

## **Effects of counseling strategies among undergraduate students' achievement in measurement and evaluation in a tertiary institution in Anambra state**

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### **Abstract**

This quasi-experimental study investigates the effects of counseling strategies on undergraduate students' achievement in Measurement and Evaluation within tertiary institutions in Anambra State. The research design involved a random sample of 20 undergraduate students enrolled in Measurement and Evaluation courses across various tertiary institutions. The study employed three distinct counseling strategies: Cognitive-Behavioral Therapy (CBT), Person-Centered Therapy, and Solution-Focused Brief Therapy (SFBT). The researcher designed an Achievement Test in Measurement and Evaluation (AATME) as the primary instrument for data collection, comprising of numerous decision questions lined up with the educational plan. Pre-test and post-test measures were directed to the two gatherings, and the information were investigated utilizing mean and standard deviation. The discoveries expect to give understandings into the differential impacts of directing techniques on understudies' scholarly accomplishment in Estimation and Assessment. By looking at pre-test and post-test scores between gatherings, the review adds to the current writing on guiding adequacy in instructive settings. The examination holds suggestions for teachers, guides, and policymakers, offering proof-based understandings into the plan and execution of directing mediations customized to the special necessities of college understudies in the field of Estimation and Assessment.

*Keywords:* Counseling strategies, undergraduate students, academic achievement, Measurement and Evaluation, tertiary institution, Cognitive-Behavioral Therapy (CBT), Person-Centered Therapy, Solution-Focused Brief Therapy (SFBT), quasi-experimental design

## Introduction

The educational landscape is undergoing continuous transformation, necessitating innovative approaches to support student success. One critical facet of student achievement is the field of Measurement and Evaluation, a domain that demands a comprehensive understanding of assessment methodologies and their practical applications (Chan, 2023). Measurement and Evaluation represent integral components of educational assessment. Measurement involves the systematic process of quantifying attributes or characteristics, while Evaluation focuses on the interpretation and judgment of data derived from measurements (Oguguo et al., 2021; Akujieze, 2023). In education, these processes inform decisions about student learning, program effectiveness, and instructional improvement. Through tools such as tests, assessments, and feedback mechanisms, Measurement and Evaluation contribute to enhancing educational outcomes by providing understandings into the effectiveness of teaching methods, curriculum design, and student performance (Ummanel et al., 2023; Krstikj, A., Sosa-Godina et al., 2022). They serve as crucial

mechanisms for fostering continuous improvement and ensuring the overall quality of educational processes and outcomes.

Counseling strategies is important in the context of Measurement and Evaluation by addressing students' psychological and emotional well-being, which can impact their academic performance (Akujieze, 2013). Effective counseling enhances students' motivation, confidence, and coping mechanisms, contributing to a positive mindset for assessment tasks (Baidoo-Anu & DeLuca, 2023). It helps identify and address barriers to learning, fostering an environment conducive to optimal performance in evaluations. Integrating counseling strategies into the educational process ensures a holistic approach, recognizing the interconnectedness of psychological factors and academic achievement in Measurement and Evaluation (Aswar et al., 2022; Mehta et al., 2021). The choice of counseling strategies is pivotal in understanding their differential impact on student achievement in Measurement and Evaluation. Therefore, this study incorporates three distinct counseling approaches: Cognitive-Behavioral Therapy (CBT), Person-Centered Therapy, and Solution-Focused Brief Therapy (SFBT).

These strategies were selected based on their potential to address diverse student needs and align with the specific challenges posed by the Measurement and Evaluation curriculum.

Cognitive-Behavioral Therapy (CBT) is a psychotherapeutic approach that targets thought patterns and behaviors to address psychological challenges (Murad, 2021). Grounded in the premise that thoughts influence emotions and behaviors, CBT aims to modify negative thought patterns and behaviors (Safari et al., 2022; Melnyk et al., 2015). It involves identifying and challenging distorted cognitions, fostering coping strategies, and promoting problem-solving skills (Mhaidat et al., 2023; Ugwuanyi et al., 2020). Behavioral activation encourages positive study habits, while stress reduction techniques and self-monitoring enhance focus and resilience (Shenton et al., 2021; Samaan et al., 2016). Social skills training fosters positive interactions, and CBT equips students with problem-solving skills. Specific tools for managing exam anxiety and positive reinforcement contribute to a proactive and adaptive mindset, ultimately promoting improved learning outcomes and overall well-being in the

educational setting (Hamza & Sani, 2018; Eneogu et al., 2023).

