



## Availability and Adequacy of Student Personnel Services in Federal and State Colleges of Education in South-East Nigeria

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### Abstract

The primary aim of this research was to investigate the implementation of student personnel services in federal and state colleges of education in southeastern Nigeria. Student personnel services are regarded very important as they aid in the all round development of the students, thus, enabling them to achieve their objectives and those of their institutions. Student personnel services embrace all those services to students that supplement regular instruction. Thus, the purpose of research was to ascertain the availability and adequacy of these student personnel services in federal and state colleges of education in south-east Nigeria. A questionnaire was developed and administered to 770 respondents, comprising 330 staff and students of federal and 440 staff and students of federal and state colleges of education. Mean was used to answer the research questions, while t-test statistic was employed in testing the null hypotheses at 0.05 level of significance. The study revealed that the student personnel services studied were available but inadequate. Based on the findings, the educational implications were drawn and the following recommendations, among others, were made. School authorities should organize seminars, orientations and talks on how to manage student personnel services. Private sector should be encouraged to assist in the provision of these services.

**Keywords:** adequacy, availability, federal and state colleges of education, personnel services,

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### Introduction

Higher educational institutions' teaching and research activities are crucial to the development of the nation, particularly in terms of producing highly skilled labor. However, the majority of the time, societal expectations for goals are seldom realized, and part of the reason for this is due to the lack of an atmosphere that is suitable and supportive for learning. For the teaching and learning process to be successful, it is important to ensure that students have access to specific services in a sufficient manner. The student personnel services are one of them. In this context, the term "student personnel services" refers to all non-academic services provided to students at a school setting outside of formal classroom instruction, with the goal of promoting their healthy, moral, social, emotional, and physical development as a part of their preparation

for a responsible and fruitful adult life. These services work in conjunction with the academic program to give pupils a comprehensive and well-rounded education. However, while responsible attitudes and morals can be developed via the supply and management of student personnel services, intellectual and skill development can be accomplished through the formulation and execution of curricula.

Student personnel services are welfare services offered in an institution to stop the needless rise in anti-social behavior among students and to promote positive thinking and behavior that would support the achievement of their academic goals and future career choices (Akinnubi et al., 2012). Inquiries from students on issues affecting their socio-academic lives should be directed to student personnel services. These services are offered to identify students' issues in all of their complexity in order to suggest the best possible solutions (Akinnubi et al., 2012).

In order to help students reach their academic goals, Ohamobi, Akulue, and Okonkwo (2021) define student personnel management as all the extracurricular activities and supports that are provided to them. The writers also pointed out that it is the school administrator's responsibility to make sure that the pupils get the most out of the school's extracurricular and curricular programs. Practices for managing student personnel include, among other things, identifying students' needs and providing counseling, motivating and correcting them to raise the school's morale, and making sure they are safe from hazards and harms while on campus. According to Zahyah, Yusuf, and Muhajir's (2016) conceptualization, managing the personnel of the students is one of the basic services that the school must offer in order to improve the teaching and learning processes across the educational system. Student personnel management is a group of tasks associated with giving students the support and direction they need to benefit fully from the academic programs (Egboka & Chibuikwe Ezebuilo, 2023).

The unquestionable importance that student personnel services play in ensuring that school programs are implemented smoothly has led to their recognition as the cornerstones of the educational system (Hanafi & Suleiman, 2016). Duffy's cited in Ejionume (2010), Swartz, Russell Hunt, and Reilly as cited in Ogbuji (2009) note that student personnel services is an administrative task area that is crucial to the efficient operation of any school system, despite the fact that it has received very little attention in professional literature and social administration. One of the important ideas in education, and particularly in educational administration, is the concept of students' personnel services (Hanafi & Suleiman, 2016). This is because students' personnel services have a big impact on how well they do academically (Hanafi & Suleiman, 2016).

It has been noted that one of the key responsibilities of school administration is to provide admission services for students (Suleiman, 2018). The provision of the aforementioned services frequently plays a big part in choosing the finest applicants for admission to institutions (Suleiman, 2018). The goal of student personnel services is to meet the needs of learners in the areas of administration, registration, orientation, hostel housing, health services, results, and program supervision (Ebirim, Ochia & Obasi, 2014). In addition to regular classroom learning, this makes it easier to achieve the required educational goals. According to Alani et al. (2010), the welfare services offered by all universities were insufficient and appeared to be the cause of the students' low level of satisfaction and low motivation to learn. This can be in part due to the gathering, processing, storage, and retrieval of data using outdated technology. Exam malpractice, cultism, discriminatory practices in the allotment of dorm space, inaccurate estimation of student performance, and poor staff-student communication are possible outcomes. Based on the foregoing, the researchers sought availability and adequacy of student personnel services in federal and state colleges of education in south-east Nigeria.

