MOTIVATIONAL INTERVIEWING AND SOLUTION-FOCUSED THERAPIES ON COUNSELLORS' COMPETENCE IN SECONDARY SCHOOLS IN IBADAN, NIGERIA

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ABSTRACT

Counsellors' Competence is important in the dissemination of counselling activities in schools. School Counsellors occupy an important position within the school system to assist students by enhancing their abilities in coping with their academic pursuits and antisocial behaviour. However, secondary school Counsellors' Competence (CC) is in doubt as a result of aggravated manifestations of anti-social behaviour among the secondary school students in Ibadan. Previous studies largely focused on predisposing factors hindering Counsellors' effectiveness at the neglect of therapy to promote their competence. This study, therefore, was designed to determine the effects of Motivational Interviewing Therapy (MIT) and Solution-Focused Therapy (SFT) in the enhancement of Counsellors' Competence in secondary schools in Ibadan. The moderating effects of Gender and Counselling Efficacy were also examined.

Self-Determination Theory provided the framework, while the pretest-posttest control group quasi-experimental design of 3x2x3 factorial matrix was adopted. Eleven Local Government Areas (LGAs) in Ibadan land were stratified into Ibadan less city and Ibadan municipal which comprised six and five LGAs respectively. Three LGAs were randomly selected from each stratum. Fifteen Secondary Schools with at least a School Counsellor were purposively selected from each LGA. Ninety School Counsellors (one per school) were randomly selected. Participants were randomly assigned into MIT (30), SFT (30) and control (30) groups. Instruments used were Counselling Competence Scale ($\alpha = 0.90$), Counselling Efficacy Scale ($\alpha = 0.89$) and instructional guides. Treatment lasted eight weeks. Data were analysed using Descriptive Statistics, Analysis of Covariance and Sidak post-hoc test at 0.05 level of significance.

The School Counsellors' age was 40.50 ± 2.30 years with 70.0% female counsellors. There was a significant main effect of treatment on CC ($F_{(2;87)} = 7.36$; partial $\eta^2 = 0.16$). School Counsellors in SFT had the highest mean score (68.53), followed by MIT (66.13) and control (56.35) groups. There was a significant main effect of counselling efficacy on CC ($F_{(2;87)} = 8.10$; partial $\eta^2 = 0.18$). School counsellors with high counselling efficacy had the highest mean score (66.19), followed by moderate (62.87) and low (59.46) counselling efficacy. There was no significant main effect of gender. There was a significant two-way interaction effect of treatment and counselling efficacy on CC ($F_{(4;85)} = 2.48$; partial $\eta^2 = 0.12$) in favour of counsellors from SFT group with high counselling efficacy. There was a significant two-way interaction effect of treatment and gender on CC ($F_{(2;87)} = 12.19$; partial $\eta^2 = 0.25$) in favour of female counsellors from SFT group. The two-way interaction effect of gender and counselling efficacy and three-way interaction effect of treatment, counselling efficacy and gender were not significant.

Solution-Focused and Motivational Interviewing Therapies enhanced Counsellors' Competence in secondary schools in Ibadan, Nigeria. School and counselling psychologists, particularly males should adopt these therapies to improve their Counselling Competence.

Keywords: Motivational Interviewing Therapy, Solution-Focused Therapy, School Counsellors in Ibadan

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CERTIFICATION

This is to certify that this work was carried out by Joshua Oyebamiji under my supervision in the Department of Guidance and Counselling, Faculty of Education, University of Ibadan, Ibadan, Nigeria.

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DEDICATION

This work is dedicated to the glory of Almighty God.

TABLE OF CONTENTS

CHAPTER THREE: METHODOLOGY

CHAPTER FOUR RESULTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Counselling services are required by every individual at one time of their lives or the other. There is no individual that has never been into a challenge at any given moment. Once a challenge emerges, one looks for modification, solutions or even other individuals' views about the challenge and the person might eventually seek for counselling services. Counselling has formally been in existence as long as people have lived on the surface of the earth. In other words, it has been an agelong method of addressing human problems and myriads of societal challenges.

Counselling was initiated in the African setting over a century and has been used to transfer knowledge and information from the elders in the community to the young ones. As affirmed by Busari (2012), guidance and counseling services were available to immediate and distant relatives wherein individuals confided in distant and close family members for advice, when confronted with challenges. Individuals, irrespective of age and status, look for this intervention from the elderly or regarded individuals in the general public, for example, seers, wizards, celestial prophets, palmists and future-tellers and so on. These people were accepted as unique individuals, who received divine messages from the divine beings and could in this manner, guide and advice others as indicated by what the divine beings have directed. The increasing complexities in the society and rapid technological advancement had necessitated the need to make counseling services available to different categories of people in the society to solve their immediate and future needs (Guez & Allen, 2000). In essence, counselling remains a potent tool to solve personal and societal challenges, with a view to ensuring peace, security and stability worldwide.

Youngsters could be advised by the elderly on the standards of the general public and expected behaviour from them within the society. All these were casual counselling usually practiced in the traditional setting. The elderly with the required experience would be in the best position to enlighten the younger ones to abide by the cultural values that society upholds. The society needs young people with proper orientation to ensure that these youngsters are not misled to involve in criminal activities. The youth should have access to adequate and appropriate

information to ensure smooth relationship among the people of the community. Thus, counselling services in the traditional setting had been a veritable instrument to reduce the crime rate in the society and make the youth to be productive members of the community. Be that as it may, in the African conventions, the older folks directed the more youthful ones and the more astute guided those with less experience. In like manner, the specialists and religious pioneers, for example, pastor and imams directed the entire society. Man looked for solace, help and comfort from the family and close partners. Kids were raised in a perfectly woven relationship of the more distant family in African traditional societies. The general public had casual instructors including close relatives, uncles, and grandparents. The counselling services provided in the traditional setting ensured that youngsters were raised with the right moral values to understand the requirements and expectations of the society. These young people were then trained to be functional members of the community and become productive members of the general society. This allowed them to contribute to the growth and development of the community and society at large.

The young people who displayed positive behaviours that conformed with the norms and values of the society were usually encouraged, to motivate other members of the community in abiding by the rules and regulations set up by the society. As showed by Popoola (2015), positive behavior was usually compensated through prizes, recommendations and taboos. The chiefs and other leaders in the traditional setting were of the opinion that the younger ones would emulate the exemplary lives of their peers, if well motivated through these methods. The main idea was to ensure that youngsters within the community were well guided through counselling, to provide adequate information to them on the consequences of their actions and inactions. This process engendered peace, security and stability in the traditional African societies. In other words, the youth were encouraged to conform and uphold the norms and values of the society and these young people were trained to acquire appropriate skills and moral values to become functional members of the society.

However, with the advent of western education into different African countries, adolescents were no longer open to be guided by the senior citizens. This has resulted to deterioration of the societal standards and ethics across the world, especially in Africa continent. Western education has altered the ways things were being done in traditional African setting and changed the orientation of different categories of people in the society. The roles and functions

of the chiefs and elders in the community had been distorted through the ideas and beliefs of the whites (Stephen & Olusegun, 2014). This revolution had pervaded every area of our lives and there is therefore a need to change approach to solving the myriads of problems emanating from this invasion. The western culture had substantially changed the way of life in the traditional setting and thus, new approach is required to meet the unfolding challenges of the contemporary world. It had been advocated that there is a need to change our approach to problem solving, with a view to ensuring that the new procedure conforms with modern day realities. Western education has changed the values and expectations of the young ones in the society. These youngsters spend a substantial part of their lives in the formal education setting from primary school to tertiary level of education. This system requires formal counselling administrations in schools where these adolescents are found. Notwithstanding, as improvement sets in, the fields of mentoring and counselling took another dimension to provide necessary interventions for the youthful, old, rich, poor, uneducated, single, wedded, religious and people from all areas of national lives. Right now, the administration at all levels and the overall population needs proficient counseling intervention. The need for counselling service is on the increase, due to dynamic nature of society, with a view to equipping citizens with appropriate information and knowledge to cope with the complexities of the modern world. Strategic intervention like counselling becomes a veritable tool to assist people in the community overcome different challenges they experience at the personal and societal levels. Experts are consistently advocating for the need to make functional counselling available to the general populace, with a view allowing them make informed decision that would guide them now and in the future.

Counselling is an helping profession that endeavours to help counselees to take care of a scope of challenges that cut crosswise over individual difficulties, which clients cannot comprehend themselves. It is in this manner that professional services are required to have control over their feelings and challenges. The reason is on the grounds that clients displaying challenges ordinarily are candidly charged and would be under tension for a period of time. In this wise, such an individual would find it extremely difficult to understand the present situation. Inability to oversee individual feelings can have adverse consequence for counselling output (Adeyemo, 2015). The capacity to see and suitably translate the feelings of counselees improves the probability that the objectives of counselling would be accomplished. In this way, counsellors are accorded a crucial position inside the instructive framework to assist understudies

with adapting to these basic difficulties and the common developmental errands youngsters face in their day to day activities (Adeyemo, 2014; Oderinde and Muraina, 2014). In essence, counselling service provides necessary assistance to the people to overcome the ever-increasing challenges of the digital world. It gives people the required information concerning the right choice to make and the consequences of their actions on the community and society at large. This makes it a strategic tool to ensure that individuals, especially the youth, are able to take informed decisions that would contribute to the growth and development of the society. This reduces the rate of involvement of youngsters in crime-related activities and ensures that the community remains peaceful and stable for living.

It is important to note that the increasing pressure on the family structure as a result of the challenges of the modern world has resulted to couples having limited time to take care of the needs of the children in different communities of the world. In most cases, parents struggle to provide for the essential needs of the children and meet up with the requirement of the digital age (Nziramasanga, 1999). Thus, many parents are left with no options than living the children to take some decisions on their own. However, these youngsters possess limited experience and wisdom to shoulder this huge responsibility on their own and take informed decisions that would be in accordance with the dictates of the entire community. The chidren also have personal issues to settle within the community and their peers, to satisfy their needs and expectations based on the existing challenges in the world. Thus, there is a strong need to device a method to bridge this gap to maintain laws and orders in the society and solve personal and societal problems on the large scale. Counselling had been touted as a viable strategy to attend to the immediate and future problems of different categories of people in the society. This intervention is a strategic attempt to address the needs and aspirations of the people in the society. The strategy could help to bring normalcy back to the system across the world.

In most cases, many parents across different countries in Africa are increasingly relying on the school and other stakeholders in education to provide adequate and appropriate service that could contribute in raising the young ones with integrity and honesty. Thus, the school system had been charged with the responsibility to provide functional and effective counselling service that could help students solve their personal issues. This intervention should have the capability to correct the anormaly that had been noticed in the traditional setting. This is due to the fact that the modern challenges are increasingly eroding the traditional values and norms in

the African settings. It had been affirmed that youngsters in this part of the world are generally preoccupied with the economic values and challenges placed on them by the contemporary world and this had depleted the inherent values and norms in the traditional African culture, which had been used over the years to maintan stability and modesty in different communities (UNESCO, 2002). This implies that the African setting is being threatened by the myriads of challenges, due to the requirement of the modern world. The traditional setting had been infiltrated by diverse values and beliefs from the western world, which had changed the operations and aspirations in the continent. This had necessitated the need to introduce an interactive and collaborative strategy like counselling, which would give the youth an opportunity to share their problems and challenges in all ramifications with the experts at any point in time (Nziramasanga, 1999). These experts had been well trained to acquire skills and competences to address problems that could affect different categories of people in the society.

In 2007, the legislature of Nigeria saw the requirement for formal and present day guidance and counselling in the instructional setting and made appropriate recommendations in the National Policy on Education (2013). Government influenced solution for every single intrigued instructor in the field of counselling to be prepared and further more that guidance and counseling ought to be obligatory for all learner educators just to give it the essential reputation. This gave the required impetus to counselling in the school setting and counsellors began to perform strategic roles in re-orientaing the students on the choice of career and the need to ensure moral stability within the school environment and the general society. The government policy that time specified the need to make counsellors available in all secondary schools to properly guide students on the right choice to make concerning their future academic pursuits. Thus, counselling became an effective component of the school system to ensure functional education that would address the immediate and future needs of the society. It is important to note that when students are well guided and informed to make the right choices in the school, it would go a long in shaping their future and how they would navigate through the school process at any point in time. This makes students to later become functional and productive members of the community and contribute to the growth and development of the general society. In the long run, this would ensure peace and stability in different parts of the world.

