AN ASSESSMENT OF THE PERCEPTION OF GUIDANCE AND COUNSELLING SERVICES' INFLUENCE ON PERFORMANCE IN MATHEMATICS AMONG SECONDARY SCHOOL STUDENTS IN ABUJA

BY

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Abstract
This study examines an assessment of the perception of guidance and counselling services' influence on performance in mathematics among secondary school students in Abuja. Three research questions and one hypothesis guided the study. Instrument used was Guidance and Counselling Service Inventory Scale (GCSIS). A purposive sampling technique was employed to select both private and public schools with effective guidance and counselling services, while simple random sampling was used to select students from Senior Secondary School One (SS1) and Two (SS2), resulting in a total of 201 participants. Descriptive statistics, such as frequency counts, and inferential statistics, including the t-test, were used for data analysis. Findings revealed a significant influence of guidance and counselling services on mathematics performance. Specifically, more than half of the students appreciated counsellor support and reported better mathematics grades. Furthermore, most students indicated a clearer understanding of mathematics assignments after counseling. However, many students reported lack of confidentiality, and believed counsellors do not treat students with respect. A t-test analysis showed a significant difference in students' perceptions of guidance and counselling services among schools, leading to the rejection of the null hypothesis. The study recommends that the government and stakeholders promote effective school counselling programmes to improve mathematics outcomes. It concludes that strengthening guidance and counselling services is essential for enhancing students' mathematics performance and fostering a more supportive learning environment.

Keywords: *Guidance and Counselling, Mathematics, Student Perception, Secondary Education*

Introduction
Education serves as the foundation for a nation's development and acts as a catalyst for transformation, and it is a key element of sustainable development that ensures inclusive and equitable quality learning opportunities for all. The pivotal role of mathematics in national development cannot be overemphasized. It serves as a powerful tool for driving economic, social, political, scientific, and technological advancements. Mathematics is an important subject that supports numerous fields, including science, technology, economics, and the social sciences. Mathematics provides students with vital problem-solving and critical-thinking abilities, while also equipping them for diverse career paths and real-world applications. In today's era of rapid technological development, mathematical literacy has become increasingly important. Gasco, Willarroel, and Zuazua (2020) emphasize that mathematical competence is essential in the digital age, particularly for interpreting data, algorithms, and computational models. Mathematics plays a vital role in tackling major global challenges,

including climate change, sustainable development, and the effective management of resources.

Mathematics also helps develop transferable skills that are highly valued across many professions. Organisation for Economic Co-operation and Development (OECD) (2021) claimed that Mathematics remains a core component of secondary school curricula worldwide due to its role in scientific literacy, technological advancement, higher education access, and critical reasoning development. Strong mathematical competence enables learners to solve problems, engage in logical decision-making, and participate effectively in socio-economic systems. Nuniez-Peria, Bono, and Suuarez-Pelliciomi (2021) found that students who perform well in mathematics tend to demonstrate stronger logical reasoning, critical thinking, and problem-solving skills, which are essential for success in many career fields. Additionally, Hafferman and Arsal (2021) revealed that early exposure to mathematical concepts and problem-solving strategies boosts cognitive growth and prepares learners for future academic and professional achievements. Therefore, students must grasp the knowledge early enough in order to gain the skills needed in today's world.

Despite this importance, there is persistent concern over the low achievement levels recorded in mathematics among secondary school students in many developing contexts, including Nigeria (WAEC, 2023). Research attributes poor performance to a range of factors, including negative attitudes toward mathematics, weak study habits, mathematics anxiety, inadequate instructional support, and limited access to learning resources (Dowker, Sarkar, & Looi, 2016; Yusuf & Adigun, 2021). Also, Oni (2019) asserted that quite a lot of problems are associated with teaching and learning of mathematics in our schools, which have actually contributed to the poor performance of students. Such problems include students' attitude towards mathematics, class size, lack of educational resources, difficulty paying attention, inadequate instructional materials, and an unconducive environment, among others. Mathematics performance is particularly sensitive to affective factors. Studies have identified mathematics anxiety as a major contributor to poor achievement, with anxious students tending to avoid mathematics-related tasks, lose concentration during instruction, and underperform in assessments (Pekrun, 2022).

