation anxiety (Savickas, 2009). They saw that since the 1950's, evaluation on guidance and counseling had changed rapidly and that understanding youth's issues are among the components of school guidance and counseling.

The expressions of "guidance and counseling" have been imagined globally diversely and characterized as an association cycle co-joining the counselee, who is powerless and who needs help and the advisor who is prepared and instructed to give this help, the objective of which is to help the counselee figure out how to bargain all the more adequately with himself and the truth of his current circumstance (Obumneke-Okeke & Mogbo, 2011). Guidance and counseling administrations are fundamental components in control of managing people's standards of conduct in light of a legitimate concern for the gathering and it is important to know that society itself can't work without the activity of control. Utilizing guidance and counseling to advance order should ceaselessly be drilled if individuals are to turn out amicably for the accomplishment of regular reason. Instructors uphold students straightforwardly in their scholastic life to cultivate, advance, and increment relational abilities and scholarly accomplishment. The Counseling divisions accept that sound training includes the improvement of the entire student. This incorporates the social, passionate, scholarly, and actual parts of students' lives. Counseling administrations are open to all students and their families.

2.2 Counseling Services in School

Counseling is an activity that utilizes social associations to enable people to make self arrangement and to make changes in their lives. Freshmen will undoubtedly experience gloom, low certainty and higher frequencies of life changes and various assessments have shown that the difference in students in the field of clinical atmosphere like longing for irritation, obsession issue and debilitation are the most obvious factors (Dahlan, 2021). To help understudy in settling their anxiety, inconveniences and change issues, are advanced endeavors as establishment of counseling cell to offer intercession to the second year clinical students in the subject pharmacology, so their social and eager issue with their insightful display will be handled. Counseling is a development that utilizes social relationship to enable people to make self game plan and make change in their lives. Student's investment is accepted to be a critical factor in the academic introduction of clinical students on the reason that clinical contact and teaching is essential to make wellness (Erekson *et al.*, 2015).

2.2.1 School Counseling Delivery

The administrations offered by proficient school guides are changed and can be used in a variety of settings and their usage by students has been appeared to improve scholarly inspiration. Individual, small groups and study hall counseling administrations, which are conventional mediations that school guide use to straightforwardly impact students' lives.

Counseling students is one of the fundamental elements of the school guidance program and counseling abilities are required by school directors, instructors, educator consultants, athletic mentors, and club supports just as by proficient guides. Despite the fact that counseling of genuine passionate issues is best taken care of by proficient instructors, educators and other workforce faculty wind up in circumstances every day where counseling is vital, the use of counseling techniques and perspectives is just as valuable to them. The approaches that are employed in counselling services and the perception towards counseling have sprung out from the thorough research on how the development of people occur, how to have an effect on their attitude by changing it for the better and associate with their current circumstance (Williams, 2011). It has been said that a counselor with an objective is supposed to be more inspired by the issue than he is in the counselee. This has resulted to the profound focus on the issue bothering the students more that also focusing on the students as well; no separation can be made between the student and their worries. All counselors are, by their very nature, worried about the individual to be made a difference.

Counselors in schools centers consideration on distinguishing the issue and finding a fitting answer for it. Hence, generally utilize test information, school records, and reports, and to be more organized towards offering guidance and data dependent on such information. Objective based counseling is the technique most regularly utilized by instructors in school settings and is by all accounts best when the counselee is moderately composed. The nondirective methodology is more viable in the treatment of numerous sorts of enthusiastic issues. Notwithstanding, numerous students who go to the advisor have scarcely any such enthusiastic issues. Numerous cases simply call for data or some other routine help. Despite the fact that there is a large number of nondirective counseling, Carl Rogers is most popular, in light of the fact that he began the development and has given it authority for over sixty years.

The point of nondirective counseling is, as indicated by Rogers, to help the student "to improve as a coordinated individual, situated around sound objectives which was clearly observed and certainly picked". It means to give the student an assembled reason, the boldness to meet life and the deterrents that it presents.

Counseling is of two types; *the individual counselling* which is face to face and entails the one on one discussion between the counselling and the students requiring the service. Individual counseling incorporates school advocate driven administrations to help students who face issues that can meddle with their own, social, scholastic or profession advancement (ASCA, 2005) and can comprise of just a single meeting or a few on-going meetings. These responsive administrations are conveyed in individual counseling settings, for the most part in an instructor's office or other assigned space and fundamentally focus on students prompt issues or needs where a secret relationship with close passionate contact is created (ASCA, 2005). The concentration in individual counseling meetings is on the student concern, and objectives are created to help the student roll out sure improvements with respects ways of dealing with stress, how the student adjusts to the circumstance of concern, or how the student acts. Individual student arranging, which includes helping students with vocation investigation, scholastic and individual and social issues and improvement, can likewise be viewed as a segment of individual counseling administrations and comprises of expert school advocates fundamentally creating individual objectives and tentative arrangement advancement with the student (ASCA, 2005).

The second form of counselling is called the *group counselling* which is between the expert instructor and students who have comparable concern. The group counselling is further divided into small groups and large groups.

Small Group Counseling has been distinguished by ASCA as a significant direct assistance which focuses on the three spaces set out in the system for complete formative school counseling programs which have been said to be successful in gathering the individual/social and scholarly necessities of students. Small gathering counseling mediations might be utilized with students who are encountering stressors in their own lives or have scholarly concerns. These small gatherings permit school guides/counselors to work with students with recognized scholastic and social necessities past what educators or advocates can give in a

homeroom setting and permit students to procure new abilities and assets to help them with their recent concerns, however may likewise forestall future issues. Further, when small groups are the setting for responsive administrations, school guides have the occasion to work with students in a classified way on to help them in settling or adapting to issues or formative concerns.

Another form of group counselling is the Large Group/Classroom Guidance Research.

The significant counseling administrations/program in schools include: Information Service. The school guidance advocate gives the students exact data on instructive, professional and individual social open doors realities that are accessible to help the students in settling on educated choice and decisions. Some of the services offered in schools relating to counselling administration include:

Direction Service: This involves familiarizing new students with the scholastic climate as the school is generally new to the students. A direct action causes the students to acclimate to the new climate and then students are presented to the standards and guideline controlling conduct inside the school.

Situation Service: This includes setting students in a proper class or school, courses, preparing or jobs. The instructor helps the students to pick the correct subject mix in accordance with their qualities. This cycle is helpful in doing the position of these students into science, expressions, business or specialized class.

2.3 Stress

Stress is a psychological and physiological response to events that affects our peace and stability some way or another or another. Exactly when defied with a risk, whether or not to our real security or eager equilibrium, the body's assurances get moving in a brisk, modified measure known as the "fight or flight" response. We all comprehend what this stress response feels like, heart thumping in the chest, muscles stressing, breath coming faster, and each sense looking out for possible danger (Selye, 1956). The purpose behind the significance of stress is considered to determine whether the response stress level thought are generous (Selye, 1979).

Stress is interpreted as a more wide term that portrays the effects of psychosocial on physical or mental thriving. Mental stress in mental disease adds to oxidative stress in the body (Schiavone *et al.*, 2013). Overwhelming load of information leaves an unimportant open entryway for the student to loosen up. Stress and pity have been dependably associated with mental and real developmental impacts. An ideal level of stress improves learning while plenitude of stress can wreck development. This results in abatement of students' self esteem and impacts their insightful achievement. At whatever point left unattended, any level of stress can incite napping wrecks, burnout and nonconformist (Sutin *et al.*, 2010).

