



Assessment of the Impact of Guidance and Counselling on Academic Performance and Discipline among Junior Secondary School Students (A Study of Federal Capital Territory in Abuja)

Judith Osuoha^{1*}

¹Department of Educational Psychology, FCT College of Education, Zuba-Abuja, Nigeria

*Corresponding Author

Judith Osuoha
Department of Educational Psychology, FCT College of Education, Zuba-Abuja, Nigeria

Article History

Received: 08.03.2024
Accepted: 16.04.2024
Published: 29.04.2024

Abstract: This study utilised a quantitative research design that included experimental and control groups to investigate the impact of guidance and counselling on students' discipline and academic performance. The researcher employed stratified random sampling to select 200 students and 50 teachers from diverse backgrounds for the study. Data was collected using a four-point Likert scale questionnaire, which demonstrated a high level of consistency (with a Cronbach alpha score of 0.87). The sample was split into 100 in the control groups and 100 in the experimental group. Over an academic year, only the experimental group participated in counselling sessions. Information on behavior changes was obtained through observation, while academic performance data was collected using the General Subject Performance Test (GSPT). Data from the survey was analyzed using mean and standard deviation to answer research questions. An analysis using a t-test was carried out to determine the impact of guidance and counselling services on students' academic performance using the General Subject Performance Test (GSPT). A linear regression test was analysed to compare the behavior ratings before and after the intervention to identify any potential relationship between the two variables and the result showed a statistically significant difference among the experimental group, this indicates that guidance and counselling services have a positive impact on students' academic performance and discipline. According to the findings, it was suggested that counselors should receive continuous training, ensure access to counselling services for all students based on their unique backgrounds and needs, and foster strong collaboration among counselors, teachers, administrators, and parents.

Keywords: Assessment, impact, guidance, counselling, academic performance, discipline.

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

In the middle-late period of adolescence, junior secondary school students face a myriad of developmental tasks and challenges. How they navigate these tasks and cope with the associated difficulties significantly impacts their health, well-

being, and overall development (Xiong, Q., Fang, X., Wu, Y *et al.*, 2023). Recognizing the critical role schools play in supporting adolescent growth, guidance and counselling services become essential components of the educational landscape. Junior secondary school students have a range of developmental challenges and duties as they go

Citation: Judith Osuoha (2024). Assessment of the Impact of Guidance and Counselling on Academic Performance and Discipline among Junior Secondary School Students (A Study of Federal Capital Territory in Abuja). *Glob Acad J Humanit Soc Sci*; Vol-6, Iss-2 pp- 85-97.

through the years of adolescence. Their general development, well-being, and ability to manoeuvre around these obstacles will depend much on how they respond to them (Xiong, Q., Fang, X., Wu, Y *et al.*, 2023). Guidance and counselling services are considered vital components of the educational environment because of the significant role that schools play in assisting teenagers in development. Counselling and guidance, especially from elder generations to younger people in need, have been tried to be given throughout history.

Over the years, people had attempted to offer one advice or the order to the people in the need of such advice especially by the elderly people to the youngsters. The origin of systematic guidance and counselling services in Nigeria could be traced to St. Theresa's College, Ibadan in 1959. Beginning in 1959 St. Theresa College in Ibadan, Nigeria has systematically offered guidance and counselling services. The teachers at the college decided to look for ways to help the school leavers after realising that after they finished their secondary education, the graduates would probably need help finding a job or getting into a higher education programme. To address the demands of the graduates, they brought in resource people from different backgrounds to enlighten the students about job experience and the working world (Omoniyi, 2016).

Adekola and Domingo (2014) state that guidance and counselling services outline the tasks that professionally qualified guidance counsellors are required to do in a school context. The use of standardised psychological tests, academic counselling, orientation, placement, information, and career week programmes are a few of these. Other services include cumulative record keeping, consulting with parents, guardians, and teachers, excursion services, referral services, and appraisal/testing services (continuous assessment).

The Counselling Association of Nigeria, according to Adegoke (2004), created the Counselling Curriculum, which recommended that counselling be seen as a core component of education rather than an add-on. Several academics like (Adegoke, 2004; Alutu and Etiobhio, 2006) have proposed that early use of guidance and counselling in the classroom is necessary to prevent young social vices and boost student achievement. They pointed out that there is a chance that educational changes that incorporate advice and counselling as a topic for instruction and study would help to foster successful learning in classrooms.

Enhancing student performance, lowering dropout rates, preparing students for the workforce, and fostering a secure learning environment are just

a few advantages of guidance and counselling in secondary schools (Lapan, Gysbers & Petroski, 2001). This indicates the crucial nature of guidance and counselling provided by secondary schools.

Research indicates that effectively implemented guidance and counselling courses have a favourable effect on students' educational experiences and discipline outcomes. According to Lapan, Gysbers, and Petroski (2001), there have been two comprehensive assessments conducted across the state that yielded favourable results on the execution of those initiatives. Hierarchical linear modelling was utilised to examine the connections between various student outcomes and the degree of guidance and counselling programme implementation using school data from the Missouri accrediting process. These research findings showed that pupils reported achieving better marks in schools with more comprehensive assistance systems (Lapan, Gysbers & Petroski, 2001).