The growing recognition that academic achievement is influenced not only by cognitive but also emotional, motivational, and environmental factors has shifted attention to the role of guidance and counselling services (GCS) in schools. Guidance and Counseling refer to a set of services aimed at helping individuals, particularly students, understand and develop their educational, vocational, psychological, and social potential so they can accomplish better performance in their academics, personal happiness, and social usefulness. According to Britannica, (2024) Guidance and Counseling refers to a range of planned services designed to assist individuals in understanding themselves, making informed decisions, and adjusting effectively to educational, vocational, and personal challenges Guidance and counselling, initially conceptualised to support personal and career development, now increasingly targets academic enhancement through interventions that foster motivation, resilience, self-efficacy, and productive study behaviours (Salami, 2019). In this sense, GCS can serve as an innovative educational approach that complements classroom instruction by addressing emotional and psychological barriers that hinder learning, particularly in challenging subjects like mathematics (Ramirez, Shaw, & Maloney, 2018). Counselling interventions focused on cognitive restructuring, relaxation training, and mindset transformation

have been found effective in reducing mathematics anxiety and increasing students' confidence and persistence (Hembree, 1990; Ramirez et al., 2018). Furthermore, guidance programmes that teach metacognitive learning strategies, time management, and academic goal-setting have been associated with improved mathematics achievement across multiple school systems (Codding et al., 2023).

However, the effectiveness of GCS is context-dependent. In many Nigerian secondary schools, the implementation of counselling services is hindered by inadequate staffing, role conflict between teachers and counsellors, insufficient training, and limited administrative support (Popoola & Olaniyan, 2020). Some studies have reported that in schools where guidance services are well-structured, students exhibit better study habits, improved motivation, and more positive attitudes toward mathematics, which subsequently enhance performance (Onasanya & Adegbija, 2022). Conversely, in schools lacking functional counselling units, students report emotional distress, academic frustration, and poor self-regulation, resulting in unsatisfactory mathematics outcomes (Umar, 2021).

This suggests that GCS, when effectively integrated into the school instructional framework, can serve as a strategic intervention for improving mathematics performance. The value of such integration is supported by social cognitive theory, which posits that learning is influenced by interactions among cognitive, behavioural, and environmental factors (Bandura, 1997). Guidance and counselling services work through these same mechanisms by strengthening students' self-beliefs, shaping positive attitudes, and providing supportive learning environments. Additionally, ecological systems theory emphasizes that student achievement is linked to collaborative interactions among teachers, counsellors, parents, and school leaders (Bronfenbrenner, 2005). Thus, improving mathematics learning requires coordinated school-based support systems rather than isolated instructional adjustments.

Despite the theoretical and empirical support, existing research reveals notable gaps. First, many studies examine single-dimensional interventions without evaluating the broader counselling structures through which such interventions are delivered. Second, evidence on how guidance and counselling enhance mathematics performance remains fragmented across contexts, making it difficult for policymakers and educators to develop standardized intervention models (Yusuf & Adigun, 2021). This study focuses on guidance and counseling services because they directly support students' academic and socio-emotional needs, shaping attitudes, motivation, and coping strategies that affect mathematics performance. By providing personalized, preventive, and remedial support, these services uniquely influence engagement, problem-solving, and achievement, making them a more targeted and impactful focus than other educational interventions.

Statement of the Problem

Although mathematics is widely recognised as a foundational subject that develops critical thinking and problem-solving skills necessary for national development, students in many secondary schools in Abuja continue to record low performance in the subject. Persistent challenges such as negative attitudes toward mathematics, poor study habits, mathematics anxiety, limited instructional support, and unconducive learning environments continue to hinder achievement. These challenges indicate that classroom instruction alone is insufficient to improve students' mathematics outcomes. Guidance and Counselling Services (GCS) are intended to address such emotional, motivational, and behavioural barriers to learning. When effectively implemented, GCS can help students build confidence, manage anxiety, strengthen study skills, and

develop positive attitudes toward mathematics. However, the effectiveness of guidance and counselling services in secondary schools in Abuja remains uncertain. In many schools, counselling units are poorly structured, inadequately staffed, or weakly integrated into academic support systems, resulting in limited impact on students' learning experiences. While some students may benefit from available counselling interventions, others lack access to meaningful support that directly influences their academic performance, particularly in mathematics. Additionally, there is limited empirical evidence linking the quality and utilisation of guidance and counselling services to measurable improvements in mathematics achievement in the Abuja context. Therefore, this study investigates an assessment of the perception of guidance and counselling services' influence on performance in mathematics among secondary school students in Abuja.