## **Methodology**

### **Design of the Study**

The study adopted descriptive survey design to ascertain the extent of implementation of student personnel services in federal and state colleges of education in the south-east geopolitical zone of Nigeria. The choice of this design was considered appropriate to this study because it is a study which is aimed at collecting data on, and describing in a systematic manner, the characteristic features and facts about a given population.

### **Area of the Study**

The study was carried out in South-East Nigeria. South-East Nigeria is bounded by South-South, South-West and North–North Nigeria. These states that comprise the Southeast geopolitical zone are: Anambra, Abia, Enugu, Ebonyi and Imo states. They are the Igbo-speaking part of Nigeria.

The study covered all seven (7) colleges of education (both federal and state) in south-eastern Nigeria. There are three federal and four state colleges of education in the geopolitical zone. They are: Federal College of Education (Technical), Umunze; Federal College of Education, Eha-Amufu; Alvan Ikoku Federal College of Education, Owerri.

### **Population of the Study**

The population of the study comprised seven (7) colleges of education in the geopolitical zone of Nigeria. The

### **Sample and Sampling Techniques**

The sample of the study was 770 respondents sampled from the population of all the senior administrative staff of the student affairs Department of federal and state with Grade

level 8 (eight) and above, and all final year students of both federal and state colleges of education in South East Nigeria. A proportionate stratified random sampling technique was used to select the sample. 10% percentage of the total population of each was used. Thus, a total of 330 staff and students from federal, and 440 staff and students from state colleges of education made up the sample size.

### **Instruments for Data Collection**

The instruments that were used for collecting data for this study were “Questionnaire on Implementation of Student Personnel Services” (QISPS) and Student Personnel Services Observation Schedule” (SPSOS). The items were developed by the researchers based on literature review on student personnel services in federal and state colleges of education. The instrument was designed for the students and staff of student affairs Department of the seven colleges of Education in southeast Nigeria (both federal and state).

The questionnaire had 16 items (1 – 16) which addressed research question 1; the extent student personnel services are available in federal and state colleges of education in south-east Nigeria. The instrument had four response modes of very great extent (VGE), great extent (GE), little extent (LE) and very little extent (VLE). The observational checklist had 10 items which answered question two on the adequacy of the available student personnel services in the federal and state colleges of education in south-east Nigeria. The researchers used the student personnel services observation schedule for on – the spot abasement of the student personnel services that are observable.

### **Validation of the Instruments**

In order to ensure the validity of the two instruments, the initial drafts of the instruments were face-validated by five experts: three in educational administration and planning and two others in measurement and evaluation. Specifically, these experts were requested to examine

the instruments with respect to the extent of implementation and adequacy of student personnel services in colleges of education. Their corrections, comments and suggestions were used to modify the instruments to arrive at the final version.

### **Reliability of the Instrument**

The SPSIQ was trial-tested on 3 hall supervisors, 3 hall wardens and 30 final-year students of the federal college of Education (Technical), Asaba. This college was not under study but was considered to have similar characteristics. To determine the reliability of the SPSIQ, the scores from the 6 staff of the student affairs department and 30 final-year students from the college in the trial-testing of the instrument were used to establish the internal consistency reliability of the instrument using the Cronbach Alpha method. The internal consistency reliability estimate yielded .769.

### **Method of Data Collection**

The researchers administered the questionnaire to the students and staff of the colleges. The completed copies were retrieved immediately from the respondents. The researchers used five trained research assistants with whom they administered the questionnaire to the respondents. These research assistants were given some briefing on how to distribute the questionnaire and collect the completed questionnaire. The personal contact ensured a high rate of participation of the subjects and optimal return of the instrument. The observation schedule was filled as the observation of physical student personnel services was going on to confirm the objectivity of the responses to the questionnaire.

### **Method of Data Analysis**

Mean and standard deviations were used to answer the research questions. The real limit of numbers 0.50 – 1.49, 1.50 – 2.49, 2.50 – 3.49, and 3.5 – 4.00 were used to interpret the results. The null hypotheses were tested using t-test statistics.