Today, counselling practice is the need of the moment due to man's quest for satisfaction in the three broad areas of educational concerns, vocational aspirations and the numerous sides

of personal and social challenges. A strategic intervention like counselling is important in developing the country in all areas of human endeavours. Effective counselling addresses the needs and aspirations of the people in all ramifications and helps surmount societal challenges. This makes the service an important tool to address the immediate and future needs of the people and the entire society. When people are able to access effective counselling service, it helps them understand the nature of their problems and how to cope with the challenges. This reduces the level of frustration in the society as people would have access to professional information and advice from the counsellor.

This study is very imperative because at the beginning, the field of counselling was only concerned with career ignorance and personality maladjustment challenges of secondary school students (Popoola, 2015). However, as development set in, the field of counselling took a new dimension to cater for all and sundry. At the moment, the government at all levels and the general public are in need of professional counselling. Counselling service allows people to understand the nature of their problems and how to address the challenges. This reduces tension in the society as people would be provided with appropriate information on the strategies to be employed in solving emerging challenges in the society. As a result of this, counselling service ensures peaceful coexistence in the school ecosystem and the general society. This reduces the level of involvement of people, especially the youth, in criminal activities (Mghweno, Adomeh, Udoh and Afen-Akpaida, 2013).

One of the assignments of school advocates is to train and help understudies in their general exercises. In the 21st century, the action of controlling understudies to gain ground in schools and end up being more advantageous people from the overall population is paramount. The present youth stand up to constant dynamic universe of work, home and school violence and other forms of inhumanity. In this way, school advocates occupy a fundamental position inside the instructive framework to assist understudies with adapting to these basic difficulties in the society (Adeyemo, 2014; Oderinde and Muraina, 2014).

Absence of guidance and counselling for youths has resulted to increment in obnoxious acts in the general public. The results include school dropouts, tranquilize manhandle, wrongdoings, and even inability to secure occupations (Mghweno, Adomeh, Udoh and Afen-Akpaida, 2013). Whenever guidance and Counselling services are missing in schools, students' adjustment becomes difficult along these lines, prompting low execution, bad conduct and

dropout. The absence of effective counselling service within society could contribute immensely to the breakdown of laws and orders among different categories of people (Kasoro, Sebudde, Kabagambe-Rugamba, Ovuga, & Boardman, 2002; Ssanyo,2007). It is important to note that effective and functional counselling intervention provides opportuinity to identify the problems with different categories of people in the society. This allows governments at all levels to take necessary steps at addressing the needs and aspirations of the people within the community. When people get easy solutions to their problems, it reduces the level of frustration in the system. This reduces the degree of crisis in the society.

Some prevailent societal crisis like suicide, phychiatric problems and criminal activities within the society can be reduced to the barest minimum, with the availability of functional counselling services at the disposal of people at any time. This ensures that people are able to take critical decisions that affect their lives with adequate information and guidance. This promotes peaceful coexistence among different categories of people in the world and contributes substantially to global peace. The stability as a result of functional counselling service would engender the development of every area of human endeavours and this improves productivity and prosperity in different countries of the world. Thus, to maintain peaceful coexistence among the people, there is a strong need to make effective and functional counselling available within the community. This allows people get appropriate solutions to the emerging challenges of the 21st Century society.

As indicated by Mghweno et al., (2013), without sound guidance and counselling, leaners lose guidance and wallow in terrible practices, for example, tranquilize mishandle and liquor liberality, missing classes, dropout and other bad habits which could derail them from achieving their goals and aspirations in different areas of human endeavours. Thus, individuals require counselling service, especially in education setting, to achieve educational goals. Effective and sound counseling service affords students the opportunity to access adequate information on the configuration of the school system and how to navigate through the system. It provides adequate information to students on the need to maintain and abide by the rules and regulations of the school and ensures peaceful coexistence within the school ecosystem. This service would engender stability and sustainability in the school system. The provision of counselling service to the students, especially new intakes, allows them to understand the system and how to maintain their studentship in the school. This reduces the rate of tension and frustration within the system

and therefore improves enrolment level in the formal education. When students have access to necessary information and services from counsellors, they would be able to conform with the rules and regulations of the school and sustain essential relationship within the system. This gives students a sense of belonging within the school setting, as many of them would have the required confidence in the system. This makes counselling a strategic tool to improve the retention rate in the school setting as students would be motivated to complete their educational pursuits due to the friendly environment created by the counsellor. This goes a long way in reducing the rate of drop-out in formal education setting. The Federal Government in acknowledgment of this need has expressed that it is productive to provide guidance counsellors to each post-primary school in Nigeria.

There are varied services that professional counsellors render both in and outside the school system as submitted by various authors. These services include: counselling services, guidance services, information services, planning services, placement services, career and entrepreneurship development services, follow-up services, orientation services, evaluation services, consulting services, referral services, training services, research and evaluation services, services in ethical/legal issues. Counsellors have been carrying out these services but there are needs to keep abreast with the new frontiers in knowledge especially in a more digitalised world, reaching out to clients both in the face-to-face scenarios and in electronic manner (E-counselling). There are skills and competencies that counsellors need to develop in the present time to suit the needs of clients of different ages and status. In the face of many challenges in the present time, counsellors need to step up their game and approach a more diversified world, be aware of the dynamic and multicultural nature of clientelle, develop more soft skills, always have a "can't get enough knowledge" attitude, be more creative with records keeping and issues of clients' rights and responsibilities (Mghweno et al., 2013).

As asserted by Eyo, Crocker, Luhtanen, Baine and Broadnax (2010), there are numerous factors that hamper effective guidance and counselling in schools. Researchers distinguished the accompanying factors as preventions to a powerful conveyance of guidance and counselling in schools. These factors include absence of formal preparation in counselling, the absence of time for guidance and counselling, absence of support given to counsellors and absence of assets. In the United States of America, school counsellors complain that the ratio of counsellor-students is

too high and this contrarily influences the guidance and counselling administrations in checking indiscipline cases in schools (Braddock, 2006).

The current complex changes and instruction drifts in the realm of work and society calls for legitimate execution of guidance and counselling administrations in Nigeria especially in the educational system. Some of problems with counselling are precarious homes, poor scholastic execution, tranquilize mishandle, high hazard sexual abuse, cultism and hijacking among other factors, which could affect necessary intervention in the school system (Popoola, 2015; Adeyemo, 2015). This pattern calls for appropriate guidance and counselling administrations in Nigeria and proper examination of counsellors' competence in the school system .

In any case, it is very discouraging and troubling to find that the activities of expert instructors have been assumed by the soothsayers, church ministers, imams, babalawo's e.t.c. even in the modern society. These individuals do not have the mental standards, abilities and skills required for guidance administrations. Albeit, a few creators have taken a shot at the causative variables related with counselling competence among Nigerian advocates which are mental-related (Aluede, Adomeh and Afen-Akpaida, 2004; Agokei, 2011; Oderinde and Muraina, 2014). Likewise specialists in the field of brain research have demonstrated reliably the impacts of a few components influencing counselling competence among optional school advocates (Alutu, 2005; Busari and Ojo, 2011). Some of these elements analyzed were proficient improvements, work residency, sexual orientation, enthusiastic knowledge, counselling efficacy among others.

In contemporary guidance practice, the accentuation is on the basic guides that would provide expert with the capacity to reveal the essential needs of clients with the utilization of fitting treatments that can bolster the fulfillment of particular result objective. In any case, not all advocates have what it takes and competence to render successful therapeutics, prompting varieties in the nature of administration those clients can access from proficient instructors. Varieties in advisor competence can vary from one expert to another. For example, Locke (2013) affirmed that an advisor should first know about him/herself, if the expert is to comprehend the need of others and convey palatable guidance administrations to clients. Therefore, this study examines the effects of motivational interviewing and solution-focused therapy on counselling competence among counsellors in secondary schools in Ibadan, Oyo State, Nigeria. Different strategies could be adopted to improve counsellor's competence within the society. However,

motivational interviewing therapy and solotion-focused therapy were used for this study based on their capabilities to enhance the competence level of the experts across the globe.

Motivational interviewing therapy (MIT) is the treatment given to instructors to create and enhance positive excitement and inspiration towards quality counselling administration in the school and society at large. MIT is a general upheld intercession that has demonstrated guarantee in enhancing a scope of behavioral results within the short time (Lundahl, Kunz, Brownell, Tollefson, and Burke, 2010). Motivational interviewing (MIT) is strategic way of engaging clients in a proficient way so as to improve their competence. MIT has been depicted by its originators as a client focused intervention, mandated to improving counselling competence across different settings (Miller and Rollnick, 2012). MIT is designed as an option to customary medications for substance use among grown-ups. In the past 30 years, MIT has turned into a built-up treatment for work execution and competence (Miller and Rollnick, 2012). MIT is based on consolidating four fundamental strategies into connections between the specialist and the client and these strategies include: communicating sympathy, creating inconsistency, moving with protection, and supporting self-efficacy (Miller and Rollnick, 2012).

By and large, individuals will probably advance and alter in a positive course while dodging fights for change (Wormer, 2007). Moreover, MIT keeps away from showdown of what individuals are required to do, yet bolster understudies in basic leadership about conceivable variations (Naar-King and Suarez, 2011). This gives youths a possible chance to consider their lives and practices without resisting grown-up challenges while taking into account new relationship flow and expanding competence (Winslade and Monk, 2007). MIT has been appeared to impact competence in all ramifications (Popoola, 2015). MIT is viewed as a standout amongst the most powerful and much of the time utilized mediations in improving heaps of difficulties (Tevyaw and Monti, 2004). Research on MIT has indicated change in the mentalities of subjects after remedial session (Brody, 2009), and MIT is by all accounts ready to work more rapidly than different medicines concentrated on encouraging competence (Arkowitz and Westra, 2009).

Solution-focused therapy (SBP) has been considered to be different from solution-based therapy, which is a therapeutic treatment designed to instill attitudes and actions through which the counsellor can simply focus attention on the issue by focusing on the director. Psychotherapy based on the solution is a way to build a solution to deal with counselling that was first created at

the Counselling Center by Stephen Deshair in 1988 and was founded on the theory of social constructivism. Solution consultants see solutions to help build solutions rather than critical thinking. In this type of theraphy, emphasis is usually placed on the disclosure of client qualities, triumphs, assets and capabilities (Berg and Miller, 2012). The solution-focused therapist believes in constant nature of change and that each person possesses unique assets to surmount societal and personal challenges within the society (Thomas & Nelson, 2007). In other words, this technique places emphasis on the ability and capability of the clients to acquire particular attributes that could help them overcome personal and societal problems now and in the future. When clients are equipped with these attributes, it becomes easier to provide effective counseling services in any area of human endeavours. Along these lines, the consultant will tailor treatment to individual clients in the output session in accordance with the assets. Thus, it is quite important for the expert to be equipped with requisite skills and competence to understand and interpret client's assets and attributes to be able to offer effective service at the point of need.

Solution-focused technique had been found to be effective with defenders at a useful session, where counsellors who describe solution-focused therapy, focus on clients in discussions about possible solutions (Zimmerman, Perst and Wetzel, 2007). De Jong and Berg (2008) state that privileged individuals and their observations about existence are very different, and there is no single solution to this issue. This indicates that the individuals in the society have diverse experience and background that could shape their perception and behaviour in different settings. These diverse attributes need to be properly understood by the counsellor, with a view to providing effective solutions to the personal and societal challenges of the clients. This makes counseling sessions to be orderly, engaging and effective to help individuals surmount different kinds of challenges in the community. This would improve the competencies of the counsellor at providing effective service to solve personal and societal challenges across different settings in the world.

Counselling competencies among secondary school counsellors could be enhanced with evidence-based psychotherapies like the interventions used in this study. These evidence-based interventions had been found to be quite effective in different parts of the world. However, as good as any psychotherapeutic intervention can be on a particular criterion variable, there could be some variables that can mediate their effects. Certain organismic and environmental factors could mediate the effects of MIT and solution-focused therapy on counselling competencies of

secondary school counsellors. Among these variables, gender and counselling efficacy have been selected based on empirical evidence that there are links between this set of variables and counselling competencies.

Gender can have a moderate impact on counselling competencies among secondary school counsellors. In terms of instructional competencies, males and females are not different in the latest research to identify stereotypes of men and women of advisers, although women's advisers increased from 21% in 2006 to 46% in 2011 (Hughes, Hovington, Elliott, Elliochen, 2012). Oderinde and Muraina (2014) provided both male and female consultant descriptions as well as possess predominantly feminine characteristics. Perhaps the change can be due to the increase in the number of women in the counselling profession, or the idea that being a good counsellor has a greater relationship with good communication, training, and interpersonal skills that are in most cases typical female characteristics.