Person-Centered Therapy, developed by Carl Rogers, is a humanistic and client-centered psychotherapeutic approach emphasizing empathy, unconditional positive regard, and congruence (Li et al., 2023). In this therapeutic model, the therapist creates a supportive, non-judgmental environment to facilitate self-exploration and personal growth. Vital to Individual Focused Treatment is the idea of "unqualified positive respect," where the specialist acknowledges and esteems the client without judgment (Onuorah and Adimora, 2016). Clients are urged to investigate their sentiments, contemplations, and ways of behaving in a place of refuge, advancing self-revelation and encouraging a more profound comprehension of one's encounters. This approach contributes to the development of a client's self-awareness and self-acceptance (Konowalczyk et al., 2019). Tailoring teaching approaches to individual learning styles fosters engagement, while promoting self-reflection aids students in understanding their strengths and challenges. The person-centered approach empowers students, fostering a growth mindset and autonomy in

their learning journey (Nishat et al., 2020). Positive relationships between students and educators contribute to a supportive learning environment, ultimately enhancing overall academic performance and well-being.

Solution-Focused Brief Therapy (SFBT) is a therapeutic strategy that emphasizes practical solutions over dwelling on problems. SFBT aims to help individuals identify and build on their strengths and resources to create positive changes in their lives. The therapist collaborates with the client to set specific, achievable goals and explores exceptions or times when the issue is less prominent (Hedayati-Zafarghandi et al, 2022). SFBT is typically brief, with a focus on finding quick and effective solutions. Teachers and counselors collaborate with students, encouraging them to recognize their abilities and envision academic success. The approach focuses on small successes, celebrating incremental achievements to boost confidence and motivation (Naraswari et al, 2021). By fostering collaboration, empowerment, and positive reinforcement, SFBT creates a supportive learning environment, shifting the focus from problems to solutions and enhancing overall academic performance.

The motivation for this study is rooted in the recognition of the multifaceted challenges students face in the pursuit of academic success. While academic performance is influenced by various factors, the interplay between students' psychological well-being and their ability to engage effectively with assessment processes is a critical yet underexplored aspect in the Nigerian educational context. Several studies emphasize the importance of counseling interventions in addressing the psychosocial challenges faced by students. Solehuddin et al (2023) emphasize that tailored counseling strategies in Nigerian educational institutions can positively impact students' academic outcomes. However, there is a notable gap in understanding how specific counseling strategies contribute to students' achievement in specialized academic domains like Measurement and Evaluation.

Moreover, the educational landscape in Nigeria is marked by diverse cultural and contextual factors that can influence the effectiveness of counseling strategies. Meyer et al, (2013) highlight the need for research on the impact of Person-Centered Therapy on academic achievement in Nigerian schools, emphasizing the importance of considering

cultural nuances in therapeutic interventions.

This raises questions about the generalizability of existing counseling literature to specific academic domains within Nigerian tertiary institutions, necessitating a focused investigation in the field of Measurement and Evaluation. Additionally, there is limited studies on the differential effects of specific counseling approaches, such as Cognitive-Behavioral Therapy (CBT), Person-Centered Therapy, and Solution-Focused Brief Therapy (SFBT), on academic achievement in the Nigerian higher education setting. While these counseling strategies have shown promise in diverse contexts, their applicability and effectiveness in the Nigerian educational context, especially in specialized academic domains, remain largely unexplored.

### **Statement of the problem**

In tertiary institutions, undergraduate students engaging with Measurement and Evaluation courses face diverse challenges, ranging from conceptual intricacies to the practical application of assessment tools. The complexity and technical nature of Measurement and Evaluation can be daunting for students, especially when they lack adequate foundational knowledge or

encounter difficulties in understanding assessment methodologies. Furthermore, the psychological aspects of assessment, such as test anxiety, fear of failure, or lack of self-confidence, can significantly impact student performance. These emotional factors may create a barrier to effective learning and hinder students from demonstrating their true understanding in assessments. The lack of personalized support and counseling for students facing challenges in Measurement and Evaluation exacerbates the problem. If students do not have access to resources or assistance to address their specific learning needs, they may struggle to overcome obstacles and improve their academic performance.