Purpose of the Study

The major purpose of this study is to:

1. Examine students' perceptions of the role of guidance and counseling services in enhancing their performance in mathematics.
2. Explore students' attitudes toward guidance and counseling services in their school
3. Assess how guidance and counseling services influence students' mathematics performance as perceived by the students.

Research Questions

1. What are students' perceptions of the role of guidance and counselling services in enhancing their performance in Mathematics?
2. What is the attitude of students towards guidance and counselling services in their school?
3. How do guidance and counselling services influence students' mathematics performance as perceived by them?

Hypotheses

1. There is no significant difference in students' perception of guidance and counseling services across secondary school types.

Significance of the Study

This study is significant because it provides insight into how guidance and counseling services influence students' academic performance, particularly in mathematics. The findings will help school administrators and policymakers strengthen counseling programs to better support students' academic and personal needs. Counselors can use the results to improve their approaches, build stronger trust with students, and provide more effective academic interventions. Teachers and parents will also benefit from understanding the role of counseling in shaping students' attitudes, study habits, and academic success. Finally, the study contributes to existing knowledge and serves as a reference for future research in educational guidance and counseling.

Literature Review

Guidance and counseling services are integral to students' academic, social, and personal development. According to Okeke and Adedokun (2022), school-based counseling helps students overcome academic difficulties, improve study habits, and make appropriate career decisions. Similarly, Yusuf and Ibrahim (2021) emphasise that the presence of a functional counseling unit improves learners' adjustment, enhances motivation, and supports overall school success. Studies have shown that students who positively engage with counselors tend to perform better academically, especially in subjects such as Mathematics, where anxiety and poor study strategies are common (Adebayo & Olawale, 2020). Effective

counseling has been linked to improved confidence, better classroom participation, and enhanced problem-solving skills (Nwosu & Eze, 2023). However, barriers such as a lack of counselor-student rapport, confidentiality concerns, and poor perception of the counseling role can reduce student utilisation (Akinola, 2022). Gender differences have also been reported. Female students often show greater openness to counseling and are more likely to seek emotional and academic support, compared to their male counterparts (Eze & Anwana, 2021). Overall, research demonstrates that guidance and counseling services play a vital role in supporting students' academic performance and emotional well-being, particularly when properly implemented and trusted by students.

Methodology

The descriptive survey research design was employed for the study. The target population for this study comprised all students in both private and public secondary schools in the Abuja Municipal Area Council. A purposive sampling technique was used for the selection of schools from both private and public secondary schools in the Abuja Municipal Area Council. This was based on the schools where Guidance and Counseling services were effective. Simple random sampling was adopted for the selection of students from senior secondary school one (SS1) and senior secondary school two (SS2). A total sample size of 201 students participated in the study. One instrument was developed by the researcher, namely Guidance and Counseling Service Inventory Scale (GCSIS), with a reliability coefficient value of 0.85. This instrument has four sections. Section A contains information on the bio-data of the respondents, such as the name of the school, age, etc. Section B comprises 17 items on information about Students' Perceptions of Guidance and Counseling Services in their school. Section C covers 14 items that solicit information about Students' Attitudes towards Guidance and Counseling Services in the School, and finally, Section D includes 10 items that cover information on the Influence of Guidance and Counseling Services on Students' Performance in Mathematics. Data collected were analysed using descriptive statistics such as frequency count, percentages, mean, and standard deviation. Also, inferential statistics such as t-test comparisons were used.

Results

Research Question One: What are students' perceptions of the role of guidance and counselling services in enhancing their performance in Mathematics?