Besides, Pierce and Newstrom (2003) stated that men are more dictatorial than ladies, while ladies are more law based or participative than men. In a few cases, a school or any foundation that can grasp both manly and female attributes and characteristics are the best. In any case, it is imperative to comprehend school system that may have been affected by ladies since information from a female point of view regarding the matter is inadequate. In all, counselling competence that are more regularly connected with ladies advisors are additionally more frequently connected with school competence on numerous levels (Helgesen, 2000; Rosener, 2000). Haslett, Geis, and Carter (2012) noticed that there have been a few studies that have explored female and male advisors to learn, if their counselling competence varies, and assuming this is the case that determines how individuals may contrast.

The effectiveness of counselling is another moderating variable that could affect the improvement of counselling competencies among experts. The effectiveness of the consultation refers to the judgment of advisers on their ability to effectively terminate a specific task (Bandura, 1997). A guide may rise with his high scholastic competencies against all the most difficult tasks, invest more effort, continue despite troubles, and use procedures to make work profitable. While the evidence is confident in itself, individuals may also likely create enabling goals and accomplish the task while the counsellor with low talent about their abilities may evade the task of learning and the opportunities to be achieved (Larsson, 1998). In this way, understanding the convictions of counsellors about their abilities can help teachers better

understand how goals are received and held, the source of inspiration for specialists and how to help them maintain the inspiration created by individuals. Many specialists have suggested that directive authority is a decent indicator of the skill of advice from evidence (Pajares, 2003). Unless individuals are confident in the ability of individuals to achieve the desired results through their activities, individuals have the minimum momentum to work or even push on with challenges.

Literature suggests that there is considerable interest in the efficacy of counselling in engendering peace and stability in the community. The effectiveness of counseling is a term first found in the writings of Bandura (1977). This construction helps explain what motivates people to work towards growth, meet challenges, and learn new things. Building the effectiveness of counselling involves people's perceptions of their abilities based on life events, experience and error, and exposure to a variety of experiences (Bandura, 1997; Larsson and Daniels, 1998). The effectiveness of counselling, as an enterprise, has found its way into mainstream counselling research over the last few years.

Despite several studies on the efficiency of counselling among pre-service counsellors (Agokei, 2011; Oderinde and Muraina, 2014 among others), little effort has been made on the high school counsellors. Various studies had been directed at using counselling interventions to enhance the efficiency of counselling among school counsellors (Agokei, 2011; Popoola, 2015); further studies using other aspects of counseling psychotherapy (incentive interviews and solution-focused therapy) to enhance counseling efficiency is still needed. The aim of this study was to examine motivational interviews and psychotherapy based on a solution to determine counselling competence among high school counsellors in Ibadan, Nigeria.

1.2   Statement of the Problem

Counselling competence remains very important skill needed among Counselling Psychologists, especially School Counsellors. In our secondary schools, counselling interventions are still being confronted with challenges which include inadequate trained professionals, inappropriate assessment techniques, lack of cooperation from the school principals, teachers, students, government etc. which affect overall counselling competence. Goverments at all levels and other educational stakeholders had identified the need to incorporate effective counselling services in educational system. What has not been properly

covered is the need to align these steps with necessary policies and actions that would stimulate functional and effective system of education in the country.

The need for appropriate implementation of counselling services at all levels of education is very essential. This is well attested to, from the academic performance of students suggesting counsellor's incompetence in the discharge of their duty. The resultant effect is not far-fetched as secondary school students have series of challenges due to ignorance, wrong information, influence of peers, mass and social media and lack of guidance, internet addiction, adolescents' drug use and abuse, violence, robbery, sexual activities, and school dropout.

In Nigeria, reports from the primary, secondary and tertiary educational levels point out that learners are indulging in all negative behaviours. Immoral attitude, lack of respect for constituted authority, and disrespect for the elderly had been found to be on the increase among secondary school students across the country. Although the Ministry of Education has continued to provide public schools with teacher-counsellors, yet indiscipline cases persist in our secondary schools. Previous studies that had been carried out to mediate occurrence of these excessive behaviours among secondary school students have not completely dealt with this menace. For example, so many studies have been carried out on violent behaviours, gagsterism, bullying e.t.c among secondary school students but there is paucity of literature on the issue of counselling competence among secondary school counsellors as these professionals have been deployed to secondary schools to mediate these negative behaviours. Some studies had been carried out on school factors that could influence implementation of effective guidance and counselling activities in primary schools in the country. However, there seems to be paucity of research on the effect of psychotheraphy interventions in secondary schools in Nigeria. In an attempt to bridge this gap in literature, the study therefore concentrated on the effects of motivational interviewing and solution-focused therapies on counselling competencies among school counsellors in Ibadan, Nigeria.

1.3   Purpose of the Study

This study was carried out to determine effects of motivational interviewing and solution-focused therapies on counsellors' competence among secondary school counsellors in Ibadan, Nigeria. Specifically, the study was set to;

1. find out the main effects of treatments, gender and counselling efficacy on counsellors' competence among secondary school counsellors

2. examine level of interaction effects of treatment and gender, treatment and counselling efficacy on counsellors' competence among secondary school counsellors

3. find out the 'two-'way interaction' effect of 'gender and counselling efficacy on counsellors' competence among secondary school counsellors

4. examine the three-way 'interaction effect of treatment, gender and counselling efficacy on counsellors' competence among secondary school counsellors

1.4   Significance of the Study

The discoveries of this study ought to be of enormous advantages to Counselling Psychologies and School Counsellors, Instructive Therapists, government Officials, Instructive approach Producers, Partners in training, Planned young people and Guiding analysts themselves. The Optional school advisors would profit enormously as they would be better furnished with the veritable instruments to help carry out their obligation through their cooperation in the mediations. Their insight supply would likewise be upgraded.

This investigation would provide information to both the public and private school management authorities to understand the effects of motivational interviewing and solution-focused therapies on counsellors' competence among school counsellors in the school. In this wise, stakeholders in education would be able to properly understand the myriads of challenges confronting counseling intervention in schools.

The study would aid the counselling/educational experts to understand the effectiveness of the two strategies on counsellors' competence among school counselors. This would give impetus to the therapeutic interventions of counselling psychologist to improve the level of counsellors' competence in the school system. Counsellors would have the opportunity to determine the effectiveness of motivational interviewing and solution-focused therapies on their quality of counselling service, especially within the school system. This will assist experts to adopt the use of effective interventions to solve challenges confronting the development of counselling within educational system. The study would also enable educational stakeholders to think on how counsellors' competence could be improved. It will help in solving many problems in the school and enhance collaboratively counsellors' competence.

Experts in counselling psychology, social work and Non-Governmental Organisation would be assisted to make use of motivational interviewing and solution-focused therapies in addition with other existing strategies in enhancing the Counsellors' Competence. In this wise, findings from the study provides adequate explanations on the existing strategies and the implications on the how to improve the disposition of staff and students to Counsellor and counselling interventions in schools.

1.5   Scope of the Study

The research was delimited to investigating the effects of motivational interviewing and solution-based therapies on counsellors' competence among school counsellors in Ibadan. The impact of moderating variables (gender and counselling efficacy) on counsellors' competence among school counsellors in Ibadan metropolis, Nigeria was also determined.

1.6   Operational Definition of Terms

The following terms had been defined to reflect their meanings within the study.

Motivational Interviewing Therapy: In this kind of intervention, the treatment is given to secondary school counsellors to enhance their attitude and motives toward quality counselling service delivery in the school.

Solution-Based Psycho-therapy: It is the therapeutic intervention designed to inculcate skills and strategies through which secondary school counsellors could always focus on solving problem by concentrating on way out.

Counsellors' Competence: This is the ability of the secondary school counselors to ensure efficiency and competence in the quality of counselling service delivery in the school.

Counselling Efficacy: It also refers to the beliefs or judgments that secondary school counsellors have about his or her capabilities to effectively perform a given counselling tasks at the desired level.

Secondary School Counsellors: They are professionally trained practising Counsellors in a secondary school.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with review of related literature. These were done both theoretically and empirically and the following sub-guidances were discussed.

2.1   Theoretical Review

2.1.1 Concept of Counselling

The British Association for Counseling and Psychotherapy (BACP, 2006) describes counsellor as a person who has a relationship with a client, who is in need of help, or has lost the ability to see the compass and mind. By listening carefully, the counsellor can begin to see the need to understand the views of the counselee, with a view to helping the client address a particular need during counselling session. The definition states obviously that counselling is not guidance that had been given rather an investigation of the issue of trouble. McGuiness (2008) explained that counselling is a helping procedure that improves on well-being by establishing an extraordinary sort of relationship to help people to gain admittance to a larger piece of their own assets, as a method for reacting to the difficulties of their lives. It utilizes particular aptitudes and procedures in that relationship to enable individuals become more modified and inventive. Counselling is an important intervention that is usually instituted to provide relevant information and guidance for effective decision-making process among people in the society. The importance of counseling in the maintainance and sustanance of laws and orders in the community can not be over-emphasised as it grooms the people to become good citizens that would become active participants in the growth and development of the community. Counsellors are therefore trained to analyse and interpret individuals and societal challenges and proffer appropriate solutions to the problems.

The three essential standards of counselling include:

i.   Guidance is a procedure that focuses on helping individual; it includes a relationship;

ii.   It involves the utilization of specific systems and aptitudes. It likewise accentuates the security of that relationship, for example in a code of guidance for instructors.

iii. it doesn't bargain essentially with the rationally sick yet with typical problem confronting everyone (Egan, 2012). The citizens need to take full advantage of counselling

interventions to understand their problems and identify probable solutions that are in line with the societal values.

The definition of BACP (2006's) implies that counselling is the problem solving effort, which takes place in the counseling session. Similarly, it alludes to both the preparation of guidelines and the need to investigate different parts of life. During counseling, the client can investigate different parts of their lives and feelings and discuss them non-exclusively and directly in such a way that cannot be discussed with companions and family. For example, restricted emotions, such as anger, discomfort, pain, and humiliation, can be very exceptional, and counselling provides a rare opportunity to investigate these challenges, possibly making them less demanding.

The people in the society have diverse background and lifestyles which could brew conflicts of interest within the community. In other words, different categories of people in the community would have diverse aspirations and expections and this could raise tension and conflict that could distabilise the community. Thus, counseling remains strategic to solve different problems that could emanate from these conflicts of interest among the people. This intervention is highly needed within the community and society at large to attend to different needs and aspirations of the people in the community. When people have a platform to express their opinoions and share their problems with the experts, they would be able to understand the problems confronting their well-beings at all time. This would reduce conflicts and tensions among the people in the society. This would help the society maintain law and order and ensure that are equipped with skills and knowledge to operate within the acceptable norms in the community. This reduces the level of crime in the community among the people, especially among the youth. These youngsters would have the platform to share their problems and would be less-frustrated to cope with the ever-increasing challenges of the modern world. The youth would not be involved in the criminal activities, when they are well-informed with necessary information from counselling experts to cope with the problems in the modern world.

In most cases, many parents across different parts of the world, are rapidly relying on the school and other stakeholders in education to provide adequate and appropriate service that could contribute in raising the young ones with integrity and honesty. Thus, the school system had been charged with the responsibility to provide functional and effective counselling service that could help students solve their personal issues. This intervention should have the capability to

correct the anomaly that had been noticed in the traditional setting. This is due to the fact that the modern challenges are increasingly eroding the traditional values and norms in the African settings. It had been affirmed that youngsters in this part of the world, African are generally preoccupied with the economic values and challenges placed on them by the countemporary world and this had depleted the inherent values and norms in the traditional African culture, which had been used over the years to maintan stability and modesty in different communities (UNESCO, 2002). This implies that the African setting is being threatened by myriads of challenges, due to the requirement of the modern world. The traditional setting had been infiltrated by diverse values and beliefs from the western world, which had changed the operations and aspirations in this part of the world. This had necessitated the need to introduce an interactive and collaborative strategy like counseling, which would give the youth an opportunity to share their problems and challenges in all ramifications to the experts at any point in time (Nziramasanga, 1999). These experts had been well trained to acquire skills and competences to address problems that could affect different categories of people in the society.

The particular objective of guidance across different settings is to help the individual access a larger piece of their own assets. This is the methods for empowering them to recapture their (lost) vitality and get back on track (Egan, 2012); to empower or help the person to live more capable as well as with happiness (BACP, 2006; Adeyemo, 2014); and to enhance the emotional wellness and lessen mental unsettling influences (McGuiness, 2008; Egan, 2012). Essentially, counselling empowers individual to carry on with a more completely fulfilling life. This is so likewise in the school as clarified by Hornby (2003), that counselling in schools includes helping understudies independently or in little gatherings to manage the worries or troubles individual is confronting at a specific time.