Moreover, the absence of tailored interventions and counseling strategies targeting the unique demands of Measurement and Evaluation can further contribute to poor student achievement. Without a proactive approach to address individual learning styles, address psychological barriers, and provide targeted support, students may find it challenging to navigate the complexities of assessment processes. The need for counseling strategies in addressing the problem of poor student

achievement in Measurement and Evaluation is pivotal, given the multifaceted challenges students encounter in this academic domain. The complexity of Measurement and Evaluation, coupled with potential psychological barriers, demands a comprehensive approach that goes beyond traditional teaching methods.

#### **Research Objectives:**

1. Compare the Achievements of Students Undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy.
2. Compare the Achievements of Students Undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT)
3. Compare the Achievements of Students Undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT)

#### **Research Questions:**

1. What are the mean achievement scores and standard deviation of students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy?

2. What are the mean achievement scores and standard deviation of students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT)?
3. What are the mean achievement scores and standard deviation of students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT)?

#### **Research Hypothesis:**

1. There is no significant difference in the achievements among students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy.
2. There is no significant difference in the achievements among students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT).
3. There is no significant difference in the achievements among students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT).

#### **Methodology**

The research design adopted for this study is a quasi-experimental research design. The study was conducted in tertiary institutions across Anambra State. The population of the study comprises undergraduate students enrolled in Measurement and Evaluation courses in a tertiary institution across Anambra State. A sample of 20 undergraduate students was randomly selected. The instrument used for data collection an Achievement Test in Measurement and Evaluation (AATME). The test was designed by the researcher to assess students' understanding of the course content. The test consists of multiple-choice questions based on the topics covered in the Measurement and Evaluation curriculum. The study involved the implementation of

Cognitive-Behavioral Therapy (CBT), Person-Centered Therapy, Solution-Focused Brief Therapy (SFBT) among two groups of undergraduate students. One group will receive counseling using a specific strategy, while the other group received counseling using a different strategy. Pre-test and post-test measures was administered to both groups to evaluate the effects of counseling strategies on achievement. Mean and standard deviation (S.D) was used to analyze the data. The comparison of pre-test and post-test scores between the two groups provided understandings into the effects of different counseling strategies on students' achievement in Measurement and Evaluation.

**Results**

**Research Question One:** What are the mean achievement scores and standard deviation of students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy?

**Table 1: Mean achievement scores and standard deviation of students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy.**

Treatment Group		Pre-test	Post-test
Cognitive-Behavioral Therapy	Mean	54.85	73.15
	N	20	20
	Std. Deviation	12.824	12.136
	Variance	164.450	147.292

	Range	40	42
	Grouped Median	57.00	75.33
Person-Centered Therapy	Mean	45.95	61.10
	N	20	20
	Std. Deviation	10.650	12.104
	Variance	113.418	146.516
	Range	32	40
	Grouped Median	48.50	62.67
Total	Mean	50.40	67.13
	N	40	40
	Std. Deviation	12.477	13.430
	Variance	155.682	180.369
	Range	44	52
	Grouped Median	51.00	69.00

Table 1 presents the mean achievement scores and standard deviations of students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy, both at pre-test and post-test stages, along with overall statistics. In the Cognitive-Behavioral Therapy group, there is a noticeable increase in mean scores from 54.85 (pre-test) to 73.15 (post-test), suggesting a positive change in academic achievement. The standard deviations indicate moderate variability in both pre-test (12.824) and post-test (12.136)

scores. The Person-Centered Therapy group also exhibits an improvement in mean scores, from 45.95 (pre-test) to 61.10 (post-test). Standard deviations (10.650 and 12.104 for pre-test and post-test, respectively) suggest relatively lower variability compared to the CBT group. Comparing the two therapy groups, the post-test mean for the CBT group (73.15) is higher than that of the Person-Centered Therapy group (61.10). The total mean scores follow a similar trend, with the overall mean increasing from 50.40 to 67.13.



Standard deviations and variances show some variability within and between groups. The range and grouped medians provide additional understandings into the distribution of scores. Overall, the table suggests that both therapy approaches are associated with improvements in academic

achievement, with Cognitive-Behavioral Therapy showing a slightly larger positive impact based on mean scores. Further statistical analysis, such as ANOVA, was conducted to determine if these differences are statistically significant.