The World Health Organization also mentioned that stress is having a profound effect on the human population most especially in the 21st century. Stress can affect people's personality and ability to cope; stress trumps enthusiasm and growth. It was also mentioned that workers have made it known that stress affects their ability to work effectively. This is not just for workers. As humans, when we experience stress, it results to a deviation from the normal state of functioning. The negative impacts of stress have also been emphasized by Aristotle and Hippocrates as they described the effects as threatening. When exploring stress, it is important to know how cells and tissues react to stress and how they get protected from being stressed. Bernard a well known physiologists, explained this in the clear terms of how food is being transferred to the cells. The cells in this case are surrounded by an internal medium that supports changes in destructive base, vaporous (O₂ and CO₂) and molecule obsessions and other biochemical modalities to restrict changes that will have negative effect while also ensuring that stability is achieved (Salim, 2014).

Following fifty years, Walter Bradford Cannon, working at Harvard, proposed the task homeostasis (from the Greek homoios or similar and equilibrium or position) for the coordinated physiological cycles that keep up an enormous bit of the predictable states in the animal.

Cannon, moreover wrote the term fight or flight to portray an animal's response to risks. Fight or-flight, furthermore called the extraordinary stress response, prescribes that animals react to threats with a general arrival of the smart tactile framework, getting ready for fighting or getting away.

The "fight or-flight" stress response incorporates a natural switch in course which is responsible for setting us up for emergency movement. Right when hazard is identified, a little bit of the psyche dropped the operational hub sets a substance alert (Kemeny, 2003). Stress synthetic races through the circulatory framework, setting us up to either get away from the scene or fight it out. Heartbeat and circulation system to the immense muscles increase so we can run faster and fight all the more genuinely. At the same time, body estimates not principal to provoke perseverance are covered. The stomach related and regenerative systems are deferred down, improvement synthetic substances are killed, and the insusceptible response is curbed (Seaward, 2017). Notwithstanding, in the high level world, by far most of the stress we feel is considering mental rather than genuine threats. Whether or not we are stressed throughout a moving toward deadline, a conflict with a partner and or a pile of bills, it is likewise, much equivalent to a cavern inhabitant facing a tiger; we go into modified overdrive. If you have a lot of commitments, you may be running on stress when things like a call from the guardians in law, or part of the evening news comes into play (Goldberger & Breznitz, 2010). Notwithstanding, the issue with the stress response is that the more it is started, the harder it is to stop. Instead of leveling off once the crisis has passed, your stress synthetics, beat, and circulatory strain stay raised. Stress impacts the mind, body, and directs from various perspectives, all clearly appended to the physiological changes of the fight or-flight response (Dhabhar, 2018). The specific signs and symptoms of stress move for the most part from individual to person. A couple of individuals basically experience pain in their lower back, stomach issues, and skin flare-ups. In others, the stress configuration focuses on eager signs, for instance, crying or sensitivity. For still others, changes in the way in which they think or act wins. The going with table records a part of the fundamental notification signs and results of stress. Use it to separate the signs you consistently experience when you're under stress. If you know your alerts, you can figure out how to deal with the stressful situation before it or your sentiments twisting wild.

Some Stress Warning Signs and Symptoms include (Jaffe-Gill et al, 2007):

- Memory issues
- Indecisiveness
- Inability to center

- Trouble thinking evidently
- Poor judgment

2.4 Counseling, Academic Performance, and Retention

Higher education directors, labor force, and staff take on remarkable effort to assemble the academic accomplishment and upkeep of fresh men (Dede, 2020). Newbies in universities have so much to worry about ranging from being in the new environment to trying to adjust to the same new environment with no one actually giving them enough time to do that. These are perceived as threat to them and this is why the guidance and counselling services are more than important to keep these students on track. This guidance and counselling interventions will allow for students to be able to see their education through which will automatically increase the rate of school complement for tertiary institution students. It will also bring down the rate of failure in courses to a minimal level.

Education plays the role of developing individuals and helping these individuals expand their known limits. Expectations are a source of stress not just for students but for everyone because it keeps us on our toes. Failure to reach these expectations can bring down one's morale and for students, can be the reason they drop out. Pointers of school achievement in finishing task can be seen from the achievement of high academic achievement and a variety of explicit capacities constrained by students and not the least of which incorporates issues related to academics (Dede, 2020). With such conditions it is essential to investigate all around whether the guidance and counseling itself may accept an employment in improving the academic achievement of students in school. School teachers address the academic and developmental necessities, taking everything into account, not just those up the creek without a paddle, by cooperating with students, watchmen, school staff and the organization. School counseling programs tend to carry out the goal of establishing foundational mission and goals, setting up educators in the school and ensuring that the guidance and counselling programs are in line with the educational mission of the school and these tasks will enable every student to cope with academics (Shaterloo & Mohammadyari, 2011). Consistently support mediations revolve around academic tendency and the making sure about of academic scopes of capacities through helpful/developmental education and academic provoking. There is a general comprehension among investigators that being

relentlessly missing students are in peril for negative academic results. In any case, a couple of examinations have failed to find a tremendous relationship among investment and academic execution. Likewise, investigators found that when the material campaigned in classes was not open in the course understanding material, students who go to classes benefitted by interchanges with the teacher and partners and improved in the evaluations. Students who go to classes also had the choice to take class notes and such notes taking has been seemed to have positive learning benefits (Shaterloo & Mohammadyari, 2011). In educational projects with dominatingly informational training, interest at classes has commonly been accepted to be a fundamental to extraordinary academic completion. There is a positive association among cooperation and academic completion and what's more, a couple of sources show a respectably unsurprising association among investment and grades, paying little regard to the course subject or level of student. The anticipated outcome of the widely inclusive strategy is that it improves learning and is presumably going to extend academic completion. It in like manner incorporates support much the same as a contributing variable for such improved learning. Understanding the impact of guidance and counseling on execution of schools has legitimized exceptional thought as time goes on by different fields of consistent data. Following the customary rot of school student's display and joined with raised degree of student dropout, convincing guidance and counseling practice have remained the key factor that is outstandingly depended on to ensure that students are able to attain academic completion.

There have been workshops focused on the issues that occur with students in the universities with these issues relating to changes in academics and psycho-social change issues. These changes have shot it up that there is need for more interventions need to address the issues considering their impact on drop outs and lack of educational completion being observed in the students. Various school new kids on the block fight with school level academic presumptions and acclimating to a less coordinated atmosphere. Furthermore, the advancement can be irksome because university students are accountable in this day and age for how they perform in attendance, participation and their final grades. Experts have suggested that vibes of misery in freshmen may be not entirely as a result of this division from family, it could be as a result of the stress of meeting new people. As shown by the investigation, sadness can be related to more grievous real prosperity and dejection in understudies. Sadness and nonattendance of social assistance were basically associated with leaving, in their illustration of first year initiates with

despondency. It tallies with the theory of Tinto which makes it known that these students will only stay in school when they feel that they without no doubts fit in the school, they belong in the school. Counseling interventions are routinely clearly centered toward enormous quantities of the transitory issues and mental concerns noted beforehand. Counseling can give a bit of the social assistance and backing. Counseling can relate to individuals' academics or their mental counselling of which academic counseling talks about the chiefs exploring how the academic performance and academic completion can be enhanced with the aid of counselling. Mental counselling on the other hand talks about the counseling that targets enthusiastic distress and social difficulties, which may relate in an indirect method to support. At the point when everything is said and done, it was seen that school counseling centers expect to offer counseling to individual issues that may influence students' academic working.