Counselling would seem to empower the individual to roll out an important positive improvement and prompt a superior life. It helps individuals deal with their circumstance (troubles, missed and wanted open doors and so on.) and recognize ways and methods for adopting better solutions to problems. In the words of Hornby, Hall and Hall (2003), the objective of guidance in school needs to go past the underlying focal point of taking care of understudies' quick issues. Guidance ought to be viewed as the initial step along the way to encouraging the improvement of youngsters with the goal that individuals turn out to be whatever they like to become in life. Counselling and supporting understudies with troubles

ought to be viewed as a method for starting the way toward enabling youngsters to completely use their potentials. Enabling youngsters would include helping them to build up a feeling of dominance and control over their lives and a few different aptitudes, for example, critical thinking and basic leadership capacities, and this is in accordance with the individual focused approach received in this investigation.

As indicated by Strong (2003), counselling includes talk, that is, between the guide and the client. There is consequently a need to focus on real issues by concentrating interest amid the discussion with the client. This is on the grounds that discussion in counselling welcomes reflection and request that the client interacts freely with the expert. This prompts the client to trade data with the instructor. Without a doubt, talk is the essential method or tools for impacting each other in the counselling relationship. That impact does not come about just from the trading of data; it comes about because of the human relationship (Rogers, 2011). This is a decent pointer on the requirement for both verbal and non-verbal correspondences in guidance and counselling.

To Strong (2003), such an acknowledgment of the need to give careful consideration to the discussion between the advocate and the client (great listening abilities) and influence the client to feel advantageous is just common when the client gets what he sought in counselling. For instance, in the school, youngsters are searching for encouragement or help to empower them to adapt to the present situation. No doubt clients are searching for another significance, a knowledge or an alternative that is valuable and that individuals can embrace, that individuals discover relevant to them in their life or experience. The client may get this natural idea, innovation, proposal, thought, thinking or 'I realize what to do now' in the counselling procedure. It is additionally through such sort of talk that the guide and the client (educator and student for example) convey understanding and through the subsequent activities may comprehend the procedure. In this study, the counselling relationship is researched with respect to the fact that it is so important to the individual understudies. Such talk, regardless of whether of a specialist (proficient) nature, ought to be accustomed to achieve important change with respect to the client. Hence, the session must be warm, honest to goodness and a snapshot of 'significance making' with the client (Rogers, 2011; Adeyemo, 2015).

In this wise, counselling service is a procedure that helps the society and educational stakeholders to clarify issues and challenges that are being confronted by individuals in the

society, with a view to ensuring that the citizens, especially students, are able to share their problems with experts and get adequate information. This allows students to make informed decisions about critical aspect of their educational pursuits. This makes these youngsters to become functional citizens in the community. In the light of this, this intervention equips the general populace with relevant information to become productive members of the community. The resultant effect of this service is that people are able to acquire necessary information to understand their challenges and the ways to overcome these problems. This allows the people to take active part in bringing ablut normalcy into the distabilised society (Mcquiness, 2008). Thus, societies across the globe could leverage the capabilities of counselling services to correct the anormalies around different communities worldwide. This helps individuals become functional members of the global economy and productive participants in the development of their immediate communities. It had been noted that people need relevant information to surmount the myriad of challenges in the modern society. This is becoming very difficult for people to function effectively in the 21st Century society, due to the differences in the configuration and setting of the modern world that are seem to be a radical departure from what is obtainable lin the traditional setting across Africa. Therefore, counselling service remains strategic to make sure that individuals abide with the dictates and requirements of the modern world. This helps counseling a vialble platform to equip the general populace with requisite skills and competences to become active participants in the building and development of the modern societies across different settings in the world.

In the educational system, counsellors equip learners with requisite skills and information to increase their level of readiness to the challenges of classroom instruction at any levels of education (Belasco, 2013). This indicates that counselling service provides a suitable platform to properly engage students, especially the new intakes, on how to navigate the entire school system and pursue educational career with less stress. In other words, learners would be able to understand learning requirement and how to access different learning materials through the provision of effective counselling services at different levels of education across the globe. Learners are coming into the system from diverse background and cultural values and might require specific support services to allow them fully understand the workings of the new environment. These students are changing their environment for a new learning space and it might be a difficult task to properly align with the dictates and requirements of the new setting

without adequate assistance from the school management and other educational stakeholders in the system. Therefore, counselling service had been touted as effective approach to equip learners with necessary information on how the propely navigate this new terrain and function effectively within the system.

Counsellors in the school system are saddled with the responsibility to attend to the immediate and future needs of the learners. At this point, learners' immediate need is adequate information on how to operate in the system effectively and come out in flying colours at the end of the programme. Thus, counselling service provides a rare opportunity for the learners to be acquainted with the new environment and understand the available resources that could be tapped to enhance learning at a particular time. With effective counselling service, learners would have edequate knowledge of the system and how to interact freely within the learning space. This improves collaboration and teamwork in the system and reduces the level of frustration that could be associated with the change of environment. When effective counselling interventions are made available to the students at all levels, it becomes easier for them to understand the technique to be used in getting relevant materials to facilitate learning within the instructional system. Services like library servce, information sericve and other critical interventions are important components of the educational system and should be made available by the school management to the entire popupation of students in the school system. These services are critical tools to facilitate teaching-learning process among students. They also increase the level of interaction among different components of the instructional system at all times. Provision of appropriate and relevant counselling services would provide necessary information to the learners concerning availability of these interventions and how to access the materials and services to facilitate instructional process. This emphasises the pivotal role of counselling service in the educational system across different regions of the world.

There are different interventions that professional counsellors render both in and outside the school system as emphasised in literature. These interventions include: guidance services, information services, counselling services, planning services, placement services, career and entrepreneurship development services, follow-up services, orientation services, evaluation services, consulting services, referral services, training services, research and evaluation services, services in ethical/legal issues. Counsellors have been carrying out these services but there are needs to keep abreast with the new frontiers in knowledge especially in a more

22

digitalised world, reaching out to clients both in the face-to-face scenarios and in electronic manner (E-counselling). There are skills and competencies that counsellors need to develop in the present time to suit the needs of clients of different ages and statuses. In the face of many challenges in the present time, counsellors need to step up their game and approach a more diversified world, be aware of the dynamic and multicultural nature of clientelle, develop more soft skills, always have a "Can't get enough knowledge" attitude, be more creative with records keeping and issues of clients' rights and responsibilities (Mghweno et al., 2013).

Counselling services provide students with basic information about the school and availability of learning materials within the learning space. This intervention provides opportunity for the prospective students to have adequate access to the basic facilities in the school and how to get access to quality education at a particular time. This service allows the school management access basic information about the students in the school. The data generated from the counselling sessions could be used to cater for needs and aspirations of different categories of students in the school. It therefore, becomes imperative for the school management and governments at all levels to ensure provision of adequate facilities that would allow the counsellor perform the responsibilities effectively. This would go a long way in ensuring adequate access to education at different levels.

2.1.2 Counselling Competence

Counselling remains an agelong approach in history that assisted in resolving personal problems among the people and societal challenges in the entire community. The strategic role of this service made it an indispensable tool in resolving conflicts among the people in the traditional African settings and other countries of the world (Egan, 2012). This importance was highly valued in the traditional setting that it became the sole responsibility of the elders in the society to avoid conflicts. This reduced the crime rate in those days to the barest minimum and ensured peaceful coexistence among different categories of people in the community at all times. Although counsellor were not formally trained within the four walls of the classrooms, every elder in the community was expected to be knowledgeable and experienced enough to provide adequate information and guidance that would solve the needs and aspirations of the youth at any point in time. In this wise, counselling was used to reduce the level of conflicts and criminal activities in the community to the barest minimum.

Even with the coming of western people to the continent, the role of counselling remains strategic to provide useful information and guidance to the youngsters in the society. The infiltration of western culture into the continent had changed the operations and structure of the traditional societies and this had altered our value system and beliefs to a large extent. However, the role of counselling and counsellors still generally stretagic to address the immediate and future needs of the people across all ages. This indicates that counselling is a viable approach to maintain laws and orders in the community across the globe. This intervention provides a suitable platform for individuals in the society to share their problems with other people, especially the experts, who had been trained to handle such cases and proffer enduring solutions to the challenges. This gives people sense of belonging and confidence to confront the challenges of life and function effectively in the society. In other words, an important intervention like counselling allows the governments and other stakeholders to understand the challenges people face on daily basis. This provides a clue on the technique to tackle these challenges and allow the citizens live normal lives devoid of crisis and frustration (Hornby, 2003). When this occurs, the people will be able to imbibe good values and disposition at all times.

In the long run, counselling would allow the citizens to be active participants in community building and functional members of the society at all times. This goes a long way in reducing the rate of involvement of people, especially youngster, in crimes and crime-related activities. It is noteworthy that functional counselling service would provide a suitable platform for peaceful coexistence among the people in the society at all times. This makes citizens to become productive members of the society, who would contribute immensely to the growth and development of their immediate communities. This would ensure stability and productivity in the society. These youngsters would be able to function effectively within the family and community. The well-informed individual would be able to set-up family with the right attitude and moral rectitude. This would ensure that moral values would be entrenched from the family and this would be extended to the entire community. Through active participation in productive activities, different categories of people in the community would be able to contribute to the growth and development of the society.

The people in the society have diverse background and lifestyles which could generate crisis within the community and society at large. In other words, different categories of people in the community would have diverse aspirations and expectations and this could raise tension and

conflict that could distabilise the community. Thus, counselling remains strategic to solve different problems that could emanate from these conflicts of interest among the people. This intervention is highly needed within the community and society at large to attend to different needs and aspirations of the people in the community. Provision of suitable approach for the citizens to exchange ideas and share their problems with the experts, they would be able to understand the problems confronting their well-beings at all time. This would reduce conflicts and tensions among the people in the society. This would help the society maintain law and order and ensure they are equipped with skills and knowledge to operate within the acceptable norms in the community. This reduces the level of crime in the community among the people, especially among the youth. These youngsters would have the platform to share their problems and would be less-frustrated to cope with the ever-increasing challenges of the modern world. The youth would not be involved in the criminal activities, when they are well-informed with necessary information from counselling experts to cope with the problems in the modern world.

The three essential standards of counselling include:
i.   Guidance , which is a procedure to help the individual; it includes a relationship;
ii. It involves the utilization of specific systems and aptitudes. It likewise accentuates the security of that relationship, for example in a code of guidance for instructors.
iii It doesn't bargain essentially with the rationally sick yet with typical problem confronting everyone (Egan, 2012). The citizens need to take full advantage of counselling interventions to understand their problems and identify probable solutions within the context of the societal norms and values.

In different parts of globe, counselling has been identified as a systematic procedure that involves understanding and interpretation of a person's problems, with a view to proffering appropriate solutions to the challenges. This implies that counselling requires specific skills and competence that would make the expert provide adequate and effective intervention to the problems within the society. Counselling competence alludes to the level at which the advisors could convey counselling administrations adequately to take care of the client issues and difficulties. As indicated by Sikolia and Lutomia (2012), counselling competence is the intentional comprehension of individual to advance self-comprehension in that individual. Nengo (2009) called attention to the fact that counselling is the way toward helping a person to

acknowledge and utilize data so he can tackle his present issue or adapt to it effectively. In this manner guidance causes a person to acknowledge an unchallengeable circumstance and not to be overwhelmed by the issue. Consequently, Mcquiness (2008) showed that counselling does not essentially manage the rationally sick but rather with ordinary people confronting every one of the challenges engaged with family, business-related issues and social life.

Manthei (2007) clarified that the meanings of counselling competence ought not be confined to work with clients. It is significantly more comprehensively based and incorporates an assortment of other change specialist, parts, exercises and aptitudes including conference and preparing, family counselling, assemble work, social work, instructing, supervision and organization. As supported by Nelson-Jones (2005), counselling begins when individuals start to express their worries to someone else, who will, in turn, illuminate what is heard and enable them to discover solutions utilising suitable relational aptitudes. Along these lines, counselling gives expectation, recuperating and comfort in this manner. The movement of counselling is normally depicted as the suitable utilization of particular quantifiable aptitudes at each phase of the helping procedure.

Fuster (2012) points to counselling competence as a procedure that enables behavioural change, repair capacity modification, drive basic initiative, improve associations and empower client potential. It is an individual rehabilitation process to help the individual learn and secure heroes, abilities, attitudes and premiums, making him able to be adjusted regularly. In this way, it is clear that the system and the goals of orientation and output are enabling the client to move towards a more important level of self-understanding and self-affirmation (Adeyemo, 2015). The feedback method includes a milestone that helps the client develop a meaningful interaction that ensures the client is able to work through troubles and challenging times.