Table 1: Students' perceptions of the role of guidance and counselling services in enhancing their performance in Mathematics

S/N	ITEM	SD	D	A	SA	Mean	St. Dev.
1	Guidance and Counseling services are instituted purposely for students	4(2.0)	22(10.9)	91(45.3)	84(41.8)	3.27	0.733
2	The Guidance and Counseling unit assists students in solving their academic problems	5(2.5)	18(9.0)	88(43.8)	90(44.8)	3.31	0.738
3	Guidance and Counseling help students make appropriate choices for careers	3(1.5)	14(7.0)	74(36.8)	110(54.7)	3.45	0.692

4	Guidance and Counseling services assist students in improving their study habits	6(3.0)	23(11.4)	89(44.3)	83(41.3)	3.24	0.770
5	Guidance and Counseling services cater to students with mathematics challenges	25(12.4)	68(33.8)	91(45.3)	17(8.5)	2.64	2.234
6	Every student needs the assistance of Guidance and Counseling experts in the school	5(2.5)	34(16.9)	72(35.8)	90(44.8)	3.23	0.817
7	Guidance and Counseling services are essential in every school	4(2.0)	15(7.5)	77(38.3)	105(52.2)	3.41	0.716
8	Guidance and Counseling services improve students' academic performance.	11(5.5)	31(15.4)	95(47.3)	64(100.0)	3.05	0.831
9	Guidance and Counseling services do not function well in my school	62(30.8)	53(26.4)	33(16.4)	53(26.4)	2.38	1.178
10	Many students with academic challenges often visit the Guidance and Counseling unit in school	27(13.4)	62(30.8)	74(36.8)	38(18.9)	2.61	0.943
11	Guidance and Counseling services have shaped many students' lives positively	13(6.5)	26(12.9)	86(42.8)	76(37.8)	3.12	0.869
12	The school counselor is seen as a role model and receives huge respect from students	18(9.0)	28(13.9)	93(46.3)	62(30.8)	2.99	0.900
13	A school counselor listens to students' complaints and guides them in the right direction toward a successful life after school	13(6.5)	15(7.5)	68(33.8)	105(52.2)	3.32	0.871
14	School counselors spend quality time with students	22(10.9)	49(24.4)	91(45.3)	39(19.4)	2.73	0.899
15	School counselors used to follow up on students' changes in behaviour	22(10.9)	28(13.9)	101(50.2)	50(24.5)	2.89	0.903
16	Guidance and Counseling services in the school lack confidentiality	51(25.4)	73(36.3)	43(21.4)	34(17.0)	2.29	1.025
17	The school counselor does not treat students with respect.	95(47.3)	58(28.9)	24(11.9)	24(11.9)	1.88	1.022

Table 1 above shows the level of students' perception of guidance and counseling services in their schools. More than half of the respondents accepted fourteen (14) items on the level of students' perception of guidance and counseling services in their schools as true to a high extent. Those who both agreed and strongly agreed were above 50.0 %. The mean ratings of each of the fourteen (14) items are above the 2.50 benchmark for the acceptance of a statement on a four-point Likert scale. This is a confirmation of the result found from the frequency and percentage analyses. Conclusively, in the opinion of the majority of the respondents, the following statements on the level of students' perception of guidance and counseling services in their schools are true:

i. Guidance and Counseling services are instituted purposely for students
ii. The Guidance and Counseling unit assists students in solving their academic problems
iii. Guidance and Counseling help students make appropriate choices for careers

iv. Guidance and Counseling services assist students in improving their study habits
v. Guidance and Counseling services cater to students with mathematics challenges
vi. Every student needs the assistance of Guidance and Counseling experts in the school
vii. Guidance and Counseling services are essential in every school
viii. Guidance and Counseling services improve students' academic performance, among others.

Participants, however, disagreed with the following statements:

Guidance and counseling services do not function well in my school

Guidance and counseling services in the school lack confidentiality

The school counselor does not treateat students with respect.

Research Question Two: What is the nature of students' attitudes towards guidance and counselling services in their school?

Table 2: The nature of students' attitudes towards guidance and counselling services in the school.

S/N	ITEM	Yes	NO
1	I often take my academic challenges to the school counsellor	46(22.9)	153(76.1)
2	I have an interest in the guidance and counseling services at my school	118(58.7)	83(41.3)
3	I confide in the school counselor whenever I have a mathematics difficulty	32(15.9)	169(84.1)
4	I often enjoy the attention given to me by our school counselor	125(62.2)	76(37.8)
5	I don't go for counseling except when my teacher refers me to the school counselor	77(38.3)	125(61.7)
6	My school counselor does follow up to be sure l make a wise decision	116(57.7)	85(42.3)
7	I feel comfortable each time I visit our school counselor because l know my problems will be properly addressed	116(57.7)	85(42.3)
8	I believe in the effectiveness of the guidance and counseling services at my school	134(66.7)	67(33.3)
9	I prefer visiting the guidance counselor in my school rather than going to anyone else for help	77(38.3)	124(61.2)
10	I always make the right choice each time l go for counselling	145(72.1)	56(27.9)
11	My school counselor does not spend enough time with me	81(40.3)	119(59.7)
12	My school counselor is not patient with me each time l visit him/her	47(23.4)	154(76.6)
13	The unfriendliness of our school counselor always discourages me from approaching him/her for counselling	50(24.9)	151(75.1)
14	I find it difficult to discuss my personal affairs with the school counselor	137(68.2)	64(31.8