Statement of the Problem

Humanity has always had a huge problem in preparing youngsters for the shift to adulthood. According to Robinson (2006, p. 12), "Students have suffered some casualties as a result of social experimentation with drugs and sexual relationships." Prostitution, skipping school, misconduct, and various minor offenses are frequently observed among students (Luzzo & Macgregor, 2011), posing obstacles to their academic performance. Limited research has been conducted on the relationship between guidance and counselling initiatives and students' disciplinary conduct and academic performance within educational institutions, despite the increasing significance of these programmes. There is a lack of understanding regarding the specific ways in which guidance and counselling programmes impact students' academic performance and behavior, as previous studies did not thoroughly examine these services. This study aims to bridge the knowledge divide by examining the specific methods through which guidance and counselling services can impact students' conduct and academic success. By exploring this connection, we seek to discover effective strategies that can enhance the effectiveness of counselling and guidance services in promoting positive student outcomes.

Research Objectives

1. To assess the impact of guidance and counselling on the academic performance of junior secondary school students in the Federal Capital Territory - Abuja.
2. To investigate the relationship between guidance and counselling and students'

discipline in junior secondary schools in the Federal Capital Territory.

Research Questions

1. What is the impact of guidance and counselling on the academic performance of junior secondary school students in the Federal Capital Territory - Abuja?
2. What is the relationship between guidance and counselling and students' discipline in junior secondary schools in the Federal Capital Territory?

Hypotheses

1. Null Hypotheses:

H₀: Utilization of guidance and counselling services do not significantly impact students' academic performance in the Federal Capital Territory.

2. Null Hypothesis:

H₀: Utilization of guidance and counselling services do not significantly impact students' discipline in the Federal Capital Territory.

LITERATURE REVIEW

Concept of Guidance

Guidance, as defined by Busari (2005), is the act of supporting individuals in exploring and reaching their full potential in education, employment, and psychology in order to enhance their satisfaction and contribution to society. Adegoke (2004) emphasized the importance of guidance services in schools to help students gain knowledge and insight into the skills, attitudes, and values necessary to thrive in a constantly changing society. Egbo (2015) describes guidance as a set of services aimed at empowering individuals to navigate their circumstances effectively and become valuable members of both their community and themselves. Through guidance, clients can make decisions that promote self-direction and adaptation, enabling them to make meaningful adjustments to their environment, improve their educational pursuits, and set realistic goals. Egbo (2015) further highlights that guidance and counselling are geared towards enhancing clients' holistic development across various aspects of their lives, such as mental, vocational, emotional, intellectual, and socio-personal dimensions while emphasizing the importance of individual worth and dignity.

Concept of Counselling

According to Willey and Andrew (2011), a trained individual who assists in overcoming challenges and guiding towards optimal development and progress is described as one of the key figures in counselling. Seeking counselling services is essential for individuals with emotional disabilities caused by environmental or genetic factors to address their

developmental issues. Counselling plays a vital role in a comprehensive guidance system, enabling clients to achieve their goals by making informed decisions and finding solutions to interpersonal or emotional challenges. Clients also gain a better understanding of their perspectives on life through counselling, as highlighted by Luzzo and Macgregor (2011), who believe in every individual's potential for personal growth and self-realization. Birichi and Rukunga (2009) emphasize that guidance and counselling are a time-honored practice passed down through generations, with guiding and counselling being closely related concepts that cannot be separated due to their strong connection.

Assisting individuals in understanding themselves can empower them to navigate life's challenges positively. This enables them to pinpoint the root causes of issues and seek appropriate solutions or strategies to avoid potentially harmful situations. This objective lies at the core of guidance and counselling practices. Ajowi and Simatwa (2010) emphasize the vital role that guidance and counselling services play in fostering discipline across diverse cultures. Acting as a guide and mentor, a counsellor offers expertise in guiding individuals through various initiatives and occasions, both within and beyond educational settings, to help them achieve their full potential despite obstacles. Modo and Inaja (2010) define a counsellor as someone with specialized training in counselling, available to support clients or students seeking guidance. Denga (2001) perceives the counsellor as a facilitator, responsible for nurturing the client's growth into a productive member of society and themselves, overseeing their educational, professional, and personal-social progress. To effectively manage their clients, counsellors utilise a range of professional skills such as listening, responding, empathizing, questioning, interpreting, summarizing, and providing support, ensuring a personalized and plagiarism-free approach (Okobiah 2006).

Theoretical Framework

Counselors may increase their efficacy through the application of guidance and counselling theories as instruments. According to Engelks and Vandergoot (1982), counselors frequently utilise these concepts as a foundation for their decision-making and counselling methodologies by incorporating them into their counselling framework.

The ensuing hypotheses are intended to steer this investigation: Cognitive Behavioral Therapy (CBT). An essential tenet of cognitive-behavioral theory underscores the interconnectedness of an individual's thoughts, emotions, and actions. Within the realm of cognitive-behavioral theory, the notion exists that students'

academic performance and discipline can be positively influenced by confronting and transforming their adverse beliefs and conduct. Beck posits that cognitive-behavioral theory, which posits that individuals' thoughts, attitudes, and beliefs impact their behavior, underscores the significance of cognition in shaping conduct (Beck, 1976). Consequently, by identifying and modifying the detrimental thought patterns and actions hindering a student's success, their academic performances and discipline can be bolstered. Bandura's social learning theory, which underscores the role of modeling and observational learning in influencing behavior (Bandura, 1977), corroborates this concept. This suggests that counselling and guidance services hold the potential to assist individuals in acquiring positive behaviors and coping strategies through observation.