The need to survey the ability of advisers is of imperative necessity in demonstrating master control. Investigating the ability of a lawyer is vital to understanding management methodology and understanding why defenders are effective and under what circumstances. The term power steering has distinct definitions in authoring management. Owuamanam (2000) stated that counselling competence is the degree of counsellor management of client's issues. Boy and Pine (2008) posited that counselling competence is the amount of client stability after his/her contact with the counsellor. For Rogers (1957), the Intensive Guide shares a highly ordered and tolerant relationship, enabling the customer to identify himself to the point where he

can make positive gestures due to new presentation. In the contemporary trend test, there exists a large number of exploratory tests that hope to understand the parts that relate to the consultant's abilities (Wyatt and Johnson, 2000; Long, 2008), educational capacities and understanding of the work (Spiegel, 2006; Auerbach and Johnson, 2007).

Many of the teacher's personal examinations have been identified as components that communicate significantly with their skills. These characteristics are warm (Carkhuff and Berenson, 2007), rejection and honesty (Truax and Carkhuff, 2014), sensitivity (Bergin and Jasper, 2009), happiness, openness and boldness (Carkhuff, 2009). The counseling was there for a long time (Collins, 2008). According to Bizari (2012), the assertion that it can be useful to the other through the exchange of information, opinions, appreciation, warmth, a certain focus on the background of the original individuals. In this way, written lessons prove that everyone is partly responsible for the welfare of all. Since Kenya's opportunity in 2003, Kenya's preparation has created a solution to the changes. In the first instance, stress management organizations were not emphasized in higher education associations. Mutie and Ndambuki (2004) took after the current item types and advice for incredibly late years. As Biswasu (2006) points out, the basic condition of the indicative capacity today may be required to create a reliably multidimensional nature, and people must understand how to adapt to the best class challenges. There are budgetary, individual, and even social challenges in the frontline community. As Nelson Jones (2005) has shown, the skill of mastery is a psychic skill, as guidance goals have a rational role, and all curriculum approaches are based on people's feelings, thinking and working with the goal that people may face more effectively.

Egan (2012) noted that the fundamental goal of counselling intervention is to drastically reduce mental imbalances among the citizens in the society or a country. The hypotheses that define the goals of guidance and mediation are mental. One of the objectives of the consultation is to enable clients to build their skills. In general, advice emphasises part of the growing ethical commitment of clients with respect to their own lives (Gleitman, 2006; Adeyemo, 2015). Trainers therefore are likely to be better when clients are given the opportunity to assist themselves after going through the procedures of counselling. In this way, the utmost goal of counselling intervention is to create an environment for self-help with the goal that clients turn to in their own best evidence. Apparently, counselling is a goal oriented intervention that is usually set up to reduce mental imbalances that could affect individuals in the society. To ensure that

people in a particular community are able to participate actively in the buiding and development of the region, then, such citizens need to be mentally stable and be able to think deeply to provide services that would contribute to the productivity of the society. It is only mentally stable person that could think deeply and constructively on the issues confronting the society and how to surmount these challenges within shortest possible time. Thus, the main target of counselling service is basically to ensure that people are in the right state of mind at all times. This could be achieved when individuals in the society are mentally stable and contribute to the development of the community.

Makinde referred to in Busari (2012) demonstrated that guidance is extremely the assortment of psychotherapy while counselling is simply the spirit or heart without which a self-understanding individual can't be created. Usually, counselling might be comprehended to mean conference, talk, pondering, and trade of thoughts, exhortation or procedure of basic leadership. Corey (2011) held that counselling competence is intended to help a person to examine himself/herself by relating his capacities, accomplishments, interests and method of change in accordance with what new choice he has. Counselling competence allows the experts accurately analyse and interpret the problems and challenges faced by the client within the shortest possible time. Also, it involves the ability of the client to properly examine himself and be able to identify his strength, weakness, interest and social lifestyle which could assist the counsellor in diagnosing the client and understanding his problems. This makes counselling session to be highly productive as the counsellor would be able to identify issues presented by the client and advice the person accordingly.

As Engelkes and Vandergoot (2012) have shown, the efficiency of counselling is an insightful strategy to accompany a counsellor who is with required skills and competence to provide such assistance. The goal is to help the counselor know the best way to understand his personal qualities and his present condition. The idea is that the experts needs to understand his state of health, emotion, and other personalities before making any attempt at addressing the problems confronting other people at a particular time. The state of health of the counsellor determines, to a large extent, the level of performance and competence in task delivery. Evidence abound in literature that the present condition of the counsellor has a lot to do with the discharge of his responsibilities in the society. In this wise, the expert needs to have a sound knowledge of his present condition and personalities to allow him proffer probable solutions to the needs and

aspirations of the people in the community. It is only when the counselor is able to understand himself that he would be in better position to help others. Thus, the counsellor should be in the right frame of mind and good health condition to analyse and interprete the challenges faced by the clients. This would allow the expert to give necessary information and advice to the clients and therefore contribute to the growth and development of the society at all times.

Busari (2012) describes the efficiency of counselling as a procedure in which the counsellor deals with an enthusiastic case, because the counsellor sees his concern unambiguously until he can give himself the wisdom to think about his feelings, abilities, and needs to explain. Thus, a critical component of counselling competence is the well-being and personality of the counsellor. When the expert is in a state of good health and favourable condition, it gives room for accurate analysis and interpretation of the clients' problems and the ability to proffer workable solutions to the challenges. Counselling is a relationship to look where the evolution occurs in both the guide and the counselling. As Wango and Mongai (2007) point out, the efficacy of counselling is an individual and dynamic relationship between two people who are smarter, more experienced, intelligent, and younger, less experienced and less intelligent individuals. The counsellee often faces a problem looking for help from the guide. Egan (2005) considered advice to be the gifted and principled use of connections that create self-knowledge and recognition of enthusiasm and development. Along these lines, counselling means a link between the individual concerned and the other with the desired.

2.1.3 Components of Counselling Competences and Skills

As expressed above, competence can be characterised as strategies or methods for accomplishing something or playing out a demonstration proficiently. Another word which conveys comparative importance with competence is technique that the counsellor utilises as part of a counselling experience. Skills are helpfully obtained through preparation by the expert advocate to help their clients comprehend and take care of their day by day issues (Busari, 2012). It is subsequently fundamental that the obtaining and utilisation of competences in guidance recognises an expert that has the capability to solve the problems of the people in the society at a particular time. Counselling procedure deals with the strategy and procedures through which clients' issues are expressly addressed. This allows the individuals in a state of confusion to get adequate information on the best route to achieve probable solutions to the problems. The

competence level is a strategic framework, that regulates the activities of the experts as they both work together to find lasting solutions to the personal and societal challenges across the community.

The level of competence has a huge impact on the relationship between the counsellor and clients in the counselling session. The expert needs to be in the right frame of mind to maintain and sustain this all important interconnectivity. The nexus that exists between the counsellor and counsellee is a strategic one, that should be given due consideration in the planning and implementation of counseling services in every area of human endeavours (Egbo, 2013). For instance, in the school setting, it becomes imperative for the counsellor to be approachable and friendly, with a view to enhancing effective service delivery to the students at the points of their needs. Only a counsellor in a stable condition can ensure this kind of interation and collaboration within the system. Thus, the competence level of the professional will facilitate the relationship between different components in the school setting. This allows the school system to benefit maximally from the counseling procedure by providing adequate access to relevant information that would allow students take informed decisions on critical issues that could affect their educational pursuits at different levels of education.

The consultation procedure in this way is accurate and procedural as it is one period of finding solutions that require rotation along these lines. It is expected that counsellors in school settings provide essential support services to students ranging from preparation, application, orientation, admission and graduation procedures (Lapan, Whitcomb, & Aleman, 2012). It is, however, important to note that these experts would find it extremely difficult to discharge these huge responsibilities without adequate skills and competence to excute such. Counsellors need special skills to help students appropriately and proffer enduring solutions to their problems. People are increasingly being confronted with the complexities of the modern world and need organised information from experts to cope with these problems on daily basis. Thus, the counsellor that is saddled with the responsibility to provide relevant information to help people overcome their challenges within the society, need special skills to execute these tasks.

For the most part, cases of counselling competences coming up in form of reacting, accentuating, addressing, nudging, translation, reflection, standing up to, repetition, examining, self-revelation, purge, guaranteeing, promptness, empowering, clearing up and compressing different issues that need urgent attention. There are several components of competence that

should be developed by the counsellor even from the teacher training institutions. These areas of competence would equip the counsellor with the necessary skills and attitude to discharge counseling services within the acceptable global standards. The counselor needs to be properly trained from the training institutions to acquire these competences in order to function effectively in different areas of human endeavours. Thus there is a need to incorporate relevant components into the curriculum of these experts right from the training institutions to equip them with these competences, with a view to ensuring that they provide effective services to different categories of people in the society. This is paramount to allow these counsellors provide useful information to the students on how to cope with the challenges of the learning space and contribute to the development of the society and the world at large.

It is noteworthy that different categories of people in the society have diverse background and lifestyles which could result to tension or conflicts of interest within the community. In other words, different categories of people in the community would have diverse aspirations and expections and this could raise tension and conflict that could distabilise the community. Thus, counselling remains strategic to solve different problems that could emanate from these conflicts of interest among the people. This intervention is highly needed within the community and society at large to attend to different needs and aspirations of the people in the community (Bryan, Moore-Thomas, Day-Vines, &Holcomb-McCoy, 2011). When people have a platform to express their opinions and share their problems with the experts, they would be able to understand the problems confronting their well-beings at all time. This would reduce conflicts and tensions among the people in the society. This would help the society maintain law and order and ensure they are equipped with skills and knowledge to operate within the acceptable norms in the community. This reduces the level of crime in the community among the people, especially among the youth. These youngsters would have the platform to share their problems and would be less-frustrated to cope with the ever-increasing challenges of the modern world (Engberg & Gilbert, 2014). The youth would not be involved in the criminal activities, when they are well-informed with necessary information from counselling experts to cope with the problems in the modern world.

Thus, it becomes practically imperative that the expert develop varieties of skills to deal with different categories of people in the society. The vulnerable members of the society realy are faced with enormous challenges of confronting the problems in the modern world. These

people are not being catered for by the governments at all levels and other stakeholders in the society. Thus, they need a specific intervention that would examine there problems and give them hope for survival. Counselling service could be used to provide hope for these disadvantaged in the community. This intervention is quite important to ensure that people have access to the right information that would help in decision-making process at all times. If these people are left unattended to by the government and other major stakeholders, they could constitute nuisance in the community and the society as a whole. This could increase the rate of tension and frustration in the society among different categories of people. As a result of this, the vulnerable members of the community could be forced to engage in activities that are inimical to the values and standards of the community over a period of time. This could threaten the stability and tranquility in the society. Therefore, provision of functional counselling services would be a veritable platform to solve this kind of problems and engender stability in the system. In order to do this effectively, there is a need for the experts in the field of counseling to develop and acquire specific skills that could propel the achievement of the laudable goals of counseling in the society. There is a need to acquire some competences that would place the counsellor at a vantage position to understand the challenges being faced by the individual and give necessary information and advice that could help in making informed decision on different issues that have to do with the family and society at large.

The areas of the real competences that need to be developed are highlighted beneath:

Listening competence: Listening is an exceptionally fundamental competence in the counseling relationship. It covers all aspects of the body ie eye, sound, and ears. Repeated hearing is seen as the foundation stone where the various greases of auxiliary management are collected. The undivided attention engenders respectable talks. If the trainer is not heard accurately or cannot communicate effectively, it becomes practically impossible to understand, analyse and interpret the challenges clients face in the society and see the correct idea of both verbal and nonverbal feedback from his client. Adeyemo (2015) said that hearing is a long way from a latent situation that a few people believe to be. Undivided attention is an experience of stunning modernity, which all advisers can access. The implications of inefficient listening are that when the time comes to provide assistance, the consultant who needs indivisible bias capabilities will analyse the error and provide the wrong help to the client. It is imperative that counsellor has the grasp of the problems confronting the clients and be able to provide appropriate solutions to the

challenges. This can only be achieved if the counsellor is equipped with listening competence to understand the problems and shows positive attitude to solve the problems at any particular time. This competence is strategic to effective counseling intervention in every aspect of human life. The quality of listening is an important one that should be developed by every expert in the field of counseling to understand the root cause of the problem and proffer appropriate solutions to the challenges with a short period of time.