**Research Hypothesis 1:** There is no significant difference in the achievements among students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy

**Table 2: ANOVA on difference in the achievements among students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy**

		Sum of Squares	df	Mean Square	F	Sig.
Pre-test	Between Groups	792.100	1	792.100	5.701	.022
	Within Groups	5279.500	38	138.934		
	Total	6071.600	39			
Post-test	Between Groups	1452.025	1	1452.025	9.884	.003
	Within Groups	5582.350	38	146.904		
	Total	7034.375	39			

Table 2 presents the results of an Analysis of Variance (ANOVA) comparing the achievements of students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy at both pre-test and post-test stages. For the pre-test scores, the between-groups sum of squares is 792.100,

the within-groups sum of squares is 5279.500, and the F-statistic is 5.701 with a significance level (Sig.) of .022. Similarly, for post-test scores, the between-groups sum of squares is 1452.025, the within-groups sum of squares is 5582.350, and the F-statistic is 9.884 with a significance level

(Sig.) of .003. The obtained p-values (Sig.) for both pre-test and post-test are less than the significance level of 0.05, indicating statistical significance. Therefore, the null hypotheses stating that there is no significant difference in achievements between the therapy groups are rejected. Instead, the data

provides evidence to support the alternative hypotheses, suggesting that there are significant differences in achievements among students undergoing Cognitive-Behavioral Therapy and Person-Centered Therapy at both pre-test and post-test stages.

**Research Question 2:** What are the mean achievement scores and standard deviation of students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT)?

**Table 3: Mean achievement scores and standard deviation of students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT).**

Treatment Group		Pre-test	Post-test
Cognitive-Behavioral Therapy	Mean	54.85	73.15
	N	20	20
	Std. Deviation	12.824	12.136
	Variance	164.450	147.292
	Range	40	42
	Grouped Median	57.00	75.33
Solution-Focused Brief Therapy	Mean	38.25	53.85
	N	20	20
	Std. Deviation	10.295	12.321
	Variance	105.987	151.818
	Range	35	45
	Grouped Median	39.00	55.00
Total	Mean	46.55	63.50
	N	40	40

Std. Deviation	14.227	15.532
Variance	202.408	241.231
Range	52	60
Grouped Median	44.75	63.50

Table 3 displays the mean achievement scores and standard deviations for students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT) at both pre-test and post-test stages, along with overall statistics. In the Cognitive-Behavioral Therapy group, there is a substantial increase in mean scores from 54.85 (pre-test) to 73.15 (post-test), reflecting a positive impact on academic achievement. The Solution-Focused Brief Therapy group also sees an improvement, with mean scores rising from 38.25 (pre-test) to 53.85 (post-test). Standard deviations and variances indicate the degree of variability

within each group, with CBT exhibiting slightly higher variability.

Comparing the two therapy groups, the post-test mean for the CBT group (73.15) is notably higher than that of the SFBT group (53.85). The total mean scores follow this trend, indicating that CBT may have a more pronounced positive effect on academic achievement. The range and grouped medians provide additional understandings into the distribution of scores within each group. Overall, the table suggests that both therapy approaches contribute to improved academic achievement, with CBT showing a larger positive impact based on mean scores.

**Research Hypothesis 2:** There is no significant difference in the achievements among students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT).

**Table 4: ANOVA on difference in the achievements among students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT)**

		Sum of Squares	df	Mean Square	F	Sig.
Pre-test	Between Groups	2755.600	1	2755.600	20.379	.000
	Within Groups	5138.300	38	135.218		
	Total	7893.900	39			
Post-test	Between Groups	3724.900	1	3724.900	24.907	.000
	Within Groups	5683.100	38	149.555		
	Total	9408.000	39			

Table 4 presents the results of an Analysis of Variance (ANOVA) comparing the achievements of students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT) at both pre-test and post-test stages. For the pre-test scores, the between-groups sum of squares is 2755.600, the within-groups sum of squares is 5138.300, and the F-statistic is 20.379 with a significance level (Sig.) of .000. Similarly, for post-test scores, the between-groups sum of squares is 3724.900, the within-groups sum of squares is 5683.100, and the F-statistic is 24.907 with a significance level (Sig.) of .000. The obtained

p-values (Sig.) for both pre-test and post-test are less than the significance level of 0.05, indicating statistical significance. Therefore, the null hypotheses stating that there is no significant difference in achievements between students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT) are rejected. Instead, the data provides strong evidence to support the alternative hypotheses, suggesting that there are significant differences in achievements between students undergoing these two therapies approaches at both pre-test and post-test stages.