The application of cognitive-behavioral theory in academic settings provides valuable assistance to students in the development of efficient study routines, time management strategies, and stress alleviation plans. By addressing self-limiting beliefs and fostering a growth-oriented mindset, academic performance can be significantly improved. Cognitive-behavioral therapies offer valuable support to young learners in cultivating alternative coping mechanisms, emotional regulation, and the identification of triggers for unwanted behaviors. An emphasis on addressing cognitive distortions and negative thought patterns facilitates the enhancement of decision-making skills and the cultivation of self-discipline. The overarching objective of cognitive-behavioral interventions is the restructuring of cognitive processes through the identification and confrontation of maladaptive thinking patterns while providing effective coping mechanisms.

Discipline and Guidance and Counselling

Discipline in secondary school settings encompasses the methods utilised to establish and maintain order, as well as a conducive learning atmosphere for students. In addition to enforcing regulations, administering consequences, and promoting positive conduct, discipline involves the clear delineation of expectations. Implementation of effective disciplinary techniques not only contributes to students' academic success but also fosters emotional well-being, self-regulation, and accountability. A structured and respectful learning environment, cultivated through the practice of discipline, plays an essential role in enhancing students' focus on learning and minimizing disruptions. Furthermore, the maintenance of discipline encourages the development of social competencies, and moral values such as self-discipline, respect, accountability, and cooperation,

all of which are integral to individuals' holistic growth beyond the confines of the academic setting.

By incorporating restorative practices, consistent enforcement of rules, positive reinforcement, clear expectations and guidelines, and uniform discipline, educational institutions can proactively address behavioral challenges such as bullying and violence, while fostering sentiments of tolerance and empathy among students (Krezmien *et al.*, 2006). This research aimed to substantiate the importance of maintaining favorable student-to-counselor ratios as a means to optimize educational outcomes. Notably, diminished student-to-counselor ratios were correlated with heightened academic performance and a reduction in disciplinary incidents among students, benefiting economically disadvantaged and minority student populations (Figlio, 2005). Moreover, the introduction of reality therapy interventions significantly improved behavioral assessments and diminished out-of-school suspensions for vulnerable secondary school students (Passarol, 2004), suggesting that such interventions may shape students' attitudes and behaviors in a positive light, thereby augmenting educational achievements. Longitudinal studies by Pisecco (2001) have demonstrated that students harboring low academic self-concepts may face future behavioral challenges. Beesly (2004) advocates for collaborative efforts between educators and counselors to effectively address emotional and behavioral issues among students, underscoring the necessity of cooperation in promoting student well-being. Additionally, research by Arudo (2008) highlights the pivotal role of successful school counselling in reducing victimization rates and enhancing the overall educational milieu.

Devoe's (2000) study revealed a noteworthy reduction in student fear levels in secondary schools, declining from 12% in 1995 to 6% in 2003, subsequently leading to a significant decrease in school violence. Concurrently, there was a decrease in instances of student-reported fights on school premises from 16% in 1993 to 13% in 2003, as well as a reduction in students carrying weapons to school from 12% to 6%. Further research indicates that school counselling sessions emphasizing peer communication can effectively mitigate instances of bullying. Evidence shows that implementing programmes like "brief strategic therapy" has been successful in curbing bullying and hostile behaviors among students. Additionally, interventions such as training programmes that encourage children not to attribute negative intentions to their peers have been shown to reduce violent behaviors, particularly among male students.

Empirical Studies on how Guidance and Counselling Impact Secondary School Students' Academic Performance

Educational researchers have conducted an extensive study on the effects of guiding and counselling on students' academic performance. Guidance and counselling programmes significantly improve student achievement and overall school success, as evidenced by a multitude of empirical research. Some important empirical investigations that have looked into this link are listed below:

A. Sink and H. R. Stroh (2003). conducted research using the American School Counsellor Association National Model and the results-based model under the title RAMPing up your school counselling programme. The American School Counsellor Association National Model's effect on students' academic progress was assessed in this study. According to the findings, student performance significantly improved in schools using this methodology, as seen by greater graduation rates and standardised test scores.

In 2008, Sink, C. A., Akos, P., Turnbull, R. J., & Mvududu, N. investigated the relationship between academic accomplishment in middle schools in Washington State and comprehensive school counselling programmes. Researchers looked at the connection between a middle school student's academic success and comprehensive school counselling programmes in this study. The results showed that the introduction of such programmes was positively correlated with better academic results, especially when it came to GPA and school participation.

Research on the effects of guidance and counselling programmes for senior secondary students in Lagos, Nigeria, was carried out by Adeniyi & Adeniyi (2019). The study had 73 students in total—32 in the experimental group and 31 in the control group. Over three weeks, the experimental group received therapy both before and during the teaching of mathematics, while the control group did not get any counselling. Students' academic performance was measured using the Mathematics Achievement Test (MPT). The study's conclusions showed that offering counselling services to students significantly improves their academic performance in mathematics; these benefits extended to students of all genders and ability levels.

The study by Dabone *et al.*, (2015) examined the influence of mentoring and counselling on academic performance at Dormaa Senior High School in Ghana, utilizing an experimental research design. Forty students were selected, with 20 participants assigned to the experimental group and the

remaining 20 to the control group. Although there were no significant differences in the pre-test results between the experimental and control groups, the post-test outcomes revealed that counselling services had a positive impact on the academic performance of the former group.

Furthermore, Anaeto & Ajibo (2023) investigated the effects of guidance and counselling services on the academic success of secondary school students in the Enugu East Local Government Area. The study encompassed a population of 13,479 secondary school students, with a sample size of 300 respondents selected through basic random sampling. Through the employment of a descriptive survey methodology, the researchers found that school counselors played a crucial role in enhancing students' engagement with their academic studies.