The results reveal a mixed attitude of students toward Guidance and Counseling Services in their school. While 58.7% of the students express interest in the services, a significant portion (41.3%) remains disengaged. Similarly, 22.9% of students report taking their academic challenges to the school counselor, but the majority (76.1%) do not. This trend of reluctance to engage with the counselor extends to specific areas like mathematics difficulties, where only 15.9% confide in the counselor. However, more than half of the students (62.2%) enjoy the attention given by the counselor, and 57.7% believe the counselor follows up to ensure wise decision-making. Notably, a considerable number of students (61.7%) attend counseling voluntarily rather than only when referred by a teacher. In terms of comfort, 57.7% of students feel confident that their problems will be addressed when visiting the counselor, and 66.7% believe in the effectiveness of the

counseling services. Overall, while there are encouraging aspects of the student's attitudes toward counseling, several areas require attention to improve engagement and the counselor-student relationship.

Research Question Three: How do guidance and counselling services influence students' mathematics performance as perceived by them?

Table 3: How guidance and counselling services influence students' mathematics performance as perceived by them

S/N	ITEM	SA	A	D	SD	Mean	St. Dev.
1	Guidance and counseling services have brought great improvement in my mathematics	65(32.3)	71(35.3)	42(20.9)	23(11.4)	2.89	0.984
2	My performance in mathematics class has been enhanced due to counseling services	53(26.4)	79(39.3)	54(26.9)	15(7.5)	2.85	0.893
3	I now have a better understanding of any given assignment in mathematics after counseling	52(25.9)	84(41.8)	53(26.4)	12(6.0)	2.88	0.858
4	My grade in mathematics is far better than before, after counseling	51(25.4)	60(29.9)	63(31.3)	27(13.4)	2.68	0.996
5	I can participate well in the mathematics class due to some tips received from the counseling service	45(22.4)	62(30.8)	70(34.8)	24(11.9)	2.64	0.956
6	I can interact effectively with my counterparts in solving mathematics questions after counselling	44(21.9)	72(35.8)	57(28.4)	28(29.4)	2.67	0.963
7	My interest in mathematics as a subject has greatly increased because of my performance due to counseling	46(22.9)	76(37.8)	59(29.4)	20(10.0)	2.74	0.919
8	My teacher attests to my improvement after the counseling unit	44(21.9)	69(34.3)	65(32.3)	23(11.4)	2.67	0.940
9	My parent confirms my better performance in mathematics due to counseling	48(23.9)	74(36.8)	65(32.3)	14(7.0)	2.78	0.885
10	I can now help my classmates in solving mathematics questions after the counseling service.	59(29.4)	65(32.3)	58(28.9)	19(9.5)	2.82	0.959

Table 3 above shows the level of the influence of students' attitudes on their performance in Mathematics. More than half of the respondents accepted ten (10) items as true. Those who agreed and strongly agreed with each of the ten (10)

items are above 50%. The mean ratings of each of the ten (10) items are above the 2.50 benchmark for the acceptance of a statement on a four-point Likert scale. This is a confirmation of the result found from the frequency and percentage analyses.

Conclusively, in the opinion of the majority of the respondents, the following statements on the level of the influence of students' attitudes on their performance in Mathematics are true:

i. Guidance and counseling services have brought great improvement in my mathematics
ii. My performance in mathematics class has been enhanced due to the counseling services
iii. I now have a better understanding of any given assignment in mathematics after counseling
iv. My grade in mathematics is far better than before, after counseling, among others.

Research Hypotheses

HO_1: There is no significant difference in students' perception of guidance and counseling services across secondary school types.

Table 4: T-Test Analysis of Differences in Students' Perception of Guidance and Counseling Services Across Secondary School Types.

