

APPRAISAL OF SCHOOL GUIDANCE AND COUNSELLING SERVICES ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN MINNA METROPOLIS OF NIGER STATE

BY

Ibrahim Nuhu Saidu: Department of Education, Bayero University, Kano

Hamisu Musa: Department of Educational Psychology, Sa'adatu Rimi University of Education, Kano

Anas Adamu Siyasiya: Department of Technical Education, Kano State Polytechnic

Suleiman, Abdullahi Umar: Department of Educational Psychology, Sa'adatu Rimi University of Education, Kano

**Aisha, Hafiz Rano: Department of Education, Bayero University, Kano
&**

**Bello, Ahmed Tanko: Department of Education, Bayero University, Kano
(Corresponding Author: ibrahimnuhu001@gmail.com/ +2348036992691**

Abstract

The study investigated appraisal of school guidance and counselling on academic achievement of secondary school students in Minna Metropolis of Niger State. Four objectives and four null hypotheses guided the study. Ex-Post Factor research design was used. The population is (4,658) students in public secondary schools in Minna, Niger State. A sample of three hundred and sixty eight (368) students was drawn using Taro Yamane formula. A self-structured questionnaire titled "Appraisal of School Guidance and Counselling Services on Students Academic Achievement Questionnaire (ASGCSSAAQ)" was used and it was validated by four (4) experts with 0.82 reliability index value. Data collected was analysed using frequency counts, and percentages while Pearson Correlation and t-test statistics were used test the null hypotheses. Findings revealed that there was a positive significant relationship between school guidance and counselling on academic achievement of senior secondary school students, there is no significant difference in the male and female students view on the influence of school guidance and counselling on the academic achievement of secondary school students in Minna, there is no significant difference in the Muslim and Christian student view on the influence of school guidance and counselling on the academic achievement of secondary school students in Minna and lastly, there was a significant difference between urban and rural students on the influence of school guidance and counselling on the academic achievement of secondary school students in Minna. The study thereby recommended among others that student should be encouraged to always go for consultation in order to address their educational needs.

Keywords: School Guidance and Counselling Services, Senior Secondary Schools and Academic Achievement

Introduction

The pursuit for a safe school environment that guarantees academic success of students has increasingly been the central focus of educational actors such as guidance counsellors, educational psychologists, educators, parents, policy makers, teachers, and school administrators over the past decade, partially as a result of widely publicised results of public school students. Within this quest, many educators, psychologists and counsellors have begun to address the issue of poor academic achievement of students within our schools using school guidance and counselling unit. Ahmad (2015) said that academic achievement is the first aspect which school guidance and counselling influences at our schools. Therefore, students who live with fear, self-blame, feel weak that affects their personality traits and self-confidence, or other situations that makes them unable to study well and they might hate studying can be helped using the school guidance and counselling services available. Furthermore, when such services are not available, such students lost their opportunities to participate with others or enjoy school activities. Hence, they will gain less academic performance and low educational attainment.

School guidance and counselling services was initiated with the idea of helping students change in their socio-personal, career and instructive exercises in schools (NPE, 2004). Ahmad (2015) expressed that school guidance and counselling assist in directing, advising and making choices for learners to grow completely and stresses procedures which improve their possibilities. Wango (2003) plainly stated that school guidance and counselling is a project that empowers value and responsibility through friendly turn of events, dynamic abilities, scholarly proficiency and school accomplishment for learners through cooperation with guardians and the other significant figures which furnish learners with vocation and instructive freedoms to guarantee achievement in different and innovative society (Shehu, 2010). Similarly, Malumfashi (2004) argued that school guidance and counselling should not be only for students that are unhappy about their school life but it is for everybody, troubled and none troubled. However, school guidance and counselling is a purposeful and result-oriented, since individual are self-moving and striving to actualise, therefore education is the most effective instrument for such results orientation and mobility to actualise and in turn school guidance and counselling are fundamental.