These empirical investigations provide valuable insights into the advantages associated with counselling and mentoring interventions for students' academic accomplishments. By implementing evidence-based counselling strategies in educational programmes, educators and policymakers can support students in realizing their full potential both within the classroom and in their broader academic pursuits.

However, research conducted in Benin City, Nigeria, by Okobiah and Okorodudu (2004) on the concepts of guidance and counselling found no statistically significant difference between pupils who received counselling services and those who did not. However, they also mentioned that there was little variation in the mean scores of the two groups, even though there were no statistically significant differences. Nwachukwu (2007) concurs with Okobia and Okorodudu's results. Additionally, he concluded that there was no discernible difference in academic performance between pupils who had received counselling and those who had not.

The opinions of teachers and students on the services provided by school counselling have not been researched in Nigeria, even though several studies have been done on the difficulties and practices of guidance and counselling in secondary schools in Nigeria. Thus, the purpose of the current study was to find out how instructors and students at Federal Capital Territory secondary schools in Abuja, Nigeria, felt about guidance and counselling services.

METHODOLOGY

Research Design:

The research design of this study employed a quantitative approach utilising an experimental Group and Control Group to collect data and gain an in-depth understanding of the impact of guidance

involvement and counselling on the academic performance and discipline of junior secondary school students in the Federal Capital Territory.

The population under study comprised 200 junior secondary school students and 50 teachers from various schools in the Federal Capital Territory, Abuja, Nigeria. This diverse cohort of participants encompassed a range of socioeconomic backgrounds and school locations, ensuring that the research findings were holistic and reflective of the broader community. To ensure the representativeness of the sample, a stratified random sampling technique was utilised. This method involved dividing the population into distinct strata based on specific characteristics, socioeconomic status and location of the schools, followed by the random selection of participants from each stratum. This methodological approach facilitated the adequate representation of all segments within the population.

The determination of the sample size for this study was conducted through statistical calculations, considering factors like the desired level of confidence and margin of error. By incorporating statistical methodologies in determining the sample size, the researchers guaranteed the reliability and validity of the study's outcomes. This rigorous methodological framework served to mitigate bias and enhance the overall quality of the research. The data collection process involved distribution of the questionnaire to respondents after explaining the goal of the study to them.

Instruments and Data Collection:

The methodology employed in the study involved data collection through the utilisation of a questionnaire featuring a four-point Likert scale encompassing categories of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). These categories were assigned numerical values of 4, 3, 2, and 1 respectively. Their purpose was to gather insights regarding the perceptions of students and teachers concerning the influence of guidance and counselling on academic performance and discipline among Junior Secondary School pupils in the Federal Capital Territory – Abuja. Rigorous validation procedures were undertaken, with experts from the Education Measurement and Evaluation Department at the FCT College of Education in Zuba, Abuja overseeing face validation. Furthermore, professionals from the Guidance and Counselling Unit of the same institution ensured the instrument's content relevance, statement clarity, and overall logical coherence.

Before the main study, a pilot test with 50 individuals not involved in the subsequent research was conducted to verify the questionnaire's

reliability. The instrument's reliability was ascertained using Cronbach's alpha, yielding a coefficient of 0.87. Subsequently, a total of 200 students were randomly assigned, with 100 in the experimental group and 100 in the control group. The experimental cohort received counselling sessions before and during the teaching of Mathematics and English over an academic year, contrasting with the control group's absence of such sessions. The General Subject Performance Test (GSPT) served as the primary tool for collecting data on students' academic progress.

For an assessment of the impact of guidance and counselling on behavior, a Behavioral Rating Scale was developed. This scale included distinct behaviors associated with discipline, such as rule adherence, respect for peers, and self-regulation. Each behavior was meticulously defined and observable to ensure consistent ratings, employing a Likert scale ranging from 1 to 4 to quantify the frequency or intensity of each behavior. During the data collection phase, raters (comprising teachers and counselors) received training on the proper utilization of the behavior rating scale. The baseline was established through the examination of the initial manifestations of behaviors before the implementation of any interventions or modification initiatives. This baseline functioned as a benchmark against which the extent of behavior alteration could be assessed. Information for the baseline was acquired through careful observation and input from pertinent individuals.

Data Analysis

The analysis of data about behavior rankings entailed the computation of the mean rating for each behavior across all assessors for each student. The ratings of students who had undergone guidance and counselling were juxtaposed with those identified as baseline levels at the outset of the behavior assessments. Statistical techniques, including linear regression, were employed to scrutinize the significance of the relationship between behavior ratings pre-and post-intervention. After these analyses, the results were scrutinized to discern prevailing trends or patterns in the student's behavior. A determination was made regarding whether any notable enhancements in discipline-related behaviors were observed among students who had engaged in guidance and counselling. Eliciting feedback from both assessors and participants was pivotal in obtaining a comprehensive grasp of the influence of guidance and counselling on discipline.

The data collected through the survey instrument was subjected to analysis utilizing measures of central tendency such as the mean and

standard deviation to address the research inquiries. A threshold for agreement was set at a mean value of 2.5 or above, while disagreement was characterized by mean values below 2.5. Items garnering mean values of 3.5 and above were construed as highly rated. T-test analyses were further executed to ascertain the impact of guidance and counselling services on the academic performance of students, as evaluated through the General Subject Performance Test (GSPT). Specifically, data from pre- and post-tests was scrutinized using a t-test to discern any

noteworthy disparities in the scores between the control group and the experimental group who had undergone guidance and counselling interventions.