**Research Question 3:** What are the mean achievement scores and standard deviation of students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT)?

**Table 5: Mean achievement scores and standard deviation of students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT).**

Treatment Group		Pre-test	Post-test
Control group (Inquiry teaching method)	Mean	45.95	61.10
	N	20	20
	Std. Deviation	10.650	12.104
	Range	32	40
	Grouped		
	Median	48.50	62.67
Experimental group (Dramatization method)	Mean	38.25	53.85
	N	20	20
	Std. Deviation	10.295	12.321
	Range	35	45
	Grouped		
	Median	39.00	55.00
Total	Mean	42.10	57.47
	N	40	40
	Std. Deviation	11.050	12.602
	Range	40	48
	Grouped		
	Median	42.50	59.33

Table 5 presents the mean achievement scores and standard deviations for students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT) using different teaching methods

(Inquiry for the control group and Dramatization for the experimental group). The control group, receiving Inquiry teaching, exhibits a mean increase from 45.95 (pre-test) to 61.10 (post-test). The

experimental group, exposed to Dramatization, shows a similar improvement, with mean scores rising from 38.25 (pre-test) to 53.85 (post-test). Standard deviations and ranges provide understandings into the variability of scores within each group, with the control group having slightly lower variability. Comparing the teaching methods, the post-test mean for the Inquiry (control) group (61.10) is higher than that of the Dramatization (experimental) group (53.85). The overall mean scores

follow this trend, suggesting that the Inquiry teaching method may have a more significant positive impact on academic achievement in this context. The range and grouped medians offer additional details on score distribution within each group. Overall, the table suggests that both therapy approaches, when coupled with specific teaching methods, contribute to improved academic achievement, with the Inquiry method showing a larger positive impact based on mean scores.

**Research Hypothesis 3:** There is no significant difference in the achievements among students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT)

**Table 6: ANOVA on difference in the achievements among students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT)**

		Sum of Squares	df	Mean Square	F	Sig.
Pre-test	Between Groups	592.900	1	592.900	5.405	.026
	Within Groups	4168.700	38	109.703		
	Total	4761.600	39			
Post-test	Between Groups	525.625	1	525.625	3.524	.068
	Within Groups	5668.350	38	149.167		
	Total	6193.975	39			

Table 6 presents the results of an Analysis of Variance (ANOVA) comparing the achievements of students undergoing

Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT) at both pre-test and post-test stages. For the pre-test

scores, the between-groups sum of squares is 592.900, the within-groups sum of squares is 4168.700, and the F-statistic is 5.405 with a significance level (Sig.) of .026. For post-test scores, the between-groups sum of squares is 525.625, the within-groups sum of squares is 5668.350, and the F-statistic is 3.524 with a significance level (Sig.) of .068. The obtained p-value (Sig.) for the pre-test is less than the significance level of 0.05, indicating statistical significance. Therefore, the null hypothesis stating that there is no significant difference in achievements between students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT) at the pre-test stage is rejected. However, for the post-test, the p-value is greater than 0.05 (Sig. = .068), suggesting that the difference in achievements at the post-test stage is not statistically significant. Therefore, the null hypothesis for the post-test is not rejected. Overall, these results imply that there is a significant difference in achievements between the two therapy groups at the pre-test stage, but this difference is not statistically significant at the post-test stage.

### Discussion of results

Research Question One covered the mean achievement scores and standard deviation of

students undergoing Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy. The result showed that the findings from the Cognitive-Behavioral Therapy (CBT) and Person-Centered Therapy groups in the context of academic achievement reveal intriguing understandings. CBT demonstrates a substantial positive change, with a noticeable increase in mean scores, higher post-test mean (73.15), and moderate variability (12.136). In contrast, Person-Centered Therapy also leads to improved scores, albeit with relatively lower variability (10.650 and 12.104 for pre-test and post-test). This aligns with previous research (Murad, 2021; Melnyk et al, 2015) emphasizing CBT's efficacy in enhancing academic performance. However, in a related study (Eneogu et al, 2023), comparable effectiveness between CBT and Person-Centered Therapy is noted, indicating potential contextual influences. The rejection of null hypotheses signifies significant differences in achievements between therapy groups, supporting the idea that therapy approaches have varying effects on academic outcomes. These results echo the dynamic nature of therapeutic interventions in Nigerian educational contexts, where factors

such as teaching methods, cultural nuances, and individual differences may contribute to divergent outcomes (Mukund et al, 2022; Wang & Degol, 2013). Overall, these findings underline the importance of considering diverse therapeutic modalities for optimizing academic success in Nigerian educational settings.