The investigation on the impact of counseling on academic execution and upkeep is limited and some researches like one that evaluated the relationship between counseling experience and CGPA, Lee et al (2009) discovered that there was no significant connection between them. However, another research discovered a significant relationship among counseling and the probability of student support (Turner & Berry, 2000). Turner & Berry (2000) found that during their assessment, a typical of above average of the clients exhibited that their worries own had impact on were their academics, and practically half of the clients demonstrated that counseling urged them in deciding to continue with enrollment. Note that no basic differentiation was found in levels of consistency among school new kids on the block. Another assessment examined the association between getting counseling and upkeep, focusing in basically on mental counseling yet moreover including calling and academic counseling. Wilson et al (1997) discovered that students who had undergone counselling had higher level of academic consistence as compared to people who had never had the experience.

2.5 Theoretical Foundation

Tinto's 1993 theory of student retention explains the speculation of departure and how this speculation is related to the students' inability to cope academically or fit in. Individual and academic attributes and aptitudes that may unequivocally or antagonistically influence their joining into the foundation with enormous quantities of the mediations are composed toward stopping what is causing the academic decline and not more on establishing the student, family, and individual characteristics and aptitudes.

According to Tinto's speculation the decision to break down or drop out rises up out of a mix of student characteristics and the level of their academic, biological and social blend in an institution. Tinto's one of a kind model, (Tinto 1975), contained classes, with creates partner to choose a student's dropout decision and in various respects, the three fundamental principles of Tinto's model are to depict measures whereby associations of higher education were centered around the students they serve, that they were centered around the education of all, not just a couple, of their students and thirdly that they were centered around the improvement of solid social and educational organizations in which all students are facilitated as gifted people. A coupling together subject for a significant part of the assessments is the likelihood that a student's relationship in the social atmosphere similarly as the academic atmosphere is essential to accomplishment in school. Basically, Tinto found that a student's inclination of academic and social having a spot impacts on retention and graduation, (Tinto 1993) and this sensation of having a spot is extended or lessened through collaborations with the academic and social states of the school. His revelations have been connected with consolidate student suspicions (Braxton et al. 1995). Compromise including academic and social segments addresses the ensuing student/institutional experiences and their effect of modifying student points, inside/external obligations, outrageous goals, and for the most part duties. Positive grounds experiences will as a rule incorporate blend into the academic and also social structures, while negative experiences will when all is said in done incapacitate academic or conceivably social joining (Tinto 1993). Tinto stressed that strong points or job goals, can overpower the effect of negative experiences and vulnerable coordination into the lifestyle of the foundation. While positive affiliations can be eased by outside organization and forces that are past the establishment's ability to affect (Tinto

1993). Understand this model will enable counselors to effectively impact the students' lives and their school life as well.

2.6 North Cyprus

Northern Cyprus is found in Europe and is referred to as Kuzey Kıbrıs in Turkish. It was formally known the Turkish Republic of Northern Cyprus (TRNC) and in Turkish; Kuzey Kıbrıs Türk Cumhuriyeti, KKTC) and is a true state that includes the northeastern segment of the island of Cyprus. The Island is exclusively recognized by Turkey and is considered by the global network to be important for the Republic of Cyprus which is as a result of its absence of acknowledgment. Northern Cyprus became intensely reliant on Turkey for financial, political and military help and endeavors to arrive at an answer for the Cyprus contest have been ineffective (Hatay, 2017). The Turkish Army keeps a huge power in Northern Cyprus and while its quality is upheld and affirmed by the TRNC government, the Republic of Cyprus, the European Union in general, and the global network see it as an occupation power, and its essence has been reprimanded in a few United Nations Security Council goals. Northern Cyprus is a semi-official, popularity based republic with a social legacy fusing different impacts and an economy that is overwhelmed by the administrations area. The economy has seen development through the 2000s and 2010s, with the GNP per capita dramatically multiplying during the 2000s, yet is kept down by a global ban because of the authority conclusion of the ports in Northern Cyprus by the Republic of Cyprus. The authority language is Turkish, with an unmistakable neighborhood lingo being spoken. By far most of the populace comprises of Sunni Muslims, while strict mentalities are generally moderate and common. Northern Cyprus is separated into six locale: Lefkoşa, Gazimağusa, Girne, Güzelyurt, Iskele and Lefke. Lefke District was set up by partition from the Güzelyurt District in 2016.



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter entails the research methodology of the study. The study setting, design, instrument for sample selection, data collection, data analysis and ethical consideration were explored in this chapter.

3.1 Design of the study

This research is descriptive. Descriptive research is a type of research that describes the demographics, situation, setting, what kind of data is collected, instrument used and the type of data analysis done.

3.2 Study Setting

Near East University was considered for this study. The university is located in the Lefkosa district of Turkish Republic of Northern Cyprus (TRNC). The university has up to 19 faculties. The faculties in the university are namely: Engineering, Dentistry, Economics and Administrative sciences, Communication, Sports sciences, Theology, Tourism, Veterinary medicine, Performing arts, Medicine, Law, Health sciences, Fine arts and design, Arts and sciences, Architecture, Atatürk faculty of education, Nursing, Open and distance education, and Pharmacy. The University was considered for this study because it is one of the major universities in North Cyprus that accommodates thousands of students; for both international students and the indigenes.

3.3 Sample Selection

Convenience sampling method was considered for this research to make a sample selection of 300 students from Near East University with consideration of all faculties. Convenience sampling is explained as the selection done from the available data or in this case, available participants; the participants within the reach of the study. Also, giving the recent global crisis of the COVID 19 pandemic, this sampling method is efficient.

3.4 Instrument for Data Collection

The data for this research was collected with the aid of questionnaire administration of a research tool called the questionnaire. The questionnaire used is named the “Influence of counseling program on Academic Performance of Students Questionnaire” (ICAPSQ). The scale was developed by researchers and the psychometric property of the instrument has also been established (Bolu-Steve & Oredugba, 2017). The research instrument entails items that are grouped under two different sections. The first section contains demographic data of Age, gender, nationality and year of study with questions related to whether or not the students have gone for counseling services. The other section; section B contains 15 items to measure the influence of counseling program on academic performance of Near East University undergraduate students. The five point likert scale was used to measure these items. Where Strongly Disagree is 1, Disagree is 2, Neither Agree nor Disagree (neutral) is 3, Agree is 4 and Strongly Agree is 5. The t-test and ANOVA statistics were used to test the hypotheses at 0.05 alpha level of significance.

The items on this questionnaire are used to answer the following research questions:

1. Does having a counseling session have an effect on the academic performance of students?
2. How often do undergraduate students visit the counselor for counseling services?

The Online Google forms were considered for the administration of this questionnaire as the researcher made efforts to abide by the rules of social distancing which is as a result on the 2nd wave of COVID 19 pandemic.

3.5 Study Participant

The study participants are 262 undergraduate students from Near East University.

3.6 Inclusion Criteria

1. International Students
2. Undergraduate students

3. Male and Female Genders

3.7 Data Analysis

The quantitative method of research is considered for this study. The data collected with the help of the research questionnaire will be analyzed with the help of the Statistical Package for Social Sciences software (SPSS Version 22.0).

3.8 Ethical Consideration

Consent was obtained from the participants for the purpose of the study. Ethical Approval was also obtained from the management/administration of the University for conducting of the study.