## Results

**Research Question One:** To what extent are student personnel services available in federal and state colleges of education in south-east Nigeria?

**Table I:** Mean ratings and standard deviations of staff and students of federal and state colleges of education on the extent of student personnel services available in federal and state colleges of education. (Federal = 330 – State 440)

S/N	Questionnaire items	Federal n = 330		State n = 440		Total	Dec
		$\bar{x}$	SD	$\bar{x}$	SD		
1.	Hall of residence for students	1.77	0.45	1.81	0.44	1.79	LE
2	Information materials to students	1.57	0.51	1.57	0.50	1.57	LE
3	Regular water supply	1.51	0.55	1.58	0.53	1.55	LE
4	Enough classroom block	1.66	0.53	1.58	0.55	1.61	LE
5	Regular supply of electricity	1.59	0.5	1.62	0.53	1.60	LE
6	Adequate security for student	1.50	0.55	1.55	0.53	1.53	VLE
7	Admission Exercise	2.13	1.02	2.23	1.03	2.19	LE
8	Students' rules and regulation	1.68	0.54	1.64	0.55	1.66	LE
9	Regular meetings with the students	1.41	0.55	1.30	0.55	1.40	VLE
10	Teaching facilities like equipment and instructional materials	1.46	0.55	1.46	0.56	1.46	VLE
11	Financial assistance	1.27	0.52	1.29	0.55	1.28	VLE
12	Medical services	1.36	0.55	1.40	0.5	1.38	VLE
13	Counselling services	1.35	0.55	1.35	0.56	1.35	VLE
14	Co-curricular activities	1.42	0.58	1.39	0.61	1.41	VLE
15	Library services	1.32	0.54	1.35	0.54	1.34	VLE
16	Registration and monitoring of students organization/clubs	1.61	0.64	1.53	0.61	1.57	LE
<b>Cluster mean</b>		<b>1.54</b>	<b>0.24</b>	<b>1.55</b>	<b>0.26</b>	<b>1.54</b>	<b>LE</b>

**Key:**  $\bar{x}$  = mean, SD = Standard deviation, DEC = Decision, VGE = Very great extent, GE = Great extent, LE = Little Extent, VLE = Very little extent

Data presented on Table I above show the mean ratings and standard deviations of both staff and students of federal and state colleges of education with regard to the extent of availability of student personnel services in colleges of education in South-East Nigeria. Based on the data, the items have mean scores that range from 1.28 to 2.19. This showed that all the services are available but to a very little extent. The cluster mean for both students and staff of federal is 1.54 with a corresponding standard deviation of 0.24, while the cluster mean of both staff and students of state is 1.55, with a corresponding standard deviation of 0.26.

**Hypothesis I:** There is no significant difference between the mean ratings of both staff and students of federal and state colleges of education on the extent of student personnel services available in federal and state colleges of education.

**Table 2:** Summary of t-test for hypothesis one

S/No	Questionnaire Item	Group	N	$\bar{x}$	SD	t-cal	Dec
1	Hall of residence for students	Federal	330	1.77	0.45	-1.233	Don't Reject
		State	440	1.81	0.44	-1.233	
2	Information materials	Federal	330	1.57	0.51	-.082	"
		State	440	1.57	0.51	-.082	
3	Regular water supply	Federal	330	1.51	0.55	-1.801	"
		State	440	1.58	0.53	-1.801	
4	Enough classroom block	Federal	330	1.66	0.53	2.248	Reject
		State	440	1.58	0.55	2.248	
5	Regular supply of electricity	Federal	330	1.59	0.53	-.729	Don't reject
		State	440	1.62	0.53	-.729	
6	Adequate security for student	Federal	330	1.50	0.55	-1.260	"
		State	440	1.55	0.53	-1.260	
7	Admission given based on merit	Federal	330	2.13	1.02	-1.231	"
		State	440	2.23	1.03	-1.231	