School Type	N	Mean	S. D	T	df	p–Value
Private	121	47.7769	7.13966	-5.592	199	0.000
Public	80	52.6625	3.89399			

Table 4 presents the t-test comparison of the ratings from private and public schools on the difference in students' perception of guidance and counseling services across secondary schools. The t-test comparison shows that the mean difference in students' perception of guidance and counseling services across secondary schools is statistically significant (Tcalculated = -5.592, df = 199, $p < 0.05$). We therefore reject the null hypothesis. The study's sample indicates that the mean perception of public-school participants (mean = 52.6625, S.D. = 7.13966) is higher than that of their private school counterparts (mean = 47.7769, S.D. = 3.89399). The difference is also statistically significant and is therefore generalizable for the population.

Discussion of Findings

The findings of this study revealed that students generally have a positive perception of guidance and counseling services in their schools. Most respondents agreed that the counseling unit helps them solve academic problems, make appropriate career decisions, and improve their study habits. This suggests that students recognise the purpose and relevance of counseling in their educational experience. This outcome is consistent with Okeke & Adedokun (2022), who found that effective school counseling programs provide structured support that assists students in overcoming academic and personal challenges.

However, the study also revealed areas of concern. Despite acknowledging the usefulness of counseling services, some students expressed doubts about confidentiality, with a portion indicating that personal issues are not always handled with discretion. This aligns with the findings of Akinola (2022), who noted that trust and confidentiality are critical determinants of students' willingness to seek counseling support. In environments where confidentiality is weak, students tend to withdraw and avoid counseling, which may hinder the service's impact.

The results also showed mixed attitudes toward seeking counseling. Although many students believed in the effectiveness of counseling and enjoyed the attention received from counselors, a significant majority did not readily approach the counselor, particularly

when experiencing difficulties in mathematics. This suggests that stigma, fear of judgment, and cultural perceptions may influence counseling-seeking behaviour. According to Eze & Anwana (2021), students often avoid counseling not due to a lack of need, but because counseling may be perceived as a sign of weakness or personal failure, especially among adolescents.

In terms of academic influence, particularly in mathematics performance, the results indicate that students who engaged in counseling reported improved understanding of assignments, increased class participation, better interaction with peers, and higher confidence levels. This supports the assertion of Nwosu & Eze (2023) that counseling fosters improved problem-solving skills and academic resilience, especially in subjects perceived as difficult. Counseling appears to play a motivational role by reducing anxiety and building students' self-efficacy, which are essential factors in mathematics performance.

The hypothesis testing provided further insight. The finding that public school students demonstrated a significantly higher perception of counseling services than their private school counterparts suggests that counseling units in public schools may be more established or more actively utilised. Public schools typically have stronger government directives mandating counseling structures. This observation aligns with Yusuf & Ibrahim (2021), who reported that government schools often integrate counseling more formally into the school system compared to private schools, where academic performance is prioritized over emotional support frameworks.

In summary, the findings demonstrate that guidance and counseling services contribute meaningfully to students' academic development, especially in improving attitudes and performance in mathematics. However, student utilization of counseling is still limited by trust concerns, help-seeking attitudes, and cultural perceptions. Strengthening confidentiality assurance, sensitizing students on the benefits of counseling, and improving counselor-student rapport could significantly enhance the effectiveness of counseling services in schools.

Conclusion

The study established that students generally have a positive perception of guidance and counseling services in their schools, acknowledging the role these services play in academic problem-solving, career decision-making, and study habit improvement. However, students' attitudes toward seeking counseling support were mixed, with many still reluctant to approach counselors, especially regarding personal and mathematics-related challenges. The study further demonstrated that guidance and counseling services positively influence students' performance in mathematics by enhancing understanding, participation, and confidence. School type differences were also observed, with public-school students showing more positive perceptions of counseling services. Strengthening trust, accessibility, and rapport between counselors and students remains central to maximizing the benefits of counseling in schools.

Recommendations

Based on the findings of the study, it is therefore recommended that:

1. Schools should reinforce confidentiality practices and communicate them clearly to students to encourage more open engagement with counseling services.
2. Regular orientation, classroom talks, and peer-support campaigns should be organised to educate students on the importance and benefits of scounseling, particularly for academic challenges such as mathematics.

3. Counselors should receive continuous professional development on adolescent psychology, communication skills, and academic intervention strategies to improve service delivery and rapport building.

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