CHAPTER 4

FINDINGS

Introduction: This chapter contains the analysis results of the data collected with detailed discussion on the results.

4.1 Descriptive Statistics for Demographics

Table 4.1: Gender Description (N=262)

	Frequency	Percentage (%)
Male	101	38.50%
Female	161	61.50%

Table 4.1 above shows the frequency of the participants with majority of them being female and 38.50% of them being male.

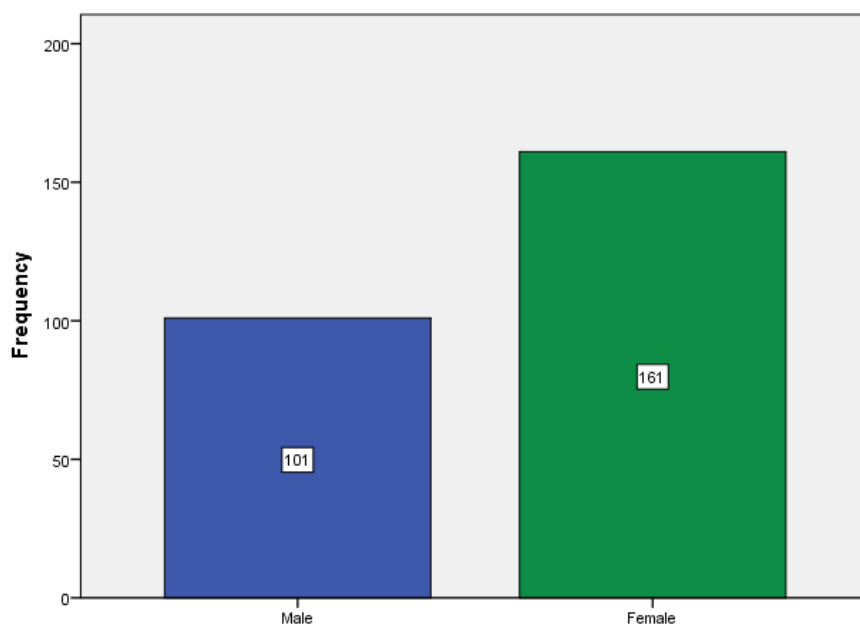


Figure 4.1: Bar Chart of Gender

Table 4.2 Age Category (N=262)

	Frequency	Percentage(%)
18 – 22 yrs	96	36.60%
23 – 27 yrs	122	46.601%
28 – 32 yrs	36	13.70%
33 and above yrs	8	3.10%

Table 4.2 shows the age category of the participants with the total number of participants being 262. The age range with the highest frequency is between 23- 27 years while the lowest frequency for the age category was discovered to be from the age range of 33 years and above.

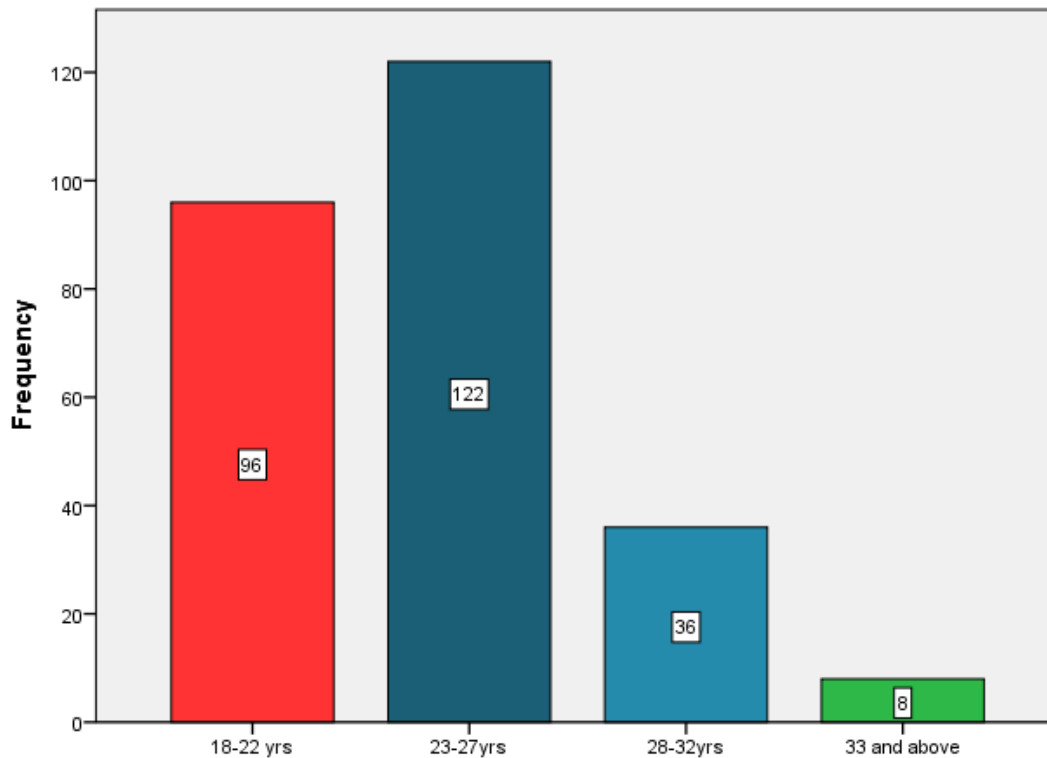


Figure 4.2: Bar Chart of Age

Table 4.3 Nationality (N=262)

	Frequency	Percentage (%)
Nigeria	93	35.5
Turkey	17	6.5
Morocco	16	6.1
Kenya	9	3.4
Congo	4	1.5
Ethiopia	9	3.4
Gambia	7	2.7
Ghana	7	2.7
Iran	9	3.4
Iraq	11	4.2
Malawi	12	4.6
Pakistan	4	1.5
Somalia	1	0.4
South Africa	7	2.7
Sudan	2	0.8
Tanzania	8	3.1
Togo	1	0.4
Uganda	7	2.7
Zambia	10	3.8
Zimbabwe	17	6.5
Cameroon	2	0.8
Lebanon	9	3.4

Table 4.3 illustrates the Nationalities of the participants with N= 260. The majorities of the participant are from Nigeria with the frequency of 93 while the lowest frequency is between

Somalia and Togo nationals with just 1 participant each and followed closely by Sudan with 2 participants. A total of 22 Nationalities participated in this research.

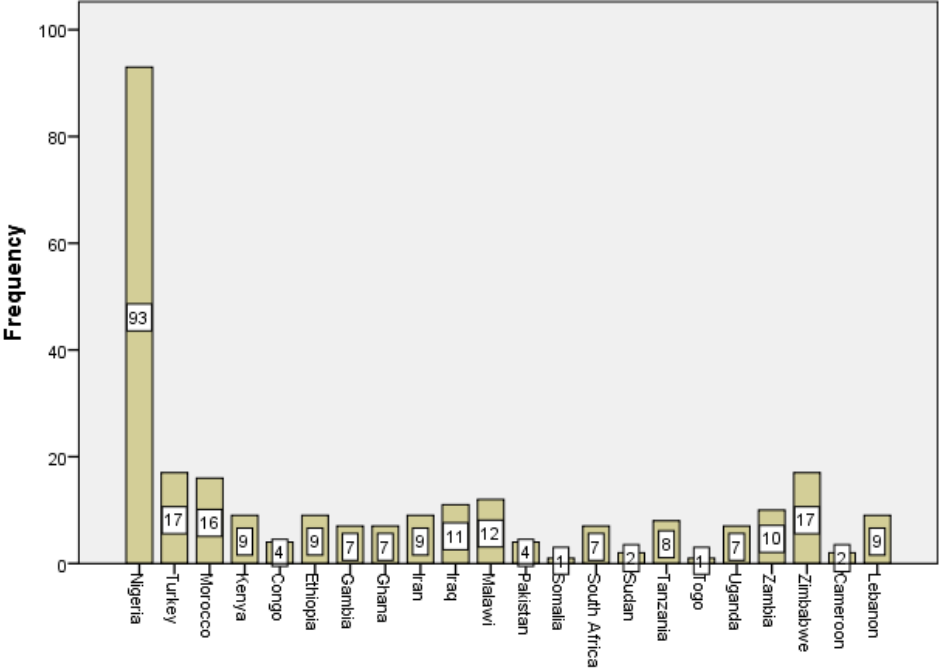


Figure 4.3: Bar Chart of Nationality

Table 4.4: Education Level (N=262)