8	Students' rules and regulation are obeyed	Federal	330	1.68	0.54	1.163	”
		State	440	1.64	0.55	1.163	
9	Channel of communication like regular meetings with the students	Federal	330	1.41	0.55	.340	”
		State	440	1.30	0.55	.340	
10	Teaching facilities like equipment and instructional materials	Federal	330	1.46	0.55	-.093	”
		State	440	1.46	0.56	-.093	
11	Financial assistance	Federal	330	1.27	0.52	-.399	”
		State	440	1.29	0.55	-.403	
12	Medical services	Federal	330	1.36	0.55	-.890	Don't reject
		State	440	1.40	0.57	-.893	
13	Counselling services	Federal	330	1.35	0.55	-.112	”
		State	440	1.35	0.56	-.113	
14	Extra-curricular activities like sporting	Federal	330	1.42	0.58	.645	”
		State	440	1.39	0.61	.648	
15	Library services	Federal	330	1.42	0.58	-1.002	”
		State	440	1.39	0.61	-1.003	
16	Registration and monitoring of students organization/clubs	Federal	330	1.61	0.64	.1732	”
		State	440	1.51	0.61	1.718	
<b>Cluster mean</b>						<b>-.421</b>	<b>Don't reject</b>

*Degree of freedom =768, t = critical  $p<.05 =1.96$*

Table 2 above presents the independent t-test analysis of the mean difference in the response opinions of staff and students of both federal and state colleges of education on the extent of availability of student personnel services in these colleges of education. Looking at the table, one can see that all the t-calculated values are each less than the t-critical table value of 1.96, therefore, this hypothesis is accepted. However, there is no significant difference between the mean ratings of staff and students of both federal and state on the extent of availability of student personnel services in these colleges.

**Research Question Two:** How adequate are the available student personnel services in federal and state colleges of education in southeast Nigeria?

**Table 3:** Mean ratings and standard deviations of staff and students of federal and state colleges of education on the adequacy of student personnel services in these colleges of education. (Federal 330-State 440)

S/N	Questionnaire items	Federal n = 330		State n = 440		Total	Dec
		$\bar{x}$	SD	$\bar{x}$	SD		
17	Student academic and personal records	2.18	0.73	2.21	0.75	2.19	LE
18	Medical facilities	1.87	0.79	1.94	0.76	1.91	LE
19	Hostel accommodation for student	2.01	0.8	2.05	0.82	2.03	LE
20	Maintenance of roads on campuses	1.89	0.79	1.95	0.77	1.92	LE
21	Counselling centre for students	1.89	0.85	1.93	0.87	1.92	LE
22	Library services for students	1.64	0.86	1.72	0.92	1.69	LE
23	Classroom blocks	1.77	0.84	1.76	0.80	1.76	LE
24	Information materials	1.72	0.78	1.68	0.81	1.70	LE
25	Sports facilities/equipment	1.82	0.92	1.85	0.87	1.84	LE
26	Transportation services	1.81	0.90	1.81	0.93	1.81	LE
<b>Cluster mean</b>		<b>1.86</b>	<b>0.67</b>	<b>1.81</b>	<b>0.69</b>	<b>1.88</b>	<b>LE</b>

The data presented on Table 3 above show the mean ratings and standard deviations of students and staff of both federal and state college of education regarding the adequacy of student personnel services in colleges of education in south-east Nigeria. The table showed that the mean ratings of the students and staff of federal colleges of education for items 17 to 26 are 2.18, 1.87, 2.01, 1.89, 1.64, 1.77, 1.72, 1.82, and 1.81 respectively with corresponding standard deviations of 0.73, 0.79, 0.81, 0.79, 0.85, 0.86, 0.84, 0.78, 0.92 and 0.90. The mean ratings of both staff and students of state college of education for the same items 17 to 26 are 2.21, 1.94, 2.05, 1.95, 1.93, 1.72, 1.76, 1.68, 1.85 and 1.81 respectively with corresponding standard deviations of 0.75, 0.76, 0.82, 0.77, 0.87, 0.92, 0.80, 0.81, 0.87 and 0.93.

Based on the response by the students and staff of both federal and state colleges of education, services like hostel accommodation for students and student academic and personal

records, medical facilities, maintenance of road on campus, counselling centre for student, library services for students, classroom blocks, information materials, sports facilities/equipment and transportation services are to a little extent.

**H<sub>02</sub>:** There is no significant difference between the mean ratings of staff and students of both federal and state colleges of education on the adequacy of these services in these colleges of education.