Reaction competence: This is the reactions of the counsellor which includes verbal and nonverbal responses to the client's problems. Reaction remains an important component of competence and useful in assisting bulding lasting relationship between the counselor and counselee. The effectiveness and efficiency of counselliung session depends on the abilities of the knowledgeable and understanding expert to analyse and interpret the existing problems and create an avenue to solving the problems. Counsellor needs to adequately respond to the verbal and nonverbal need and inquiry of the clients. With the right response and values, the customer is likely to have the ability to get help understanding their issues and has the ability to carry out positive activities towards solving their issues (Adeyemo, 2014). It is essential that consultants have the ability to interact with the sense of purpose and the importance of the customer's misplaced appearance, as the guide will provide urgent help to the client. This indicates that the counselor to endeavour to be friendly and creates conducive environment for the clients to share their opinions on different issues that affect their lives. This builds confidence in the system and gives clients the opportunity to freely express themselves during counseling sessions.

Reaction competence is a strategic behavioural attribute that should be systematically developed by the counsellor to understand the basic issues presented by the counsellee during counselling session. The counsellor should possess the capability to give attention to the details of the quest and issues of the respondents. The competence level in this area of intervention determines, to an extent, the success and effectiveness of counselling within the society. The expert should have the ability to respond promptly and actively to the issues raised by the individual during counselling session. The individual seeking help should observe the readiness of the expert to solve his problems and provide appropriate information as requested. The expert should show that he feels for the counselee and understands the challenges that had been presented. The expert needs to have the capability to address these problems promptly and efficiently. The counselee should see this competence in the counsellor during counselling intervention. A

counselling intervention that gives attention to the details of the issues presented would build the required confidence in the system. By this, individual would be encouraged to provide all necessary information that would be required for effective counselling procedure. The counsellor works directly with the information that individual provides to offer possible explanation and information that would assist in solving the identified problems. Thus, there is a need for the counselor to ensure that necessary steps are taken to get this information from the the counselee during conversasion. Individual would be ready to give maximum cooperation with the expert, when their questions are properly responded to during the dialogue. Both verbal and non-verbal gestures of the counselee should be well addressed with prompt response. The expert could ensure this is done through the creation of friendly atmoshphere that would encourage the counselee to give necessary information and opinions. The entire counselling ecosystem should be made practically conducive for effective interaction and exchange of opinions between the two parties. The students should not be subjected to any form of intimidation or harassment to give information on critical areas that have to do with personal lives. The required information should be generated with the consent of the students in a conducive atmosphere that is devoid of pressure and intimidation during counselling conversation. This allows students to give necessary information that would assist the counsellor to proffer appropriate solutions to the myriads of challenges confronting the counselees at any time. This makes counselling services to be effective, practicable and workable.

Addressing Competence: This assists the consultant in examining and investigating issues that affect the client lifestyle and well-being, with a view to giving necessary advice on the matter. Furthermore, some important facts will help develop a successful conversation in the rational relationship between client and consultant (Mghweno et al., 2013). Immediate dealing with the client helps to identify and understand his concerns more clearly. Sequential screening is an important part of competency processing. In this wise, counsellor should be competent in the area of identifying, analyzing and interpreting the challenges that clients face in their lives and proffer appropriate solutions to the identified problems as accurate as possible. The expert can easily do this by systematically analysing and screening the issues presented by individual and would have to do this almost immediately after the presentation of the problem during counselling session. This allows the counsellor to properly diagnose the problems and issues facing the client. This builds the required confidence in the counselling intervention and makes

the service quite effective in addressing the needs and aspiration of the people in the society. It is noteworthy that this kind of competence is imperative and strategic to engender effective and successful conversation between the expert and the client during counselling session. This would help to minimise the level of tension and frustration among the people and reduce the tendency to involve in criminal activities. This would, therefore, engender peaceful coexistence and stability within the society.

Rehashing competence: This involves the procedure that tests the ability of the counselor to hear and understand issues the client had presented during the conversation. The expert needs to develop the ability to hear correctly what the individual had presented, with a view to analyzing and interpreting the issues and give necessary guidance that would shape the decision-making process. Individuals in the community are daily confronted with myriads of challenges due to the pressure imposed on them by the challenges of the modern world. Thus, these people would require undivided attention from the expert during conversation. It now necessary for the counsellor to acquire the skills of reharsing by listening attentively to the client and understand the points that had been raised in the session. The expert redrafted the information exchanged for clarification. In particular, rehashing helps the counsellor and client to properly understand the issues raised during counselling session because the counselor would be able to speak to the client's psyche (Popoola, 2015). This implies that the expert could ask a particular question over and over again with a view to getting the fundamental cause of the problems presented by the clients. This affords counsellor the opportunity to properly diagnose different issues and give relevant information that would help individual overcome the challenges of life. In addition, the client manages the opportunity to clarify more on the issues that were not properly understood by the counsellor when first presented. At the point where the coach reiterates the individual's concern, the customer will be in this way dependent on the extent of his / her interest and ability to absorb after the client has clarified. Adeyemo (2015) considered that even though a lawyer is expected to ensure and sustain the listening part of the conversation, there are some kind of reaction that conveys it, and the counsellor is caught, in addition to the coach being a man who has a dynamic part. Therefore, reharsing competence remains an important competence to be acquired and developed by experts in the field of counselling in order to accurately diagnose client's issues and provide appropriate information that would help in decision-making process.

This allows individuals in the society to make informed decisions on issues that related to their well-being and stability of the community and the world at large.

Confirmation Competence: This is another form of competence that needs to be propely developed by the counsellor in understanding the problems and challenges faced by the people in the community. It is a kind of competence that assures the clients of the ability of the expert to diagnose the problems presented during counselling session. Assurance as a counselling skill, requests that an advisor endeavours to pick up the client's trust during the time spent helping him to comprehend his (client's) issue (Busari, 2012). The instructor displays a specific ability to address the issues raised, which influences the confidence and trust of the client in the process and depend on the guide and assistance provided by the consultant in proffering workable solutions to the issues. This is accomplished when the guide underscores classification as respects the exchange between the advocate and the client. This competence builds confidence in the process. The individuals who require guidance should have enough confidence and trust in the process that would provide solutions to his needs and aspirations at a particular time. The expert should therefore develop the skills and competence of creating a conducive environment that would be built on trust and stability. Individuals can only share their problems with the expert they believe would keep their secrets and has the capability to give relevant information that would help in solving their problems. This would allow the counsellor get to the basis of the problems and give workable solutions as required. The client should have the confidence and trust in the capability of the expert to present workable solutions to the issues that affect their well-being and quality of life. The school counsellor can liase with other schools to provide relevant materials and information to the students on different issues. It is the responsibility of the counsellor in the school setting to establish a link with other personnel and schools across different regions in the society. This kind of partnership could help the expert to develop resources that could be used to develop the school systemBryan & Henry, 2012). The school counselor should be able to assist the students to get the best materials for learning. This kind of ability and competence should be properly developed in the counsellor to provide appropriate services that could assist students with instructional process.

Quiet Competence: This form of competence includes sudden end in the discussion between the counsellor and the person seeking help, especially when the break is brief and temporary. This is critical to help the guide understand the method and fitting time for utilizing hush, if not, it can

36

be mixed up for his failure of comprehending what to state (Mghweno et al, 2013). On the off chance that the advocate does not know a ton to state when hush is connected, he could make proclamations, for example, You should be profoundly touched by your issues. It is safe to say that you are thinking about a superior method to express your issues? You don't know; you ought to talk about certain part of your concern with me to help you. These announcements would empower the person to realise that the instructor is still with him during the time spent and could assist him to address his concern. By using this competence, the counsellor would be able to give attention to the details of the issues presented and diagnose the concerns of the individual effectively. The counsellee would also be encouraged to give necessary information that is needed for the expert to address the needs and aspirations of the client at the shortest possible time. The process of giving detailed information would give counsellor the required opportunity to understand the background and fundamental variables that could responsible for the problems. As a result of this, workable and effective solutions could be provided to solve myriads of challenges that people face on daily basis. This makes counseling a viable tool to address the inherent problems affecting the personal and societal well-being at large.

Self-Disclosure Competence: It involves the competence in demonstrating the ability to understand somebody's emotions/responses or revealing somebody's sentiments or responses to circumstances or people. Such emotions are obviously mystery until being manifested by the person. An advocate utilizing self-divulgence would reveal his sentiments and responses to the client during introductions in counselling conversation. It is, notwithstanding, critical to take note of emotions that are revealed to be honest to goodness, earnest and bonafide. The utilization of self-exposure likewise requests that the guide probably comprehended his client and in certainty picked up his trust in their relational relationship (Adeyemo, 2014). This is on the grounds that if the advisor uncovered his honest to goodness emotions with the initial interaction with the individual, the person might withdraw from the process. So, the environment should be friendly and conducive to elicit the required responses from the individual, which would help the expert in understanding the needs and aspiration of the person seeking help. Be that as it may, in the event that he comprehends the counsellee, and the person should have created confidence in him, at that point self-divulgence will serve its capacities to assist the client to create: create proper legit conduct and finish counselling relationship. At the point when the expert decides to be honest to goodness and straightforward in his association with the person, he could be: viewed

as a model to the client who likewise figure out how to soak up the advocate's conduct; ready to prevail with regards to consuming less vitality in withholding his genuine self and ready to give a helpful and encouraging condition for himself and the client. Both the person seeking help and the advocate are subsequently ready to freely exchange information during the dialog. In some instances when counselee is at first hesitant, a great utilization of self-exposure by the guide would enable the person to express his concern completely. A case of self-exposure is the point at which the advisor says "I have heard comparable issue previously and it was settled". This indicates that counselling is systematic and requires specific skills and competence to help in buiding confidence and trust in the process. This allows the counsellor get the basic information in different areas that would help in proffering workable solutions to the needs and expectations of the people in the society.

2.1.4   Guidance Versus Counselling

According to Shachar and Stone (2006) guidance refers to direction or evidence. Bakare, who was cited in Busari (2012), suggested that it as a kind of request for assistance or an additional type of obligation. Akinade (2012) asserts that guidance helps to make the central organization more visible, with some stars suggesting that the term was a term used to cover different organizations which could exist within the school system. This involves integrating the information feature, regulatory testing, circumstantial advantage, organization of follow-up, and organization of counselling, regardless of the level of advancement in the world in general.

Counselling is a procedure to help individuals or people to expand self-esteem in order to behave normally and according to the dictates of the community (Olayinka, 2012). This action is usually instigated by a man in need of assistance in a very close relationship or during counseling session. Makinde cited in Busari (2012) considers counseling as a scientific procedure by which people help other individuals by enabling them to progress. Counselling had been considered as a systematic process to enable counsellee to appreciate and explain individual perspectives of their living, and to understand how to achieve their chosen goals themselves through the critical choices, which are taught in particular, and to ensure issues of vitality and activity. It is assumed that every human being has the ability to self-progress, self-change and self-recognition.

Guidance and counselling are two closely related words with some differences. Wilson and Jackson (2009) and Watts and Kidd (2010) contend that guidance is a procedure and not an

item, it is a method but rather not an end and the core of guidance is to meet individuals' quick needs and furthermore help them to clear up their long haul objectives. Brown (2009) give an extremely helpful indication by recommending accurately that the key in the refinement amongst guidance and counselling lies in the part of data. Data is required in guidance (educating, exhorting, upholding, evaluating) yet in counselling, the part of data is "more humble" and the emohasis is on helping the client address their issue.

The regular inclination in this manner is to utilize the term guidance to allude to the more genuine data and to save counselling for the more passionate and individual issues (Williams, 2003; Makinde refered to in Busari, 2012). However, it is generally believed that the two terms are interlinked (Watts and Kidd, 2010). This is the approach embraced in the study. Guidance and counselling are two related terms that appear to include two related ideas; that of exhortation and data giving (guidance) and individual help in a formal setting (counselling) which gets the more prominent consideration in schools will develop in the discoveries. What is obvious in the contention is that a more prominent comprehension of the terms, guidance and counseling, is extremely vital if the educator advocate is to work successfully in the school. This is on account that there is a continuum of helping systems accessible in the school that range from data giving, coordinating, prompting, interviewing and bolster, for example, counselling.

Path (2006) remarked that when educators utilize the term counselling, individuals are alluding to a few or these methodologies and that instructors tend to utilize additionally helping procedures at the coordinating and informing end with respect to the continuum instead of at the supporting and Guidance end. Be that as it may, it completely agreed with Watts and Kidd (2010) on the requirement for the two fields of guidance and counselling to keep up the connection particularly in the school where, to a huge degree of the two are integral of the school system, where counselling and guidance operate collaboratively to achieve the desired objectives.