	Frequency	Percentage (%)
First year	35	13.40
Second year	53	20.20
Third year	88	33.60
Fourth year	86	32.80

The frequency of the educational level of participants is depicted in table 4.4 and it reveals that the participants are mostly in their third year and very few of them are in their first year.

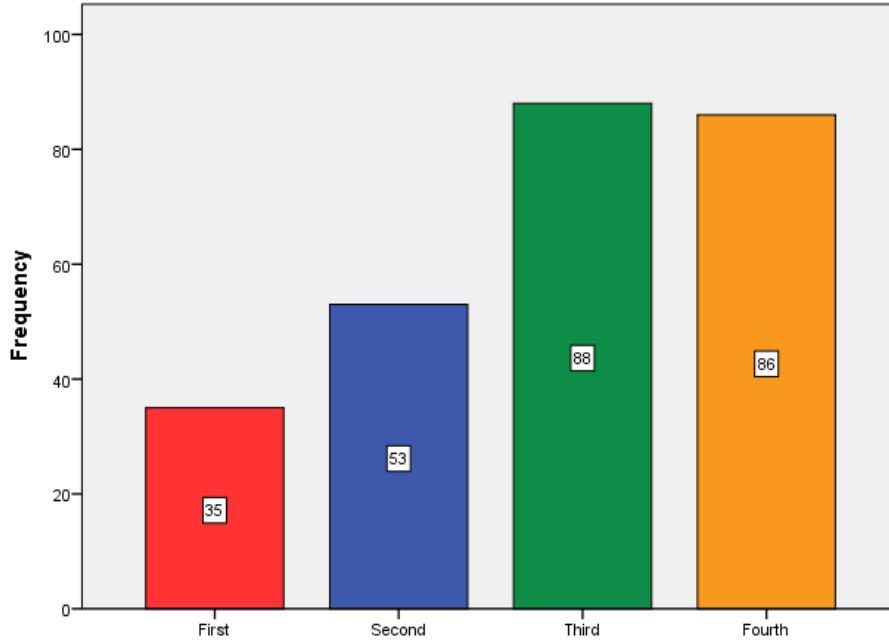


Figure 4.4: Bar Chart of Education level

Table 4.5: Have you undergone counseling before? (N=262)

	Frequency	Percentage (%)
Yes	181	69.10
No	81	30.90

Table 4.5 entails question 5 frequency of the ICAPSQ scale of the participants' responses. 69.10% of the respondents mentioned that they had experienced counseling before while 30.90% said they had not gone for counseling.

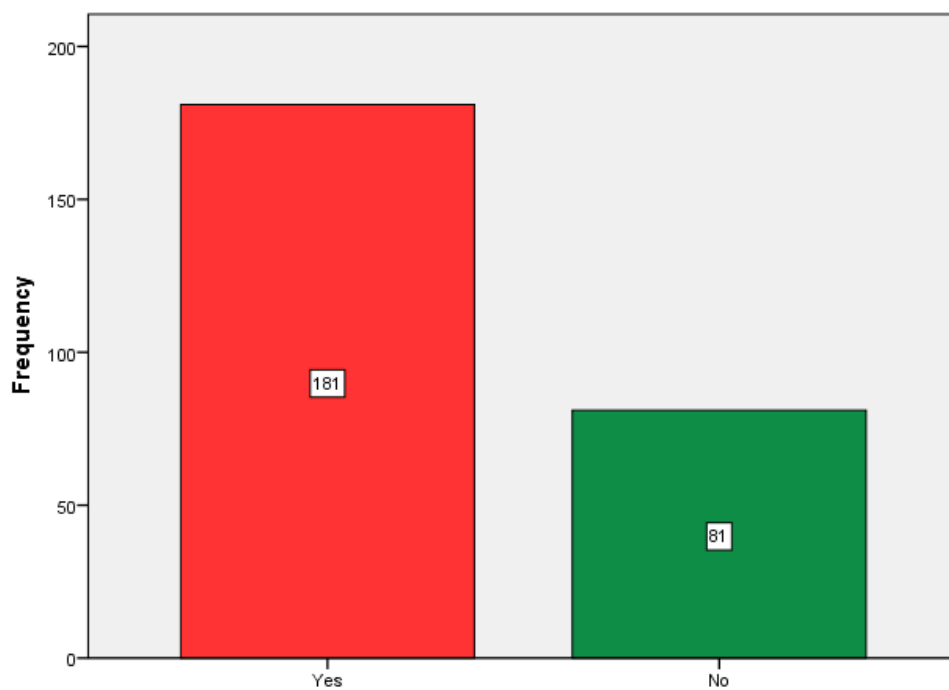


Figure 4.5: Bar Chart of Counseling service utilization

Table 4.6: How often do you go for counselling? (n=181)

	Frequency	Percentage (%)
Weekly	18	9.90
Monthly	42	23.20
Yearly	84	46.40
Others	37	20.40

Table 4.6 shows that most of the participants only go for counseling yearly with the frequency of 84 while just 9.90% of the participants go weekly.

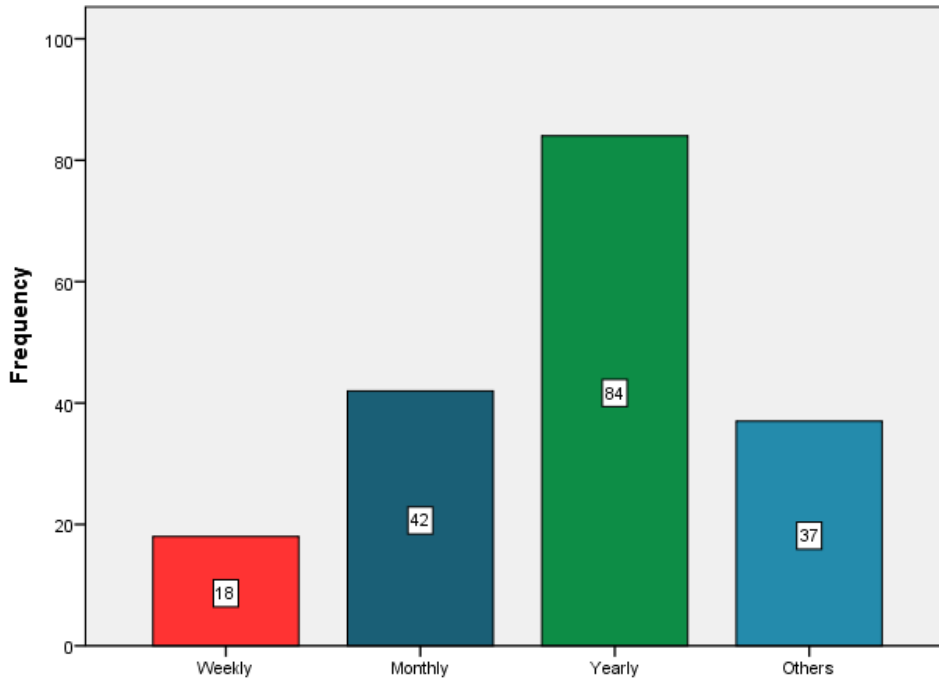


Figure 4.6: Bar Chart of frequency of counseling service utilization

Table 4.7: Did your Academic performance improve after Counseling? (n=181)

	Frequency	Percentage (%)
Yes	159	87.80
No	22	12.20

Out of 181 participants that they had experienced counseling before, 159 of them mentioned that their academic performance improved after counseling and this is shown in 4.7 above.