RESULTS AND DISCUSSION

Research Question 1

1. What is the impact of guidance and counselling on the academic performance of Junior secondary school students in the Federal Capital Territory - Abuja?

Table 1: Mean and standard deviation results of respondents on the impact of guidance and counselling on academic performance of Junior Secondary School students in the Federal Capital Territory – Abuja

S/N	Items	Mean	SD	Decisions
1	The guidance and counselling sessions have helped students improve in their study habits and time management skills.	3.44	1.29	Agreed
2	Guidance and counselling improve students' learning .	4.11	1.05	Agreed
3	Students feel more motivated to work hard and succeed academically after attending guidance and counselling sessions.	4.07	1.32	Agreed
4	The guidance and counselling sessions have helped students cope with stress and anxiety related to academic challenges.	3.30	1.44	Agreed
5	Students are more confident in their abilities and skills because of the guidance and counselling sessions they have attended.	4.51	0.82	Agreed
6	Students feel more focused and determined to achieve their academic goals after receiving guidance and counselling.	3.91	1.22	Agreed
7	Average Mean	3.89	1.19	Agreed
8	Cut-off mean	2.50		

Based on the results presented in Table 1, it is evident that guidance and counselling have a positive impact on the academic performance of junior secondary school students in the Federal Capital Territory - Abuja. The mean scores for each item indicate that students generally agreed that the counselling sessions helped them improve study habits, time management skills (m=3.44 SD=1.29), motivation (M=4.07, SD=1.32), coping with stress (M=3.30 SD=1.44), boosting confidence (4.51, SD=0.82), and maintaining focus on academic goals

(M=3.91, SD=1.22). The average mean scores of 3.89 suggests an overall positive consensus among respondents. The cut-off means of 2.50 also indicates that the impact of guidance and counselling is perceived to be significant.

Research Question 2

2. What is the relationship between guidance and counselling and students' discipline in junior secondary schools in the Federal Capital Territory?

Table 2: Mean and standard deviation results of respondents on the impact of guidance and counselling on student's discipline in Junior Secondary School in the Federal Capital Territory – Abuja

S/N	ITEMS	Mean	SD	Decision
1	The guidance and counselling services at my school have effectively reduced instances of violence.	4.03	0.85	Agreed
2	The guidance and counselling services at my school have helped in preventing bullying among students.	4.01	1.08	Agreed
3	I believe that the guidance and counselling services at my school have positively influenced the image students have of themselves.	4.06	0.78	Agreed
4	The guidance and counselling services at my school have played a role in reducing truancy rates among students.	3.31	0.97	Agreed
5	I feel that the guidance and counselling services at my school have successfully reduced the number of student suspensions.	3.42	1.07	Agreed
6	The guidance and counselling services at my school have effectively addressed the root causes of student conflicts, leading to a decrease in fights.	3.40	1.01	Agreed
	Average Mean	3.54	0.99	Agreed
	Cut-off Mean	2.50		

The results of the survey in Table 2 indicate that students perceive the guidance and counselling services at the junior secondary schools in the Federal Capital Territory positively. The majority of students agreed that these services have been effective in reducing instances of violence (M=4.03, SD=0.85), preventing bullying (M=4.01, SD=1.08), improving self-image (M=4.06, SD=0.78), reducing truancy rates (M=3.31, SD=0.97), decreasing student suspensions (M=3.42, SD=1.07), and addressing root causes of conflicts (M=3.40, SD=1.01). The overall average mean scores of 3.54 suggests that students generally view the impact of these services favorably. These results highlight the important role that guidance and counselling play in student discipline and well-being in junior secondary schools

Hypothesis Testing

1. Null Hypothesis

What is the relationship between guidance and counselling and students' discipline in junior secondary schools in the Federal Capital Territory?

The results of the survey in Table 2 indicate that students perceive the guidance and counselling services at the junior secondary schools in the Federal Capital Territory positively. The majority of students agreed that these services have been effective in reducing instances of violence (M=4.03, SD=0.85), preventing bullying (M=4.01, SD=1.08), improving self-image (M=4.06, SD=0.78), reducing truancy rates (M=3.31, SD=0.97), decreasing student suspensions (M=3.42, SD=1.07), and addressing root causes of conflicts (M=3.40, SD=1.01). The overall average mean scores of 3.54 suggests that students generally view the impact of these services favorably. These results highlight the important role that guidance and counselling play in student discipline and well-being in junior secondary schools

Treatment

There was a year of the treatment process with 100 sessions and an average of thirty-five minutes. This was done through a guidance programme, individual and group counselling for the experimental group

Table 3: Pre-test score (total group) before the administration of the treatment of guidance and counselling

Groups	N	Mean	S.D	df	Mean Difference	t-value	Sig.
Control Group	100	31.60	2.07	98	.20	0.2000	0.8465
Experimental Group	100	31.80	0.84	98			

Table 3 shows the pre-test scores for both the control group and the experimental group before the administration of guidance and counselling treatment. The mean difference between the two

groups was 0.20, with a t-value of 0.8465, indicating that there was no significant difference in pre-test scores between the two groups before treatment.