For the sake of clarity, the term guidance will allude to data giving for instructive, vocation and social choices, obvious for instance in talks given to understudies in gatherings, while counselling will be kept to the more individual and mental issues, the helping relationship and the procedure (Egan, 2012; Makinde refered to in Busari, 2012). The term guidance and counselling will allude to the whole guidance and counselling project in the school. In all cases, the term educator advocate or guidance and counselling instructor will be utilized to allude to the

educator in charge of guidance and counselling in school within the context of this study. The implication is that guidance procedures are utilized within counseling session to proffer appropriate solutions to diverse challenges of the people within the society. Thus, the two concepts are interrelated and work collaboratively to ensure effective counseling session at all times.

2.1.5 History and Origin of Guidance and Counselling

History has been considered as an objective assessment of the past and present in order to predict the future. The guidance and guidance cycle, has been confirmed to have started from America towards the 20th century in light of the population's request for an intervention to produce particular change. This can be seen in two distinct events in the United States. These events have been dated: career guidance process, standardized test movement, awareness on mental health, and legislative actions of the law firm. In 1908, Frank Parson built a professional office in Boston.

Parsons was concerned and convinced that if individuals could understand their characteristics and shortcomings, the data could be used to select ingenious openings. This initial effort foresees a significant part of the progress of guidance and counselling at present (Adeyemo, 2014). The expert's progress was a promise to reduce unemployment, need and poverty among the less fortunate Americans. These approaches, initiated by Parsons, have yielded positive results because many young people have benefited enormously from the organizations presented by the expert (Shertzer and Stone referred to in Akinade, Sokan and Oseremen, 1996). Each of the pioneers of the courses is at their best to see the progress of the institution. For example, in 1910, Meyer Bloomfield paid without any help from the National Basic Conference on Effective Counselling in the United States of America. On the other hand, Eli Weaver pushed the Second National Congress to effective endurance in 1912, while George Menil was the principal American to take a shot in the guidance within the educational framework when he was a teacher in 1895 at the California School of Mechanical Arts, San Francisco. In addition, Hugo Munsterberg, for example, launched employment in the industry by trading his article entitled "Inquiry on reason and industrial efficiency". Guidance and guidance really started in the USA with a compliment on the ingenious effect.

It is on a similar example that the practice began in Nigeria at the instance of the Reverend Sisters at St. Theresa's College, Ibadan. It should be noted that the focus on successful impact on the recorded track of the preparation of guidance and guidance, as well as the submission of social applications, may be intelligent for the unambiguous quality of the link to work in human progress. While the official start date of the current session in the United States of America was considered in 1908 by the working methods of the professional expert at Frank Parsons (father of the American Guidance Movement), 1958 can be considered as the date for starting period in Nigeria (Akinade, Sokan and Oseremen, 1996; Kolo, 2012). That year, the Catholic nuns at Saint Teresa College, Ibadan, saw the need for an invitation to good faith or expert guidance within the community.

Along these lines, in 1958, the revered sisters, with the help of Mrs. Oruwariye, invited the captivated and enlightened people of the total population to school. The professionals in the various areas of work who made their inscriptions were greeted with functional talks about their purpose in the last year of their studies. This effort provided information to the unknown about the world of work, and thus helped access countless information on the selection of fixed jobs or higher educational institutions. The result has been exceptionally encouraging, and some unique schools in Ibadan and other mega-cities have been set up to begin dealing with the call for talks with senior officials. This individual step has raised the profile of professionals and enthusiasts, while new trainers have been selected in the educational framework to control group and provide effective counseling session to the people of different communities (Kolo, 2012). In 1962, the Ibadan Professions Council was formed.

The association was made up of knowledgeable and dedicated individuals within the community. Their point of view was to incite an efficient course to help young people, where workshops, lessons and seminars were organized to exchange ideas among the participants. In 1967, the Council of Nigeria's posts ended with the Ibadan Board of Directors. People were detailed from the Ibadan Professionals Council Centre and supported the Nigeria Jobs Council and these people continued with the expert guidance line (Ojo, 2015). The Council's main function was to interact between specialists in the field of livelihood and their loved ones.

Thereafter, no officers were available to work successfully in this unit so far with the current state of counselling, the whole unit is monitored by male and female supporters. There are currently two regions - the Jobs and Guidance Section dealing with workshops and

interviews and the screening of advisory activities in the country (Adeyemo, 2014). Education ministries in different states have practically identical configurations. Another opportunity to show guidance and advice in two discretionary schools was created in 1967. Then, Mr. Rees, an American, organised a comprehensive high school workshop, Aiyetoro, Ogun state. The point of view was to sow seeds of course and advise people appropriately, which recorded huge success. The Association began in 1992 with a similar abbreviation for the Nigerian Christian Association (CAN) and the Computer Society of Nigeria (CAAN).

The Association is a pool of accredited teachers in general, and in any case, it involves people interested in the causes of assistance in their obligation (Okon, 2009). The association began operation, through its senior university staff and two education colleges and distinguished advisors to both the private and open sectors of the Nigerian economy. The magazine is called the "Chancellor". Through it, the disclosure of people, which are discussed in the annual social affairs, are investigated within the community. Social affairs procedures are also published. In 1975, the main management of counselling was developed in Nigeria at the University of Ibadan. The second verifiable section was created at the University of Ilorin in 1981. By that time, two schools and two training colleges were in the process of engaging specially hired counsellors. At the moment, there were a number of supporters for postgraduate planning with a master's and doctorate degrees. There were two trainers starting preparation to begin training of professionals, who would acquire skills and competences to assist people in the community in different areas of human endeaavours. These people were trained to engage different categories of people in the community and proffer solutions to their challenges.

The Federal Government has included the need to set up a course in counselling and consult our schools in its National Education Policy (2004). This has made all state governments prepare the course and advisory units in their respective ministries of education. Despite the advisory units at the universities, there are some private large metropolitan offices, for example Lagos, Ibadan and O'Reilly. These private organizations also helped in proffering soulutions to people's problems since they understand the entire Nigerian educational landscape. This made it possible for them to make significant impact on different categories of people in the country (Adeyemo, 2015). Even in the recent time, many private organizations still invlolve in the system of providing effective counseling sessions to solve diverse challenges confronting people in the society.

The objectives of counselling include the following:

i.   To enable people to come up with the capacities of self-reflection and self-esteem at a particular time.

ii. Counselling organizations need to enable the facilitators to consider situations in individual, social, cultural, educational and donor areas through the provision of reasonable, relevant and usable data.

iii. Also, you must take advantage of the school enabling the commissioners to pick up the preparations of social issues and use reasonable information.

iv. To assist all information in making individual, social, educational, expert and appropriate choices.

v.   A guiding organization should enable thinkers to have a self-evident perspective, to legitimate national affairs and to work and to learn.

vi. To enable the expert to go beyond the plan to implemention through self-endurance.

vii. Expedited counseling organizations that are under the reach of their remarkable results should help the most extraordinary.

viii. Also, the benefits of course in school must enable the blind to link the lead formally to self-achievement and achievement opportunities throughout the normal daily life.

ix. In order to enable or create the impression of the real world, change the self-management of emotions, and put the incentive for creative energy and efficiency.

x.   The benefits of counseling in schools should help to reduce the time spent in preparing and getting ready in the basic logic and basic initiative.

xi. Working with others in the life of the tormented by helping them to appreciate the preconditions and issues that are inspired by their inspiration, motivation and support for their enthusiasm and understanding of the needs, issues and objectives of the extracts so that they can prefer to achieve their goals and deal with these issues and those necessities.

xii. To help the HR path in the country in the appropriate, important and valuable guidance in this way dispersing the waste of unnecessary funds related.

xiii. Guidance organizations should assist in identifying and supporting the potential outcomes of humankind in various fields or endeavors, thus ensuring the progress of agile work in different regions of the economy.

xiv. To help create an incentive for individuals for the Nigerians involved and a full sense of duty towards solidarity with Nigeria.

2.1.6 Functions of School Counsellor

The school counsellor participates in the implementation of the various programmes specifically identified within the school system for effective teaching-learning process. The students in the school setting are from diverse background with individual differences. These students are faced with different kinds of problems and challenges from their homes and societies. The onus, therefore, lies with the school administration to make adequate provision for effective counselling services that would address the needs and challenges of different categories of students in the school system. This makes it imperative for the school management to provide counsellor, who will be charged with the responsibility of addressing the immediate and future needs of the students. This expert would provide relevant information to the students on how to function effectively in the school system. These organizations are the core parts of the guidance and advice program. People in the society require the function of school counsellor to improve the quality of education for the youngsters. The parents, mosques, churches and other stakeholders rely on the school counsellors to access quality education by all categories of students in the learning space (Akinade, Sokan and Oseremen, 1996; Kolo, 2012).

It becomes paramount for the school management and educational stakeholders to plan and implement functional counselling intervention to meet the needs and aspirations of diverse students in the school. School counsellor plays a pivotal role in ensuring that new students are ready and properly prepared to face the challenges of the next stage of education at a particular time. The new students are entering the system from diverse backgrounds and they have different learning styles as a result of individual differences. The challenges and requirements of the new school setting are quite different from what were obtainable in their former schools. Thus, the new intakes face fresh hurdles of dealing with new educational structure and requirements that would dictate how successful the educational system would be. This implies that the students would require specific intervention that would help them cope with these new challenges in the instructional system. A structure that would enable them understand the terrain of the new educational setting and operate effectively within the system.

As a result of this, scholars are consistently advocating for the need to employ the service of counselor in the school system. It had been argued that school counsellor contributes immensely to the stability and development of the school. Howell (2014) revealed that the addition of one counsellor into the operation of the school resulted to about 10% improvement in the rate of enrollment in the school. This might not be unconnected with the capability of school counsellor to provide necessary information for the new intakes at the point of entry into the system. This creates an impression that the new students would be provided with necessary resources to function effectively within the system and this could attract more students into the system. The counselor has the responsibility to support students in terms of preparation, requirements, admission and transition within the school system. This creates a friendly environment for the students to share their problems with the counselor and also understand the expectations and requirements of the new system (Robinson & Roksa, 2016).

With the increasing number of enrollment in the schools across the globe, more responsibilities are being placed on the shoulders of school counsellors to take care of the unprecedented challenges of high intakes in the system. Apparently, the school needs to provide adequate facilities for school counsellor to cater for the increasing needs and aspirations of different categories of students in the school system. When students have the opportunity to meed individually with the counsellor, it boosts their confidence and self-esteem. These students, especially the new intakes, would be relaxed and share their opinion with the counsellor who had been well trained to proffer solutions to myriads of challenges confronting people in the society. This creates an atmosphere of friendship and confidence that allows students share their personal and educational challenges with the expert at any time for adequate support and advice. It is imperative to note that students need friendly environment that would stimulate them to share their problems with the expert.

Thus, the school counsellor should have the required professional competence to make counselling session to be precise, accurate, relaxed and friendly for the students to exchange ideas and opinion with their peers and also the counsellor. This gives the counsellor the opportunity to have access to basic information from the students on different issues affecting their personal lives and educational attainment. When the experts have access to this critical information, it becomes eaiser to develop policies and programmes that could be used to address the challenges and inquiries of students within the instructional system. This allows the

counsellor to genarate reliable data for the school management, government at all levels and other educational stakeholders. This data could be used to formulate policies and programmes that would ensure effective teaching and learning in the school by addressing the immediate and future needs of the learners at all times. Thus, the school counsellor occupies a strategic position in the formulation and implementation of different educational policies and programmes that would ensure stability and sustainability within the school setting. Counseling session is a confidence building process and the counsellor has the huge responsibility of creating an enablement that would encourage students to share their problems and opinions with the expert, especially during counselling session.

Recent studies in the field of counselling had indicated that school counsellor has the capabilities and potentials to enhance the rate of accessibility to formal education in different parts of the world (Belasco, 2013). This might not be unconnected with the strategic function of a counsellor in sustaining the interest of the prospective students in formal education. Students need assurance of the enduring supports and services that would help them effectively navigate the structure of the school system. Thus, the school counsellor makes the students ready to face the challenges of the higher level of education. Some of the chellenges to formal education worldwide are the issues of accessibility and quality.There had been growing demand for governments at all levels to make education more accessible and of good quality.