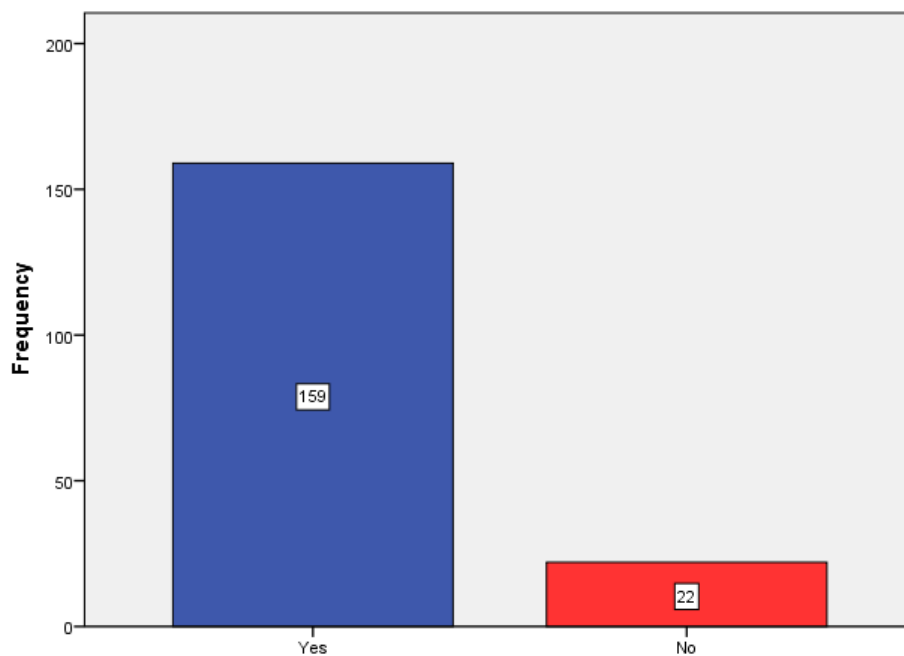


Figure 4.7: Bar Chart of Academic Performance

4.2 Inferential Tests

4.2.1: Independent t-test for Gender impact on ICAPSQ

Table 4.8: Descriptive statistics of Gender and ICAPSQ

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
ICAPSQ	Male	101	47.9505	12.27223	1.22113
	Female	161	51.3416	10.12676	.79810

Table 4.9: Independent t-test of Gender and ICAPSQ

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
ICAPSQ Equal variances assumed	4.297	.039	-2.428	260	.016	-3.39112	1.39647	-6.14095	-.64129
ICAPSQ Equal variances not assumed			-2.325	182.829	.021	-3.39112	1.45881	-6.26939	-.51285

From the Table 4.9 above, it could be observed that the p-value is less than 0.05, It can then be concluded that ICAPSQ score statistically significantly varies relative to Gender. Thus, it could be posited that females have higher score (47.95 ± 12.27) than the males (51.34 ± 10.13).

4.3 ANOVA test for Age impact on ICAPSQ

Table 4.10: Descriptive statistics of Age and ICAPSQ

Descriptives

ICAPSQ

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					18-22 yrs	96		
23-27yrs	122	51.3115	10.68333	.96722	49.3966	53.2263	15.00	68.00
28-32yrs	36	49.3056	9.75652	1.62609	46.0044	52.6067	24.00	67.00
33 and above	8	51.8750	9.70180	3.43011	43.7641	59.9859	31.00	60.00
Total	262	50.0344	11.10429	.68603	48.6835	51.3852	15.00	68.00

4.3.1: One-way Analysis of Variance test of Age and ICAPSQ

Table 4.11: ANOVA

ICAPSQ					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	462.107	3	154.036	1.253	.291
Within Groups	31720.584	258	122.948		
Total	32182.691	261			

From the Table 4.11 above, it could be observed that the p-value for the analysis of variance (ANOVA) is greater than 0.05, It can then be concluded that ICAPSQ score does not statistically significantly varies relative to Age. Thus, it could be posited that Age does not have an impact on ICAPSQ.

4.4. One-way ANOVA test for Education impact on ICAPSQ

Table 4.12: Descriptive statistics of Education level and ICAPSQ

Descriptives

ICAPSQ								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
First	35	48.3714	9.68044	1.63629	45.0461	51.6968	30.00	67.00
Second	53	48.9057	12.25100	1.68280	45.5289	52.2825	15.00	67.00
Third	88	51.2841	10.89548	1.16146	48.9756	53.5926	15.00	68.00
Fourth	86	50.1279	11.14693	1.20200	47.7380	52.5178	16.00	67.00
Total	262	50.0344	11.10429	.68603	48.6835	51.3852	15.00	68.00

4.4.1. One-way Analysis of Variance test of Education Level and ICAPSQ

Table 4.13: ANOVA

ICAPSQ					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	302.500	3	100.833	.816	.486
Within Groups	31880.190	258	123.567		
Total	32182.691	261			

From the Table 4.13 above, it could be observed that the p-value for the analysis of variance(ANOVA) is greater than 0.05, It can then be concluded that ICAPSQ score does not statistically significantly varies relative to Education level. Thus, it could be posited that Education level does not have an impact on ICAPSQ.

4.5. Independent t-test for Counselling utilization on ICAPSQ

Table 4.14: Descriptive statistics of Counseling utilization and ICAPSQ

Group Statistics					
	Counselling	N	Mean	Std. Deviation	Std. Error Mean
ICAPSQ	Yes	181	54.6409	6.74852	.50161
	No	81	39.7407	12.02162	1.33574

4.5.1 Independent t-test Counselling utilization and ICAPSQ

Table 4.15: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
ICAPSQ Equal variances assumed	54.757	.000	12.786	260	.000	14.90014	1.16538	12.60536	17.19492
ICAPSQ Equal variances not assumed			10.443	103.243	.000	14.90014	1.42682	12.07047	17.72982

From the Table 4.15 above, it could be observed that the p-value for the independent t-test analysis of is lesser than 0.05. Therefore, it can then be concluded that ICAPSQ score statistically significantly varies relative to counseling utilization. Thus, it could be posited that those that go for counseling have a higher ICAPSQ score (54.64 ± 6.74) than those that do not go for counseling (39.74 ± 12.02).