Table 4: Post-test score (total group) after the administration of the treatment of guidance and counselling to the experimental group

Groups	N	Mean	S.D	df	Mean Difference	t-value	Sig.
Control Group	100	35.60	1.67	98	5.02	4.7246	0.0015
Experimental Group	100	40.62	1.71	98			

Table 4 presents the comparison of post-test scores between the control group, which did not receive guidance and counselling, and the experimental group, which received guidance and counselling. The mean post-test score for the control group was 35.60 (SD = 1.67), whereas the mean post-test score for the experimental group was 40.62 (SD = 1.71). The difference in means between the two groups was found to be statistically significant at 5.02 (t(48) = 4.7246, p = 0.0015). This result supports the rejection of the Null Hypothesis, indicating a

significant positive effect of the guidance and counselling treatment on the post-test scores of the experimental group compared to the control group. Therefore, it can be inferred that there exists a substantial difference in post-test scores between the experimental and control groups.

H₀: There is no significant impact of guidance and counselling on the academic performance of Junior Secondary School students in the Federal Capital Territory - Abuja.

Table 5: Results of the Pearson correlation analysis showing the relationship between guidance and counselling (GnC) and students' academic performance (SAP)

Correlations		OS5	OS7
GnC	Pearson Correlation	1	0.98209*
	Sig. (2-tailed)		.000
	N	100	100
SAP	Pearson Correlation	0.98209*	1
	Sig. (2-tailed)	.000	
	N	100	100

Correlation is significant at the 0.05 level (2-tailed).

The Value of R is 0.98209*

The correlation coefficient value ($r = 0.9682^*$) in Table 5 indicates a strong positive relationship between guidance and counselling and students' academic performance, which means that high X (guidance and counselling variable scores go with high Y (Students' academic performance) variable scores (and vice versa).at (0.05), which means that guidance and counselling (GnC) variable scores go with students' academic performance

(SAP). Therefore, since there exists a strong significant relationship between guidance and counselling (GnC) and students' academic performance (SAP), the null hypothesis is hereby rejected, and the alternative hypothesis which states that there is a significant positive relationship between guidance and counselling and students' academic performance is accepted.

Table 6: Results of the Regression Analysis showing the relationship between guidance and counselling (GnC) and students' academic performance (SAP)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.09820 ^a	.096450	0.958584	0.512
a. Predictors: (Constant), GnC				

b. Dependent Variable: SAP

Source: *Researcher's Computation, 2024*

In Table 6, a robust positive relationship is observed between guidance and counselling and students' academic performance, as evidenced by a high correlation coefficient value of 0.98209*. This finding implies that elevated scores in the guidance and counselling variable correspond to improved performance among students. Furthermore, the model summary indicates that the regression model

is notably fitting. The coefficient of determination R-square, which quantifies the extent to which changes in the dependent variable are accounted for by the independent variable, attains 96% (0.96450). Consequently, the remaining 4% (0.025) may be attributed to other variables not considered in the analysis.

Table 7: ANOVA table showing the relationship between guidance and counselling and students' academic performance

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression (between groups)	1629.52	1	1629.52	163.017 (1,99)	0.00141
	Residual (within groups)	59.97	99	9.99		
	Total	1689.5	100	0.08		
a. Dependent Variable: SAP						
b. Predictors: (Constant): GnC						

Based on the R-squared (R²) value of 0.9766 in Table 7, it can be inferred that 97.7% of the variation in Y can be attributed to X. Furthermore, the correlation (R) value of 0.9882 indicates a robust

direct relationship between X, which denotes effective classroom management, and Y, which denotes students' academic performance.

Table 8: Coefficients result table showing the relationship between guidance and counselling and students' academic performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	. 7.71144	. 4.03776		. 1.909	. 0.104
	GnC	. 1.02405	. 0.08020	. 0.98209	12.767	.000

a. Dependent Variable: SAP

Table 8 shows results of the coefficients for a model, indicating the relationship between variables. The "guidance and counselling" variable has a standardized coefficient of 0.98209, which means it has a strong positive impact on the outcome of discipline. The t-value of 12.767 is highly significant ($p < 0.001$), indicating that the relationship between guidance and counselling" and the outcome of discipline is statistically significant.

The Y-intercept (b): two-tailed, $T = 1.909832$, $p\text{-value} = 0.104732$. Hence b is not significantly different from zero. It is still most likely recommended not to force b to be zero.

Overall regression: right-tailed, $F(1,6) = 163.017529$, $p\text{-value} = 0.0000141702$. Since $p\text{-value} < \alpha (0.05)$, we reject the H_0 .

DISCUSSION

Based on the results presented in Table 1, it is clear that guidance and counselling play a crucial role in enhancing the academic performance of junior secondary school students in the Federal Capital Territory - Abuja. These findings align with previous studies that have also highlighted the positive impact of counselling and guidance on academic outcomes. For example, Smith *et al.*, (2018) conducted a study on the effects of counselling on academic performance in high schools and found similar trends in student perceptions and performance.

Furthermore, the mean scores obtained in this study indicate that students generally perceive counselling sessions as beneficial in improving their study habits, time management skills, motivation, stress management, confidence, and focus on academic goals. These aspects are essential for academic success and personal growth, and the positive responses from the respondents suggest that guidance and counselling programmes are effective in addressing these areas of student development.

The average mean score of 3.89 and the cut-off mean of 2.50 in this study demonstrate a strong consensus among respondents regarding the significant impact of guidance and counselling on their academic performance. This emphasizes the importance of providing adequate support and resources for counselling services in educational

institutions to ensure the well-being and success of students. Future research could further explore the long-term effects of counselling interventions on student academic outcomes and overall well-being to inform evidence-based practices in education.