Shehu (2010) reported that school guidance and counselling should be mandatory in order to overcome educational problems. This is a situation where students are unable to cope with school academic activities and other school related problems. Vocational problem is a condition where student experience difficulties or conflict in choosing a career as a result of their potentials, parent ego, economic constraints or religious perception (Anwana, 1996). Social/interpersonal problem also this is a situation where by a student fail to maintain social or interpersonal relationship with peers, friends or classmate and teachers as well. Gururani (2006) opined that guidance is commonly understood as leadership, instruction or direction. Counselling may also be taken as a psychological process of helping an individual to achieve his self-direction, self-understanding and mental balance necessary to make the maximum adjustment to the school, home and society. Bhatnagar and Gupta (2000) viewed guidance as a process of helping individuals to find solutions to their problems. They further said that guidance is an integral part of education; a continuous service; both generalised and specialized service, for the “whole” child and is not confined only to some specific aspects of his personality. The study of human habits and attitudes is relevant and essential to counselling, as it can help in the understanding of the rationale for their behaviour and provides basis for prediction and assistance. Abiri (1996) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals it is desirable that adequate guidance and counselling and career information be provided to enable the school and society arrive at a realistic vocational choice for their children/wards with due realisation of their potentialities.

Guidance services are presented as information services, placement services, appraisal services, vocational guidance services, counselling services, referral services, evaluation, follow-up, and consultancy and research services. As a vital component of any type and any level of education, the absence or non utilisation of these services in the present day school system has led to the unprecedented rise in the crime wave, violence among students, fuelled cultism, wrong career choice, and wrong subject combination among other issues. Shehu (2010) noted that guidance and counselling evolved from a position, to a service, and finally to a programme expectation of the majority of the students were being met by the school guidance and counselling. Gururani (2006) adds that broadly speaking, “Counselling” includes all of those personal contacts with students by individuals who are consciously attempting to understand and assist them by the specific procedures utilised in personal interviewing. Kagu (1999) have proven the efficacy of guidance and counselling in treating defective study habits, poor reading ability and low achieving undergraduates, found that guidance and counselling services improve the students study habits and their academic performance.

The findings of Gadzella, Goldston, and Zimmerman as reported by Kagu (1999) found that school guidance and counselling significantly improves students study habits and academic performance. Similarly the studies of Fremonus and Feindler reported again by Kagu (1999) showed a positive relationship between school counselling services and academic achievement of students. Khadija (2014) reported a relationship between school counselling and academic performance and discovered that counselling services are geared towards promoting values and standards which we believe will help younger people to establish not just sound

academic performances but sound behavioural codes for their lives. Mutie and Ndambuki (2009) noted that “guidance and counselling for schools and college” helps to facilitate development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career. School guidance and counselling, thus, promotes holistic development of every student. This shows the need for every teacher to become guidance minded teacher in the course of carrying out his/her duties with the aim of making impacts in the students’ lives.

Statement of the Problem

The academic achievement of students remains an issue of great interest to educationists, stakeholders, psychologists, guidance counsellors, scholars, and researchers as it remains the means of distinguishing a successful student from unsuccessful ones. It is a means of assessing the extent to which learning has taken place in the student which is intended to improve the student's life and the nation at large. It becomes a major point of attraction as the performance level of the students in schools particularly in Niger state is considered low and not impressive for some years. There has been a down winding academic achievement as a percentage of failure of our students in public schools. For instance, in 2021 Niger State Universal Basic Education Board mobilised resources in an attempt to reclaim the State National Quota for admission into Suleja Academy and Unity Colleges across Nigeria and 250 public primary school exit pupils for Suleja Academy were registered, but the results was an overwhelming failure for the state to be comfortable with, as a zero percent success was recorded in the exams (Niger State Universal Basic Education Board, 2021). Again, the result was not different for the National Examination in the Unity colleges as 21 pupils passed the examination out of the 250 registered by the state board. These 21 pupils represent an 8.5 percent success, which is still very underwhelmingly poor (Niger State Universal Basic Education Board, 2021). The secondary school students result is also discouraging and in the year 2015, 39.42% of students failed from the total of 1,613 students that sat for the Junior Secondary School examination JSS3 in 2016, 14.9% of students got less than 40% from the total of 8,052 students that attended the JSS3 examination in 2017/18, 7.29 percent of the students from the total of 1,000 students that sat for the examination (Niger State Ministry of Education and Examination Department Record, 2019).