4.5.2 One-way ANOVA test for frequency of Counseling utilization on ICAPSQ

Table 4.16: Descriptive statistics of Counseling frequency and ICAPSQ

Descriptives								
ICAPSQ								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Weekly	18		
Monthly	42	54.5714	6.58210	1.01564	52.5203	56.6226	28.00	63.00
Yearly	84	55.7143	6.89259	.75204	54.2185	57.2101	30.00	68.00
Others	37	51.6757	6.79074	1.11639	49.4115	53.9398	45.00	67.00
Total	181	54.6409	6.74852	.50161	53.6511	55.6307	28.00	68.00

4.5.3 One-way Analysis of Variance test of frequency of counseling utilization and ICAPSQ

Table 4. 17 ANOVA

ICAPSQ					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	450.343	3	150.114	3.430	.018
Within Groups	7747.314	177	43.770		
Total	8197.657	180			

From the Table 4.17 above, it could be observed that the p-value for the Analysis of variance (ANOVA) is lesser than 0.05. Therefore, it can then be concluded that ICAPSQ score statistically significantly varies relative to the frequency of counseling utilization. A Post- hoc test using the Tukey method was conducted, and it was found that there is a pairwise statistical difference between yearly and Others ($p < 0.05$). Thus, it could be posited that those that undergo a yearly visitation (55.89 ± 4.65) has higher ICAPSQ score than those who irregularly (51.68 ± 6.79) go for counseling.

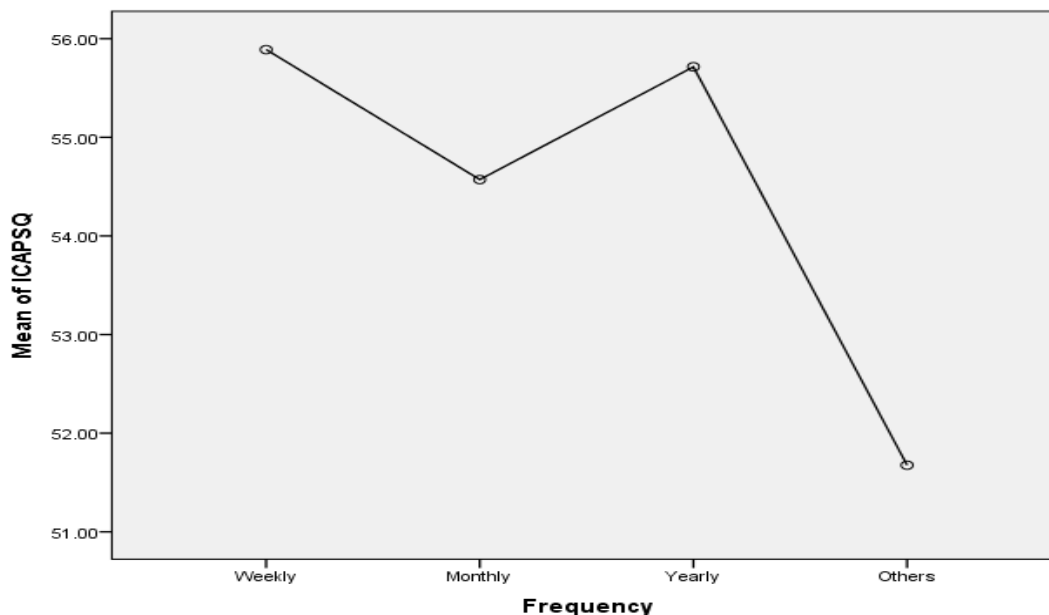


Figure 4.8: Means description of frequency in counseling service utilization

4.5.4 Independent t- test for Academic performance after Counseling utilization on ICAPSQ

Table 4.17: Descriptive statistics of Academic performance and ICAPSQ

Group Statistics					
	Performance	N	Mean	Std. Deviation	Std. Error Mean
ICAPSQ	Yes	159	55.3459	6.23383	.49437
	No	22	48.8636	9.15109	1.95102

4.6 Independent t- test of academic performance and ICAPSQ

Table 4.18: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
ICAPSQ	Equal variances assumed	7.003	.009	4.290	179	.000	6.48228	1.51104	3.50053	9.46403
	Equal variances not assumed			3.221	23.770	.004	6.48228	2.01268	2.32618	10.63837

Table 4.18 illustrates the Independent t- test of academic performance and ICAPSQ

4.7 Discussion

Renuka et al (2013) mentioned that University students especially undergraduates experience difficulties in adjustments or difficulties related to their academics which results to problems like appetite disturbance, concentration problems and depression and most of them do not even think of going to the counselling offices for help, advices and guidance.

Table 4.1 shows the frequency of the participants with majority of them being female and 38.50% of them being male. Table 4.2 shows the age category of the participants with the total number of participants being 262. This result tallies with Bolu-Steve et al (2017)'s research which had more female participants than male (Female 62.1: 37.9 Male).

The age range with the highest frequency is between 23- 27 years while the lowest frequency for the age category was discovered to be from the age range of 33 years and above. Table 4.3 illustrates the Nationalities of the participants with N= 260. The majorities of the participant are from Nigeria with the frequency of 93 while the lowest frequency is between Somalia and Togo nationals with just 1 participant each and followed closely by Sudan with 2 participants. A total of 22 Nationalities participated in this research. The frequency of the educational level of participants is depicted in table 4.4 and it reveals that the participants are mostly in their third year and very few of them are in their first year.

Table 4.5 entails question 5 frequency of the ICAPSQ scale of the participants' responses. 69.10% of the respondents mentioned that they had experienced counseling before while 30.90% said they had not gone for counseling. Table 4.6 shows that most of the participants only go for counseling yearly with the frequency of 84 while just 9.90% of the participants go weekly. Out of 181 participants that they had experienced counseling before, 159 of them mentioned that their academic performance improved after counseling and this is shown in Table 4.7.

A previous research by Renuka (2013) on the 'Effect of Counselling on the Academic Performance of College Students' showed that the students perceived counselling and they also noticed an academic improvement after counselling.

Another study on the influence of counselling on students' academic performance was conducted in Nigeria with 196 students (Atsuwe & Achebulu, 2018). The outcome of the study revealed that, counselling does have an effect on the academic performance of the students.

On the Contrary, a study by Bolu-Steve et al (2017) on the influence of counselling on the perceived academic performance of the students showed that there was no significant relationship between counselling on the academic performance of high school students.

From the Table 4.9, it could be observed that the p-value is less than 0.05, it can then be concluded that ICAPSQ score statistically significantly varies relative to Gender. Thus, it could be posited that females have higher score (47.95 ± 12.27) than the males (51.34 ± 10.13). From the Table 4.11, it could be observed that the p-value for the analysis of variance (ANOVA) is greater than 0.05, It can then be concluded that ICAPSQ score does not statistically significantly varies relative to Age. Thus, it could be posited that Age does not have an impact on ICAPSQ. From the Table 4.13, it could be observed that the p-value for the analysis of variance(ANOVA) is greater than 0.05, It can then be concluded that ICAPSQ score does not statistically significantly varies relative to Education level. Thus, it could be posited that Education level does not have an impact on ICAPSQ. From the Table 4.15, it could be observed that the p-value for the independent t-test analysis of is lesser than 0.05. Therefore, it can then be concluded that ICAPSQ score statistically significantly varies relative to counseling utilization. Thus, it could be posited that those that go for counseling have a higher ICAPSQ score (54.64 ± 6.74) than those that do not go for counseling (39.74 ± 12.02). From the Table 4.17, it could be observed that the p-value for the Analysis of variance(ANOVA) is lesser than 0.05. Therefore, it can then be concluded that ICAPSQ score statistically significantly varies relative to the frequency of counseling utilization. A Post- hoc test using the Tukey method was conducted, and it was found that there is a pairwise statistical difference between yearly and Others ($p < 0.05$). Thus, it could be posited that those that undergo a yearly visitation (55.89 ± 4.65) has higher ICAPSQ score than those who irregularly (51.68 ± 6.79) go for counseling.