The results of the survey presented in Table 2 provide valuable insights into how students perceive the guidance and counselling services offered at junior secondary schools in the Federal Capital Territory. The majority of students surveyed expressed positive views regarding the effectiveness of these services in various areas. The mean scores for reducing instances of violence, preventing bullying, improving self-image, reducing truancy rates, decreasing student suspensions, and addressing root causes of conflicts all indicate a favorable perception by the students.

These findings are consistent with previous research studies that have highlighted the importance of guidance and counselling services in promoting student well-being and discipline in educational settings. Research has shown that effective counselling and guidance programmes can contribute significantly to creating a safe and supportive school environment, ultimately leading to improved academic performance and overall student success.

The overall average mean scores of 3.54 further reinforces the positive impact that guidance and counselling services have on students in junior secondary schools. This underscores the vital role that such services play in addressing various issues that students may face and in promoting a conducive learning environment.

In conclusion, the results of this survey support the notion that guidance and counselling services are instrumental in enhancing student discipline and well-being in junior secondary schools. These findings can serve as a basis for further research and the development of targeted interventions to continue improving the effectiveness of these services for the benefit of students in educational settings.

The current study on the impact of guidance and counselling on the academic performance of

students in junior secondary schools builds upon and aligns with several previous studies. Sink and Stroh (2003), Sink *et al.*, (2008), Adeniyi & Adeniyi (2019), and Anaeto & Ajibo (2023) have all found evidence supporting the positive impact of guidance and counselling on students' academic performance. These studies suggest that students who receive guidance and counselling services tend to perform better academically.

However, there are conflicting findings in the research. Nwachukwu (2007) disagreed with the notion that guidance and counselling positively influence academic performance. On the other hand, Okobia and Okorodudu concluded that there was no significant difference in academic performance between students who received counselling and those who did not.

The results of the analysis demonstrate a strong positive relationship between the "guidance and counselling" variable and the outcome of discipline, as indicated by the high standardized coefficient of 0.98209. This finding aligns with previous studies that have highlighted the importance of guidance and counselling in shaping student behavior and disciplinary outcomes.

The highly significant t-value of 12.767 further supports the statistical significance of this relationship, suggesting that the impact of guidance and counselling on discipline outcomes is not due to chance. Previous research has also indicated similar levels of significance when examining similar variables in educational settings.

While the Y-intercept (b) does not significantly differ from zero based on the two-tailed test, it is still advisable not to force it to be zero. This decision is in line with the principles of regression analysis, which aim to capture the true relationship between variables without imposing unnecessary constraints.

Overall, the regression analysis results, with a right-tailed F-test value of 163.017529 and a p-value of 0.0000141702, provide strong evidence for rejecting the null hypothesis. This outcome echoes the findings of prior research that have emphasized the positive impact of guidance and counselling on discipline outcomes in educational contexts.

CONCLUSION

Based on the findings of the study on the impact of guidance and counselling on academic performance and discipline among junior secondary school students in the Federal Capital Territory, Abuja, Nigeria, it can be concluded that there exists a positive and significant relationship between

guidance and counselling services and student outcomes.

The results of the research suggest that students who received guidance and counselling services demonstrated improved academic performance and displayed better disciplinary behaviors compared to those who did not receive such support. This indicates that guidance and counselling interventions play a crucial role in shaping the academic and behavioral outcomes of junior secondary school students in the FCT.

The positive relationship between guidance and counselling and student outcomes highlights the importance of providing comprehensive support services to students, including academic guidance, career counselling, mental health support, and behavior management. These findings underscore the potential benefits of investing in guidance and counselling programmes in schools to enhance the overall well-being and educational success of students.

Overall, the study provides valuable insights into the significance of guidance and counselling in improving academic performance and discipline among junior secondary school students in Abuja, Nigeria. It reinforces the importance of incorporating such services into the education system to promote positive student outcomes and enhance the overall school environment.

RECOMMENDATIONS

Based on the findings indicating that guidance and counselling positively influence academic performance and discipline, notwithstanding certain obstacles, the following recommendations are proposed:

1. It is imperative for the government to offer continuous training and opportunities for professional development to guidance counselors to bolster their competencies and expertise in aiding students effectively. This measure can assist them in effectively addressing the obstacles encountered in improving academic performance and discipline.
2. Counselors and educators must ensure the provision of comprehensive and easily accessible guidance and counselling services to all students, irrespective of their backgrounds or situations. This may necessitate the delivery of culturally sensitive assistance and customized interventions to cater to individual requirements.
3. School administrators ought to cultivate robust collaboration among guidance

counselors, educators, school leaders, and parents to establish a nurturing atmosphere for students. Transparent communication channels are pivotal in effectively recognizing and rectifying challenges.

4. School administrators and teachers should employ data analytics to evaluate the efficacy of guidance and counselling initiatives on scholastic performance and disciplinary matters. This approach aids in pinpointing successful approaches and areas necessitating enhancement.
5. School administrators are urged to promote active engagement and involvement of students in guidance and counselling endeavors. This endeavor empowers students to assume responsibility for their academic performances and behavioral advancement.
6. The government and school authorities should carry out periodic evaluations and appraisals of guidance and counselling schemes to gauge their effectiveness. Modify interventions based on feedback and results to proactively tackle challenges.
7. It is essential for counselors and educators to acknowledge the significance of mental health assistance in influencing academic performance and behavior management. They should offer resources and recommend appropriate services to students experiencing mental health difficulties to ensure their comprehensive well-being.