In spite the effort of school administrators and other stakeholders claims of providing all the necessary required materials and teaching facilities towards ensuring effective and efficient learning among students of secondary schools huge number of both primary and secondary school students was observed and realised to be performing below average in their academic achievement, due to inadequate and functional school guidance and counselling. Additionally, going by their academic achievement as lamented by academic records, the students perform poorly which guidance counsellors in schools should have assisted them on such challenges facing those categories of learners. In line with the above, teachers may be motivated by school counsellors to improve on their work and dedication toward improving the students’ academic achievement of students, but not much improvement is realised in our public schools. All these phenomena prompted the researcher curiosity to carry out a study that seek to determine the influence of school guidance and counselling services on the academic achievement of secondary school students in Minna, Niger State, Nigeria.

Objectives of the Study

The objectives of the study include the following:

1. To ascertain relationship on the school guidance and counselling on academic achievement of senior secondary school students in Minna Metropolis.
2. To identify the difference on the school guidance and counselling on academic achievement of senior secondary school students in Minna Metropolis based on gender.
3. To find out difference on the school guidance and counselling on academic achievement of senior secondary school students in Minna Metropolis based on religion; and
4. To determine difference on the school guidance and counselling on academic achievement of senior secondary school students in Minna Metropolis based on location.

Research Hypotheses

The following hypotheses were asked and tested in this study;

HO₁: There is no significant relationship between school guidance and counselling on academic achievement of senior secondary school students in Minna Metropolis.

HO₂: There is no significant difference between school guidance and counselling on academic achievement of senior secondary school students in Minna Metropolis based on gender.

HO₃: There is no significant difference between school guidance and counselling on academic achievement of senior secondary school students in Minna Metropolis based on religion.

HO₄: There is no significant difference between school guidance and counselling on academic achievement of senior secondary school students in Minna Metropolis based on location.

Methodology

The study employed ex-post factor research design. Thus, ex-post factor research design gives the researcher opportunity to gather necessary data/information, summarise, present and interpret it as it occurred for the purpose of clarification. It also provides the researcher an avenue to describe, record, analyse and report conditions that exist or existed. This design allows the researcher to generate data that will be used in measuring variables under investigation. Hence, ex-post factor research design was used to produce statistical data/information about the influence of school guidance and counselling on the academic achievement of secondary school students. Thus, using this design entails that the process of gaining insight into the general picture of a situation, without utilising the entire population. The population of the study was four thousand, six hundred and fifty eight (4,658) senior secondary school students in Niger State (Niger State Ministry of Education, 2019).

The sample of this study comprised of 368 senior secondary school students in Minna Metropolis of Niger State. The sample size was determined using Taro Yamane (1996) formula for determining sample size from a population. However, for the purpose of this study, multistage sampling technique was used. First, simple random sampling technique was employed to select four (4) public secondary schools in Minna that has guidance and counselling unit that is functional and operational. Secondly, stratified sampling technique was adopted to select 178 males and 190 females totaling 368 respondents selected from the above four (4) public senior secondary schools. Lastly, proportionate sampling technique was adopted in selecting 368 secondary school students for the study. The rationale behind the use of proportionate sampling procedure is to select sample according to the population of each secondary schools selected for fair representative of the sample. Researchers-designed instrument tagged "Appraisal of School Guidance and Counselling Services on Academic Achievement of Students Questionnaire (ASGCAASQ)" was used. The instrument has two sections A and B. Section "A" which deals with the demographic data of the respondents while section "B" focus on appraisal of school guidance and counselling services on students' academic achievement on a four point modified Likert scale of strongly agree (SA) 4 Agree (A) 3 disagree (D) 2 and strongly disagree (SD) 1. On the other hand, the researchers used students English Language and Mathematics academic achievement scores for 2020/2021 terminal examination session. Thus, the scores were collected from the selected secondary schools in Minna, Niger State. Hence, average of those two combined were sorted and 50 marks above was considered as high and below 50 marks was considered low score respectively. Face and content validity was employed in this study.