Shaterloo & Mohammadyari (2011) mentioned that counselling programs assist students to build competencies in their academics, in the personal lives and social lives as well.

To answer the research questions of:

1. Does having a counseling session have an effect on the academic performance of students?

It was discovered in this research that Out of 181 participants that they had experienced counseling before, 159 of them mentioned that their academic performance improved after counseling and this is shown in 4.7. This answers the first research question.

A previous study by Renuka et al (2013) discovered that more than 90% of the students have found counseling impactful; they found counseling useful. Further research showed that up to 43% of the students improved academically after counseling.

Another study by Pise & Kaikade (2019) on the ‘impact of counselling on the attendance and academic performance of second year medical students in the subject Pharmacology’ revealed that counseling impacts the academic performance of students positively.

2. How often do undergraduate students visit the counselor for counseling services?

This result analysis showed that most of the participants only go for counseling yearly with the frequency of 84 while just 9.90% of the participants go weekly and this can be seen in Table 4.6. This answers the second research question.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

In the counseling, students are entitled to several services that can range from individual counseling services to group sessions. Individual counseling services is however more practiced for counseling services in the university as it enables students to comfortably state their fears as well as their troubles. For this counseling service, there is a face to face intake interview and short-term and long-term psychotherapy (Rowell & Hong, 2019). These students get faced with so much expectation such as continuous high achievement in their academics considering how busy the school gets with students complaining about clashes in courses period time or too much courses otherwise known as course load. The extracurricular activities are not left out which the students try to get engaged in. For the students to attain a balance in this, guidance and counselling is necessary for these students and to also help them cope with stress and all other psychological issues that they experience during the course of study (Margolis *et al.*, 2017). This has brought about the curiosity of if these counseling services actually contribute towards achieving high academic performance of undergraduate students as these school counselors address the academic and developmental needs of all students, not just those in need, by collaborating with students, parents, school staff and the community (Darling-Hammond *et al.*, 2019). One of the major reasons of these counseling sessions in schools for undergraduates aside from helping them cope is to also ensure that whatever problem they encounter either social or emotional, does not affect their academic performance. Table 4.1 shows the frequency of the participants with majority of them being female and 38.50% of them being male. This result tallies with Bolu-Steve *et al* (2017)'s research which had more female participants than male (Female 62.1: 37.9 Male). Table 4.2 shows the age category of the participants with the total number of participants being 262. The age range with the highest frequency is between 23- 27 years while the lowest frequency for the age category was discovered to be from the age range of 33 years and above. Table 4.3 illustrates the Nationalities of the participants with N= 260. The majorities of the participant are from Nigeria with the frequency of 93 while the lowest frequency is between Somalia and Togo nationals with just 1 participant each and followed closely by Sudan with 2 participants. A total of 22 Nationalities participated in this research.

It was discovered in this research that Out of 181 participants that they had experienced counseling before, 159 of them mentioned that their academic performance improved after counseling and this is shown in 4.7. Shaterloo & Mohammadyari (2011) mentioned that counselling programs assist students to build competencies in their academics, in the personal lives and social lives as well. This answers the first research question. This result analysis showed that most of the participants only go for counseling yearly with the frequency of 84 while just 9.90% of the participants go weekly and this can be seen in Table 4.6. This answers the second research question. It was observed that no research study has been conducted to find out why students don't follow up on the counselling services they have received. This study showed that counselling had an impact the academic performance of students. However, for those who only went yearly, there is need for research on why they decided to go yearly when there are better options of going weekly of at least twice a month. It s recommended that further research should be conducted in this regard. In terms of limitation, this research had time constrain and out of 300 online forms that were administered, 262 were fill within the limited time. This research clearly showed that counselling has a positive impact on the undergraduate students of Near East University. It was however discovered that, from a total of 262 participants, 81 students had never experienced nor gone for counseling before.

5.2 Recommendations and Suggestions

This study showed that counselling had an impact the academic performance of students. However, for those who only went yearly, there is need for research on why they decided to go yearly when there are better options of going weekly of at least twice a month. It s recommended that further research should be conducted in this regard.

It is recommended that further research should also be conducted with consideration of the post graduate students as this research only focuses on the undergraduate. This shows that there is need for more awareness on counselling services in schools and the kind of influence they have on students' personal and academic life.

5.3 Limitations

In terms of limitation, this research had time constraint and out of 350 online forms that were administered, 262 were filled within the limited time.

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ORJİNALLIK RAPORU

% **15**

BENZERLİK ENDEKSİ

% **9**

İNTERNET
KAYNAKLARI

% **5**

YAYINLAR

% **11**

ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	Submitted to United International Business Schools Öğrenci Ödevi	% 2
2	Submitted to University of Limerick Öğrenci Ödevi	% 2
3	www.e-iji.net İnternet Kaynağı	% 1
4	Submitted to Massachusetts College of Pharmacy & Allied Health Sciences Öğrenci Ödevi	% 1
5	www.science.gov İnternet Kaynağı	% 1
6	www.lodinews.com İnternet Kaynağı	% 1
7	Submitted to IFIM Business School Öğrenci Ödevi	% 1
8	Submitted to Mount Kenya University Öğrenci Ödevi	% 1



YAKIN DOĐU ÜNİVERSİTESİ

BİLİMSEL ARAŐTIRMALAR ETİK KURULU

19.03.2021

Dear Oyelami Blessing Oluwaferanmi

Your application titled **“The Influence of Counselling on Academic Performance of Undergraduate Students in North Cyprus”** with the application number YDÜ/EB/2021/633 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

QUESTIONNAIRE

Dear Respondents, this questionnaire contains items to measure the 'Influence of Counselling on Academic Performance of Undergraduate University Students of Near East University. Kindly, fill out with the most appropriate answers. The data collected with this instrument are highly confidential and will ONLY be used for academic purposes. Thank You for Participating.

Researcher: Oyelami Blessing Oluwaferanmi

1. Age

18- 22 23 – 27 28 – 32 33 and Above

2. Nationality

3. Gender

Male Female

4. Year of Study

First Second Third Fourth Fifth

5. Have you undergone counselling before?

Yes No

6. How often do you go for counselling?

Weekly Monthly Yearly Others

This section contains questions on the influence of counselling on the academic performance of undergraduate university students of Near East University. Kindly, tick appropriately from the Likert scale your response to these questions. Where Strongly Disagree = 1, Disagree = 2, Neither Agree nor Disagree = 3 Agree = 4 and Strongly Agree = 5.

Item No		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	<i>In my own opinion counselling programmes in my school has helped me to:</i>					
8	Cope with my academic task					
9	Develop and maintain good interpersonal relationship that enhances my academic pursuit.					
10	Avoid behaviour that can mar good academic performance					
11	Daily enhance my academic programme					
12	Develop self-motivation technique for positive academic performance					
13	Handle some personal challenges that can affect my academics					
14	Be academically stable					
15	Deal with examination phobia					
16	Skillfully handle the major core subjects where I have challenges					
17	Improve my study habit					
18	Develop interest in the subject I dislike					

19	Deal with my family problem in order not to lose concentration on my academic pursuit					
20	Handle group class assignment					
21	Use various study method techniques I learnt during group counselling					
22	Identify my potentials					