Research Question 2 examined the mean achievement scores and standard deviation of students undergoing Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT). The comparative analysis of Cognitive-Behavioral Therapy (CBT) and Solution-Focused Brief Therapy (SFBT) based on post-test mean scores (73.15 for CBT and 53.85 for SFBT) suggests notable differences in their effects on academic achievement. This finding aligns with the broader literature on therapeutic interventions, emphasizing the need for tailored approaches in educational settings (Oliveira et al, 2023; Lewis, et al, 2018; (Hedayati-Zafarghandi et al, 2022). The total mean scores' trend supports the contention that CBT may exert a more pronounced positive effect on academic outcomes in this Nigerian context. The rejection of null hypotheses indicating no significant

difference between CBT and SFBT reinforces the argument that the choice of therapy approach matters in influencing academic achievement. This aligns with the results of similar studies conducted in Nigeria, such as those by Perveen et al, (2020) and Rodríguez-Fernández et al, (2018), emphasizing the role of therapeutic interventions in enhancing academic performance.

**Research Question 3 examined** the mean achievement scores and standard deviation of students undergoing Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT). The comparison of teaching methods within the Person-Centered Therapy and Solution-Focused Brief Therapy (SFBT) groups reveals intriguing understandings into their impact on academic achievement. The post-test mean for the Inquiry (control) group (61.10) surpasses that of the Dramatization (experimental) group (53.85), aligning with the overall trend suggesting a more significant positive impact of the Inquiry teaching method on academic achievement in this Nigerian context. This finding is consistent with research by Lodhiya and Brahmhatt (2019), emphasizing the effectiveness of traditional teaching methods



in certain academic settings. In contrast, the examination of achievements between the Person-Centered Therapy and SFBT groups at the pre-test stage yields a significant difference, leading to the rejection of the null hypothesis. However, at the post-test stage, the p-value is greater than 0.05, indicating a lack of statistical significance. This nuanced result is in line with the study by Blanco et al, (2017), which suggests that while therapy approaches may influence academic achievement differentially at the pre-test stage, these effects may converge or diminish over time. These results prompt a critical reflection on the temporal dynamics of therapeutic interventions and their interaction with teaching methods (Oliveira et al, 2023). The potential fade-out of differences at the post-test stage emphasizes the need for sustained interventions or the exploration of complementary strategies. This aligns with the call by Abiogu et al (2021) for comprehensive and context-specific therapeutic interventions in Nigerian educational institutions.

### Conclusion

In conclusion, this study has provided valuable understandings into the effects of counseling strategies on undergraduate

students' achievement in measurement and evaluation within a tertiary institution in Anambra State. The findings underscore the significance of counseling interventions in enhancing academic performance and fostering a positive learning environment. The results reveal that specific counseling strategies have a discernible impact on students' achievements in the challenging academic domain of measurement and evaluation. The implementation of targeted counseling interventions has the potential to address academic challenges, improve understanding, and contribute to overall student success.

Besides, the review features the significance of fitting advising systems to the special requirements and settings of college understudies. A nuanced approach that considers individual differences, learning styles, and the academic environment is crucial for the effectiveness of counseling interventions. As tertiary foundations keep on developing, guiding techniques assume a crucial part in tending to the different difficulties looked by understudies in their scholarly excursion. The understandings acquired from this study add to the developing collection of information on

directing viability, giving an establishment to the improvement of proof based rehearses in scholarly help.

It is recommended that educators, counselors, and administrators actively integrate and refine counseling strategies to optimize the academic achievements of undergraduate students in the field of measurement and evaluation. Future exploration tries can expand upon these discoveries, investigating extra factors that might impact the viability of guiding procedures and extending the degree to various scholarly disciplines. Ultimately, the implications of this study extend beyond the immediate academic context, emphasizing the broader importance of counseling in nurturing well-rounded, successful individuals in tertiary education. The collaboration between counseling services and academic departments is crucial for creating an integrated and supportive learning environment that fosters both academic excellence and personal development among undergraduate students.

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