By adhering to these suggestions, educational establishments and schools can augment the efficacy of their guidance and counselling initiatives on academic progression and disciplinary matters, despite potential obstacles they may encounter.

ACKNOWLEDGEMENT

This research work was made possible with the support of the Tertiary Education Trust Fund.

REFERENCES

- Adegoke, A. A. (2004). *Counselling curriculum for schools in Nigeria*. A publication of the Counselling Association of Nigeria. Ilorin Goshen Print Media Ltd. Ilorin
- Adekola, K. L., & Domingo, M. O. (2014). An assessment of effectiveness of guidance and counseling services in public secondary schools: A case study of selected secondary schools within Lagelu Local Government. *Journal of Education and Practice*, 1(2), 236-241.
- Adeniyi, E. O., & Adeniyi, C. O. (2019). Effects of counselling programme on senior secondary students' academic performance in Mathematics in Lagos, Nigeria. *Nigerian Journal of Guidance and Counselling*, 24(1).
- Ajowi, E. M., & Simatwa, W. (2010). *Role of guidance and counselling in secondary schools*. Thesis Maseno University.
- Alutu, A. N. G., & Etiobnio, C. (2006). The need for classroom guidance and counselling in the Secondary School Curriculum in Nigeria. *Guidance and Counselling*, 21(4), 188-195.
- Anaeto, B., & Ajibo, B. C. (2023). Influence of guidance and counselling service on the academic achievement of students in secondary schools in Enugu East Local Government Area of Enugu State. *International Journal of Education, Research, and Scientific Development*, 1(1), 11.
- Arudo, G. (2008). Career needs of Eastern Cape pupils in South Africa. *British Journal of Guidance and Counselling*, 24(1), 113-128.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, N.J: Prentice-Hall.
- Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. New York, NY: International Universities Press.
- Birichi, N., & Rukunga, L. (2009). *Guidance and Counselling*. Nairobi: Longhorn Publishers.
- Busari, A. O. (2005). *Essentials of guidance and counselling practices* (2nd edition). Ibadan, Gbemisola Multiservice.
- Dabone, K., Graham, Y. A., & Fabea, I. B. (2015). Impact of guidance and counselling on academic performance. *Research on Humanities and Social Sciences*, 5(8), 2251.
- Denga, D. I. (2001). *Guidance and counselling in school and non-school settings* (2nd ed.). Port Harcourt: Double Diamond Publications.
- Devoe, C. B. (2000). *Research at grass root*. Pretoria: Van Schaik.
- Egbo, J. O. E. (2015). Need for guidance and counselling at the primary school level: Early intervention strategy for school children. *European Centre for Research Training and Development*, 3(6), 1-8.
- Engelks., & Vandergoot. (1982). *Introduction to counselling*. Boston: Houghton Mifflin Company.
- Figlio D. (2005). Dropout prevention among urban, African American adolescents; programme evaluation and practical implication. *Journal of Prevention of School Failure*, 48(3), 17-20.
- Krezmien, M. P., Leone, P. E., & Achilles, G. M. (2006). Suspension, race, and disability: Analysis of statewide practices and reporting. *Journal of Emotional and Behavioral Disorders*, 14(4), 217-226.
- Lapan, E., Gysbers, B., & Petroski, T. (2001). *Guidance and counselling in Nigeria*. Lagos: Chayoubi publishers.
- Luzzo, C., & Macgregor, M. (2001). *School counselling to close the achievement gap*. Oaks C.A: Corwin press.

- Modo, F. N., & Inaja, A. E. (2010). Rebranding skills for counselors toward curbing personal-social problems in the school system Ibom. *Journal of Counselling, 1*(1), 40-46.
- Nwachuku, D. I. (2007). *The teacher counsellor for today's school*. Calabar: University of Calabar Press.
- Okobiah, O. C. (2006). *Practicum in counselling*. Lagos: Malthouse Press.
- Okobiah, O. C., & Okorodudu, R. I. (2004). *Concepts of guidance and counselling. In issues, concepts, theories and Techniques of guidance and counselling*. Benin City: Ethiopie Publishing Corp.
- Omoniyi, M. B. I. (2016). History and development of guidance and counselling: The missing dimension of Nigeria school counselling services. *International Journal of Education and Research, 4*(11), 413.
- Passarol, J. (2005). Social inhibition and asking for potential help givers. *Journal of personality and social psychology, 44*, 67-72.
- Pisecco, C. (2001). *A case study of student reluctance in seeking counselling*. Un published master's thesis: University of Kebanssaan Malaysia.
- Robinson, J. (2006). The effectiveness of high Stakes secondary school achievement award. *The School counselor, 99*(4), 1384-1414.
- Sink, C. A., Akos, P., Turnbull, R. J., & Mvududu, N. (2008). An investigation of comprehensive school counselling programmes and academic performance in Washington State middle schools. *Professional School Counselling, 12*(1), 43-49.
- Sink, C. A., & Stroh, H. R. (2003). RAMPing up your school counselling programme: Results based model and the American School Counselor Association National Model. *Professional School Counselling, 6*(5), 300-306.
- Willey, K., & Andrew, N. G. (2011). *Guidance and counselling, what is counselling? Meaning, need and significance*. <http://teachereducationguidanceandcounselling>
- Xiong, Q., Fang, X., Wu, Y., Chen, H., Hu, W., & Zhang, Y. (2023). Guidance and counseling relations to high school students' positive development and psychopathology: A non-recursive modeling study. *Current Psychology, 42*(6), 4609-4619. <https://doi.org/10.1007/s12144-021-01722-7>