The instrument was validated by four (4) experts, from Faculty of Education and Arts, Department of Counselling Psychology, Ibrahim Badamasi Babangida University, Lapai, Niger State by going through the instrument, their recommendations and suggestions where necessary was considered before the final draft of the instrument, their contributions on the instrument confirmed the face and content validity of instrument which is good enough and suitable for this study. The reliability of the instrument was established using test re-test method. The instrument was administered to twenty (20) students from Government Day Secondary School twice within two (2) weeks interval, after which the two (2) set of scores were correlated using Pearson Product Moment Correlation coefficient and 0.82 was obtained. Thus, was high enough to confirm the reliability level and was good and suitable to generate data for the study. To collect data from the respondents, four research assistants were trained within two weeks. Thus, the research assistants were trained on how to

administer the copies of questionnaire and the researchers got assistance from those research assistants that facilitate the identification of students who filled the copies of questionnaire. Afterward the copies of the questionnaire administered were retrieved from the research assistants for further coding and analysis. Data collected were analysed using frequency counts, and percentages while Pearson Correlation and t-test statistical tools were used to test the null hypotheses.

Results

The results are presented below.

Research Hypotheses One: There is no significant relationship on the influence of school guidance and counselling and academic achievement of secondary school students in Minna, Niger State.

Table 1: Showing Pearson Correlation Analysis between School Guidance and Counselling and Academic Achievement

| | | School Guidance and Counselling | |
|----------------------|---------------------|---------------------------------|--|
| Academic Achievement | Pearson Correlation | .48** | |
| | Sig. (2-tailed) | .00 | |
| | N | 368 | |

The result in table 1 showed that there exists a positive significant relationship between school guidance and counselling and academic achievement, $r(368) = .48$. The results suggest that with school guidance and counselling students performs better in academic achievement. Therefore, the hypothesis one which states that there is no significant relationship on the influence of school guidance and counselling on the academic achievement of secondary school students in Minna was accepted.

Research Hypotheses Two: There is no significant difference on the influence of school guidance and counselling on the academic achievement of male and female secondary school students in Minna, Niger State.

Table 2: Summary of t-test analysis on significant difference on the influence of school guidance and counselling on the academic achievement of male and female secondary school students in Minna, Niger State

| Variable | N | \bar{X} | df | Std | t-Cal. value | P-value | Remark |
|----------|-----|-----------|-----|------|--------------|---------|----------|
| Male | 178 | 8.37 | 366 | 0.61 | 1.28 | 0.73 | Accepted |
| Female | 190 | 9.55 | | 0.63 | | | |

The result in table 2 above shows the t-calculated value of 1.28 and P-value of 0.73 which is higher than 0.05 level of significant at 366 degree of freedom. Therefore, the hypothesis two which stated that there is no significant difference on the influence of school guidance and counselling on the academic achievement of male and female secondary school students in Minna, Niger State was upheld.

Research Hypotheses Three: There is no significant difference between the influence of school guidance and counselling on the academic achievement of Muslim and Christian secondary school students in Minna, Niger State.

Table 3: Summary of t-test analysis on significant difference between the influence of school guidance and counselling on the academic achievement of Muslim and Christian secondary school students in Minna, Niger State

| Variable | N | \bar{X} | Df | Std | Cal. t-value | P-value | Remark |
|-----------|-----|-----------|-----|------|--------------|---------|----------|
| Muslim | 220 | 3.34 | 327 | 0.57 | 0.563 | 0.881 | Accepted |
| Christian | 148 | 3.39 | | 0.69 | | | |

The result in table 3 above shows the summary t- test analysis for significant difference between the influence of school guidance and counselling on the academic achievement of Muslim and Christian secondary school students in Minna, Niger State. The outcome of the result shows that the calculated t-value of 0.563 was less

than 2.044 critical t-value with p-value of 0.881 at 0.05 level of significant and degree of freedom 327. Therefore the null hypothesis which is no significant difference between the influence of school guidance and counselling on the academic achievement of Muslim and Christian secondary school students in Minna, Niger State was upheld. Hence, there is no statistical significant difference between the influence of school guidance and counselling on the academic achievement of Muslim and Christian secondary school students.

Research Hypotheses Four

There is no significant relationship between the influence of school guidance and counselling on the academic achievement of urban and rural secondary school students in Minna, Niger State?