**Table 4:** Summary of t-test for hypothesis two

$$\text{Degree of freedom} = 768$$

$$t = \text{critical } p < .05 = 1.96$$

S/N	Questionnaire Item	Group	N	$\bar{x}$	SD	t-cal	Dec
17	Student academic personal records	Federal	330	2.18	0.73	-.547	Don't reject
		State	440	2.21	0.75	-.549	
18	Medical facilities	Federal	330	1.87	0.79	-1.323	-
		State	440	1.94	0.76	-1.315	
19	Hostel accommodation for student	Federal	330	2.01	0.81	-.597	-
		State	440	2.05	0.82	-.598	
20	Maintenance of roads on campuses	Federal	330	1.89	0.79	-.951	-
		State	440	1.95	0.77	-.947	
Item 21	Counselling centre for students	Federal	330	1.89	0.85	-.604	-
		State	440	1.93	0.87	-.606	
22	Library services for students	Federal	330	1.64	0.86	-1.233	-
		State	440	1.72	0.92	-1.245	
23	Classroom blocks	Federal	330	1.77	0.84	-.060	-
		State	440	1.76	0.80	-.060	
24	Information materials like bulletins	Federal	330	1.72	0.78	.639	-
		State	440	1.81	0.81	.643	
25	Sports facilities/equipment	Federal	330	1.82	0.91	-.442	-
		State	440	1.85	0.87	-.439	
26	Transportation services	Federal	330	1.81	0.90	.136	-
		State	440	1.81	0.93	.136	
<b>Cluster mean</b>						<b>-.614</b>	<b>Don't reject</b>

Table 4 above presents the t-test analysis of mean differences in the response opinions of staff and students of both federal and state colleges of education on the adequacy of these services in these colleges of education. It was observed from the table that the calculated t-value was -.614 at 768 degree of freedom and 0.05 level of significance. Since the calculated t-value was -.614 is less than the critical table value of 1.96, the hypothesis is accepted. That is to say that, there is no significant difference between the opinions of staff and students of both federal and state on the adequacy of student personnel services in these colleges.

## **Discussion**

With reference to research question one which dealt with the extent of availability of student personnel services in federal and state colleges of education in south-eastern Nigeria, evidence from the study shows that the students and staff of federal and state colleges of education share the view that most of these students personnel services are available to a very little extent – like financial assistance to students, counselling services for students, road maintenance, classroom blocks and teaching facilities. In other words, they exist in the colleges of education. They equally share the view that admission exercise in the colleges, monitoring of students' activities, supply of water, library services, halls of residence, security services for students and co-curricular facilities are available to a little extent. The findings equally agree with Okeke (2002) that student personnel services are not adequately catered for by school administrators. The findings equally agree with Chukwu (2010) who found out that more students than were originally planned live in a room. Omu (2006) observed that physical facilities in schools are in state of disrepair, buildings are poorly ventilated while equipment are obsolete.

The findings also agree with Atagher and Adung (2002), that students do not make effective use of the library because the library facilities are inadequate. Ibrahim (2002) too observed that hostel rooms designed for three persons now accommodate six persons officially and that even the windows and mosquito nets are broken, the taps are not functioning and the toilet ends nauseating, with loss of students' vital records missing. Elechi (2008) noted that library services in our tertiary institutions are poor and that current books and journals are not available, security is not efficient and so, incidence of rape, robbery, murder, office breaking, and cult activities.

Regarding the second research question which dealt with adequacy of the available student personnel services in federal and state colleges of education in south-eastern Nigeria, it was the opinion of students and staff of federal and state colleges of education, that all the student personnel services like: student academic and personal records, medical facilities, maintenance of roads on campus, counselling centre for students, library services for students, classroom blocks, information materials, sports facilities/equipment and transportation services are inadequate. The staff and students of federal and state responded similarly to adequacy of admission exercise and hostel accommodation for students.

## **Conclusion**

On the basis of the major findings of the study, the following conclusions were drawn: Student disciplinary measures, monitoring of student activities and organizations, supply of water, security services for students' co-curricular facilities, medical services, financial assistance and other services are of poor quality in federal and state colleges of education in south eastern Nigeria. Student records, counselling services, maintenance of roads on campus, transport services for students, classroom blocks and teaching facilities, information materials,

sports facilities, and transport services are inadequate except admission exercise and hostel accommodation for students.

## **Recommendations**

The following recommendations have been made in the light of the findings;

1. The school authority should organize seminars, orientations and talks on how to manage the student personnel services for students and staff of federal and state colleges of education.
2. The funds allocated to these colleges of education and internally generated funds should be judiciously used by the college administrators for the provision of facilities and services in the colleges.

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