Table 4: Showing t-test Analysis on Significant Difference between the Influence of School Guidance and Counselling on the Academic Achievement of Urban and Rural Secondary School Students in Minna, Niger State

| Variable | N | \bar{x} | Std | t-Cal value | P-value | Remark |
|----------|-----|-----------|------|-------------|---------|----------|
| Rural | 175 | 3.38 | 0.62 | 0.75 | 0.01 | Rejected |
| Urban | 193 | 3.33 | 0.53 | | | |

*Sig = Significant at $P < .05$ level of significance, $df=327$

The result in table 4 shows t-calculated value of 0.75 was greater than p-value of 0.01 at 0.05 level of significance. Therefore, the hypothesis four which states that there is no significant difference between the influence of school guidance and counselling on the academic achievement of urban and rural secondary school students in Minna, Niger State was rejected. Thus, it is concluded that there is a statistical significant difference between the influence of school guidance and counselling on the academic achievement of urban and rural secondary school students in Minna, Niger State.

Discussion of Findings

The findings of research hypothesis one indicated a positive relationship on the influence of school guidance and counselling and academic achievement of secondary school students in Minna Niger State. This finding is similar to that of Modo (2013) carried out study that focused on secondary school adolescents and how guidance and counselling impacts their academic performance. The findings showed that guidance and counselling positively influence academic performance of student. Kiptala and Kipruto (2021) carried out study that determined the perceptions of students on the influence of guidance and counselling services on academic performance in Baringo. The major findings of the study indicated that students perceived guidance and counselling services positively and that they had contributed significantly to their academic performance.

The findings of the study research hypothesis two on male and female student view on the influence of school guidance and counselling on the academic achievement of secondary school students in Minna as it was revealed that school guidance and counselling assist in student substance abuse, offered a diverse programme that supports students emotional, cognitive and affective domains that can helped them to the balance school activities with their personal engagements among others. This study is in agreement with the findings of Eyo (2007) in which the study revealed that students' attitude towards school guidance and counselling was significantly positive; gender and school location significantly influenced students' attitude towards guidance programmes. Also the findings Gatua (2012) was in agreement with findings of this study in which both male and female student equally felt the influence of guidance and counselling on their academic achievement.

The findings of research hypothesis three of this study also disclosed that Muslim and Christian student view on the influence of school guidance and counselling on the academic achievement of secondary school students in Minna as it was revealed that school guidance and counselling assisted in disseminating educational information that can aid students choice of subjects combination, provide career/vocational information that gives students avenue to make an informed decision regarding they career development among others. The findings are in line with that of (Eyo, 2007) who revealed that students' attitude towards guidance and

counselling services was significantly positive; and that gender and school location significantly influenced students' attitude towards guidance services. The results further revealed no significant differences between the perspective of male and female students in rural and urban schools towards guidance and counselling services. Also, this finding is in agreement with that of Gatua (2012) who conducted a study on the impact of guidance and counselling services on students' social and emotional adjustment in the selected public urban and rural secondary schools in Nakuru and Uasin Gishu Counties. Thus, the findings showed that rural schools felt high level of impact of guidance and counselling services where female students expressed higher level of social and emotional adjustment.

The findings also revealed that there is no statistically significant difference on the student response on influence of school guidance and counselling on the academic achievement of secondary school students in Minna, Niger State. Also, there is no statistically significant difference on the Male and Female student responses on the influence of school guidance and counselling on the academic achievement of secondary school students in Minna, Niger State. Gatua (2012) conducted a study on the impact of guidance and counselling services on students' social and emotional adjustment in the selected public urban and rural secondary schools in Nakuru and Uasin Gishu Counties. The findings showed that both male and female student equally felt the influence of guidance and counselling significantly.

The finding also revealed that there is no statistically significant difference on the Muslim and Christian student response on influence of school guidance and counselling on the academic achievement of secondary school students in Minna, Niger State. There is statistical significant relationship on the rural and urban student response on influence of school guidance and counselling on the academic achievement of secondary school students in Minna, Niger State. This corroborate with the findings of Eyo (2007) who found out that students' attitude towards guidance and counselling services was significantly positive; and that gender and school location significantly influenced students' attitude towards guidance services. The results further revealed significant relationship between the perspective of male and female students in rural and urban schools towards guidance and counselling service.

Conclusion

Based on the findings on influence of school guidance and counselling on the academic achievement of secondary school students in Minna. It could be concluded that guidance and counselling positively influence of school guidance and counselling on the academic achievement of secondary school students in Minna. It was also concluded that school guidance and counselling influenced male and female secondary school students' academic achievement in Minna. Similarly, the study concludes that there is no significant difference between Muslim and Christian students responses on the influence of school guidance and counselling on academic achievement of secondary schools in Minna and finally the study concluded that there was a significant difference between urban and rural students responses on the influence of school guidance and counselling on academic achievement of secondary schools in Minna.

Recommendations

1. There is need for guidance counsellors/psychologists to encouraged students to always go for consultation in order to address their academic needs.
2. The communities should be encouraged to organize educational support programme for students through school guidance counsellors/psychologists.
3. The guidance counsellors/psychologists should also support students, in all kinds so as to ease their educational, personal-social and vocational/career issues.
4. Governmental and non-governmental organizations are also encouraged to give counselling unit support that will enhance the success of students academically.

References

- Abiri, J. O. O. (1996). The Educational Attitudes of Some Nigerian Adolescent Grammar School Pupils. *West African Journal of Education*, 10(3), 118 – 121
- Ahmad, M. (2015). *Guidance and Counselling for Effective Teaching and Learning for N. C. E and Undergraduate students*. Print Nigeria
- Anwan, H. (1996). Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. *Bulletin of Education and Research*, 28(1), 35-45.
- Bhatnagar, A. & Gupta, N. (Ed) (2000). *Guidance and Counseling: Theoretical Perspective*. Sri Aurobindo Marg.
- Braddock, L. (2001). *Guidance Programme Pages*. <http://www.fcps.com>.
- Federal Republic of Nigeria, (2004). *National Policy on Education* (Rev.ed). N.E.R.D.C: Abuja Nigeria.
- Franken, K. S. (1998). *Study Skills Instruction in High School Where the High School Students Study Skills Gone*. La Crosse Onalaska Community, USA.
- Gururani, G. D. (2006). *Guidance and Counselling: Educational, Vocational and Career Planning*. Akansha Publishing House.
- Kagu, B. (1999). *The effect of group study- habits counselling on academic performance of diploma students in the University of Maiduguri*. Unpublished PhD Thesis submitted to Department of Education University of Maiduguri.
- Khadija, A. A. (2014). The relationship between study habits and academic performance. *Abuja Journal of Education*, 15 (1) 216 – 234
- Kiptala, W. & Kipruto, J. (2021). Students' Perception of the Influence of Guidance and Counselling Services and Academic Performance in Baringo Country, Kenya. *European Journal of Education and Pedagogy*, 2(1), 32-35. <http://dx.doi.org/10.24018/ej>
- Modo, F. (2013). Guidance and Counseling Services in Secondary School as Coping Strategy for Improved Academic Performance of Students in Akwa Ibom State, Nigeria. *Research on Humanities and Social Sciences*, 9(1), 43-47.
- Mutie, E. K. & Ndambuki, P. (2009). *Guidance and Counselling for Schools and Colleges*. Oxford University press (E. Africa).
- Niger State Ministry of Education and Examination Department Record (2019). Examination Records for Secondary school students in Niger State.
- Niger State Universal Basic Education Board, Minna (2021). *Keynote Address by the Executive Chairman of Niger State Universal Basic Education Board*. Minna, Niger State.
- Malumfashi, L.B. (2004). *Foundation of Guidance and Counselling*. Faith printers and publishers.
- Okobiah, O. C. and Okorodudu, R. I. (2004). *Concepts of Guidance and Counselling. In issues, concepts theories and Techniques of guidance and counselling*. Ethiope Publishing Corp
- Shehu, A. (2010). *Students Perception of Guidance and Counselling Services in Private and Public Senior Secondary School in Kaduna State Nigeria*. Unpublished M.Ed. Thesis submitted to School of Postgraduate studies ABU Zaria.
- Wango, G. M. (2006). *Policy and Practice in Guidance and Counselling in Secondary schoools in Kenya*. University of Birmingham.
- Eyo, R. F. (2007). *A House Divided: Guidance and Counselling in 20th Century America*. *Personnel and Guidance Journal*, 50(10), 198-204.
- Gatua, S. K. (2012). Factors affecting the involvement of teachers in guidance and counselling as a whole-school approach. *British Journal of Guidance & Counselling*, 30(10), 219-234.