The issue of accessibility could be partly solved with the provision of effective counseling services in schools, especially at the basic and secondary education level. The school counsellor can enhance access to education by providing relevant information to prospective students on the requirements of the new system and availability of learning resources that could be used to facilitate teaching and learning. The school counsellor has the ablility and information to direct students appropriately in the school system. The expert gives basic information concerning application, selection, admission, processing, evaluation and graduation. This allows the young ones make informed decisions on their educational pursuits. When this important service is available in the school system, prospective students have adequate information and direction on steps to take in getting admission to their preffered school of choice. When this programme is put in place, students would also have the opportunity to understand how to get access to the leanring materials within the instructional system. The counselor has the responsibility to direct students appropriately to the right places to get access to the learning

materials in the school system. There are diverse learning resources that are available within the learning space and students should have unrestricted access to these materials to facilitate learning. These learning resources are quite important in the instructional system to ensure that learners get quality education at their disposal. Therefore, the counselor should be able to direct students appropriately on how to access these learning resources within the learning space. The expert has the responsibility to give adequate information on the step students could take in accessing relevant resources within the instructional system. The counsellor would direct the students on how to access relevant resources to ensure smooth implementation of educational policies. This access could be substantially improved, when counsellor provide adequate information on the availability of learning materials within the learning space. This role should be played by the counsellor to ensure that learners are able to access education at all levels.

The quality of education can also be improved by the strategic intervention of the counsellor in the school operations. School counsellor is expected to contribiute to the quality of education through adequate collection and analysis of data generated from different categories of students in the school. The data generated from the students could be used to improve the quality of education in the country. Governments at all levels could use the data for curriculum implementation and enhancement, thereby improving the quality of instruction in the education system. This could translate to improved quality of education as stakeholders in education would be able to take informed decision on different aspects of teaching and learning.

The following roles had been identified in literature as specific functions of counsellors in the school setting to promote peaceful coexistence and stability in the system:

1. **Valuation Service:** This can be referred to as designated examination to be performed by the counsellor within the school system. O'Connor (2009) noted that evaluation is an evolutionary or longitudinal process of gathering, with a focus on the use, realization and use of a set of targeted individual and social information to enable the school to provide unrivaled knowledge to more individuals in solitary play to better understand personal and societal problems. In this case, the review feature involves grouping, searching, and using a set of tools to collect the data that could be used for planning and implementation of educational policies in the country. The school counsellor would be able to gather relevant data to evaluate educational system and how to improve on the teaching-learning

process. This organization involves the guide to give important data that will enable guards, educators and presidents to understand things.

2. **Counselling Service:** This intervention involves engaging the counsellor who has been set up to provide assistance or perhaps to establish a smart relationship with the teachers and students who need help to function effective in the system. Through this organization, counselling is sufficiently supervised to ensure realization of the objectives of the intervention (Ojo, 2015). Different organizations need the support of professionals to take appropriate decisions that would ensure stability in the process. The main objective of counselling in the school system is to provide necessary help to the staff and students to function effectively within the system. The counsellor in the school system has a huge responsibility to engage both the teachers and students to ensure smooth running of the school activities. The counsellor need to engage the students to provide them with necessary information that would be required to function in the school system and interact positively with every component of the school ecosystem. This ensures that students are able to operate according to the rules and laid down regulation of the school and perform well in classroom activities. The counsellor is basically charged with the responsibity to ensure that students are able to get critical information regarding the rules and regulations of the school. Students also required to understand the procedure to follow to access relevant learning materials that could be used to facilitate teaching and learning process. The counsellor has the responsibility to inform students of the availability of different instructional resources within the school system and how they could be accessed. This allows students to utilise learning resources judiciously to achieve instructional objectives and solve different educational problems. It becomes crucial for the counselor to cooperate with other staff members and students to ensure effective service delivery in the system. The counselor is required to provide adequate services to the teachers on how to understand the capabilities and individual differences of the students in the classroom. The counselor has the required information and data to share with the teacher on the status and background of each student in the classroom. This allows the class teacher to understand peculiar characteristics of each of the students in the classroom and how to address their needs and aspirations with the instructional system.

3. **Data service:** By performing this kind of intervention, the expert is always ready to equip the school with relevant information that is intended to ensure better learning environment. It is also intended to provide useful social approaches in order to gain an upward trend in decision making and educational choices (Kolo, 2012). This limit includes data collection in different areas of preparation, counselling and social life for an introduction to memorable experience that remembers the ultimate goal of being taught to ascertain that people can be involved in making critical decisions effectively in a dynamic society like this. It is expected of the counsellor to make sure that necessary information about all the students in the school are kept and provided at the point of need. Counsellor occupies a strategic position to understand the problems confronting students learning process. The expert also has the opportunity to collect relevant information about the students before or during counselling session. This data could form a basic tool for decision-making process. School management could rely on the counsellor to generate relevant data from the students and staff of the institution. This data could be used by the educational stakeholders for policy formulation and dissemination at different educational stages. Also, the school management could use such information and data to plan for effective school administration and control at all times. Thus, counsellor needs to be equipped with requisite skills and competence to generate the required data from the students before or during counseling intervention programme in the school. This allows the school management to access relevant information about all the students in the school and would understand the background of all the students. This provides a workable tool for the school to effective plan for smooth implementation of educational policies at different levels of education. In essence, counsellor provides the opportunity for the school management to generate relevant data about the students and teachers in the school system and proffer solutions to their personal and collective challenges within the instructional system. This makes the intervention a suitable platform to understand the needs of the entire school ecosystem and contribute immensely to the stability and tranquility in the institution.

4. **Service Manager:** Planning is the choice of what an individual needs early, and the way he will do it. Some of the capabilities of a benefactor help planners to plan their activities (Popoola, 2015). Different learning institutions have learning goals for the schools and

students. The school counsellor is saddled with the responsibility to ensure effective realization of these educational goals within the shortest possible time. This implies that the counsellor needs to provide friendly and conducive atmosphere for learners to share their problems within the school system. The expert should be able to detect the problems that affect students early enough before it escalates. This means that the expert should be able to properly diagnose the problems and challenges confronting the learners with a view to giving appropriate remedies to the problems. These problems could be educational or social. The counsellor should have the capability to address the challenges that have to do with education and social performance among different categories of students in the school setting.

5. **Service solution:** The supporting assistant to be provided by the counsellor does not end within and outside the school framework, it is even extended to the entire society. In school preparation, the solution can be provided by way of integrating it in lessons curriculum, planning or professions. The counsellor engages students within the school and out of school system (Ojo, 2015). The counsellor in the school system should be able to cater for the emotional and psychological needs of all the learners in the school, system at all times. Relevant information should be provided to the students concerning the subjects to be taught, the curriculum, learning resources and the teachers who handle instructional delivery process. This ensures adequate provision of workable solutions to the problems of the students and teachers within the school setting. Students need solutions to different instructional challenges that could be confronted within the instructional system. The students should understand the workings of the learning space and how to navigate through the process with positive outcome in terms of better performance at the end of instruction.

6. **Follow-up Service:** This course specialist can see counseling within the school and even in other surrounding schools. This procedure enables the teacher to see and verify whether the individual or social issue is directed or coordinated after the simulation or consultation. This implies that the counsellor should have the ability to monitor the learners and teachers beyond the counseling session. The follow-up process would allow the expert to monitor the effectiveness of the service on the well-being and quality of life of the students. This indicates that the function of a school counsellor extends beyond the

provision of counselling intervention and necessary information during the counseling session. It incorporates the ability to progressively monitor the students within and outside the classroom after counselling conversation. This follow-up service allows the counsellor to ascertain the effectiveness and efficacy of the intervention on the students over the time. Thus, the expert would be able to understand the right time to adjust the technique, with a view to rendering better services to the students and the entire school community. This makes counselling a living component of the school system that should be well structured and maintained at all times to provide better services to the school community. This helps the school solve many educational challenges that confront the learners within the leanring space.

7. **Presentation Service:** These boundaries are gaining new successes in the academic space with workplace, trouble, issues and expectations in their new school. It is a guiding feature that supports potential supporters to make new developments rationally applicable for the new situation as individuals interact to find workable solutions for the citizens, associations, principles, controls and a condition that may require modification to have the ability to adjust accuracy (Adeyemo, 2015). This role requires the counsellor to provide workable remedies to the challenges and issues raised by the students during counselling session within the school environment. The counsellor should be able to understand learners' personal and educational challenges and give necessary information and advice that have the capability to solve the identified problems at a particular time. This builds the confidence of the students in the intervention to solve their immediate and future challenges. The efficacy of the information and advice provided by the expert in solving the problems of the students should be well ascertained within the system. This is a crucial role that every counsellor in the school system should provide at all times.

8. **Referral Service:** It involves exhibition of counselee/consultant trading to interact with other teacher or association through which his concerns can reasonably be dealt with. The teacher or office may be inside or beyond the school framework. Schetzers and Stone, referred to in Ipaye (2005), pointed out that an outsourced work force or office is used in the light of the way in which individuals provide organizations that the course teacher cannot claim to have the ability to move around. Advisor requires help on issues beyond his capacity. The components of the entire guide in the school environment are to help

each of these people understand themselves and live effectively in society as a whole. The need to take advantage of the educational benefits in the framework of the extension work in these lines lies in the light of the doubt that the individual who appreciates himself and his situation will be more useful and persuasive in his endeavors fully. The counsellor should be able to provide appropriate information on the learning opportunities with the school environment and outside the learning space. There is a need for a workable framework to identify relevant learning opportunities within the school setting and how students would be able to utilise these resources to enhance teaching-learning activities over a period of time. It is equally paramount for the expert to out-source learning opportunities in any part of the world. This indicates that the link to learning opportunities outside the school setting should be provided to the students and teachers in the school. This service had been greatly enhanced with the advancement in technological innovations across the globe. People can now access learning resources from any part of the world with use of technology and internet-based resources. This service should be adequaltely provided by the counsellor to extend the frontier of learning for all the students and staff of the school.

The objectives set by the guideline in the illustrative framework as demonstrated by Odediran (2014) are:

i.   To enable people to come up with the capacities of self-reflection and self-esteem at a particular time.

ii.   Counselling organizations need to enable the facilitators to consider situations in individual, social, cultural, educational and donor areas through the provision of reasonable, relevant and usable data.

iii.   Also, you must take advantage of the school enabling the commissioners to pick up the preparations of social issues and use reasonable information.

iv.   To assist all information in making individual, social, educational, expert and appropriate choices.

v.   A guiding organization should enable thinkers to have a self-evident perspective, to legitimate national affairs and to work and to learn.

vi.   To enable the expert to go beyond the plan to implementation through self-endurance.

vii. Expedited counseling organizations that are under the reach of their remarkable results should help the most extraordinary.

viii. Also, the benefits of course in school must enable the blind to link the lead formally to self-achievement and achievement opportunities throughout the normal daily life.

ix. In order to enable or create the impression of the real world, change the self-management of emotions, and put the incentive for creative energy and efficiency.

x. The benefits of counseling in schools should help to reduce the time spent in preparing and getting ready in the basic logic and basic initiative.

xi. Working with others in the life of the tormented by helping them to appreciate the preconditions and issues that are inspired by their inspiration, motivation and support for their enthusiasm and understanding of the needs, issues and objectives of the extracts so that they can prefer to achieve their goals and deal with these issues and those necessities.

xii. To help the HR path in the country in the appropriate, important and valuable guidance in this way dispersing the waste of unnecessary funds related.

xiii. Guidance organizations should assist in identifying and supporting the potential outcomes of human kind in various fields or endeavours, thus ensuring the progress of agile work in different regions of the economy.

xv. To help create an incentive for individuals for the Nigerians involved and a full sense of duty towards solidarity with Nigeria.

2.1.7 Problems Confronting Guidance and Counselling Programme in Nigeria

Despite the fact that the interest in present Guidance and Counselling was introduced in the National Policy on Education (2004), the issues going up against the programme seem to be progressing obviously and the challenges confronting the intervention could be associated to men, materials and cash. The combined challenges of human resources, appropriate counselling resources and adequate funding channels are increasingly impeding effective counselling programme that would stand the test of time. There is practically dearth of human and material resources to expand the scope of counselling within the society. This limits the positive impact of the intervention on the individuals in the society. In its social context, many stakeholders adopt a 'kick back and watch' point of view which usually affects smooth operation of counselling

programme. This is an immediate after effect as presented by Umoh (2008) and Idowu (2008). The effects could be summarised as follows:

1. Non-accompainment of regular partners: APGA suggested that there should be a ratio of 1 to 250 (teacher/students) within an organisation. Busari and Ojo (2011) score, in 1980 was 1: 800 within the society. The situation can be even more unpleasant. This is through the ideals of registered individuals from trained experts who move from school settings and beyond depending on a normal institution consisting of at least 1000 people to have four counsellors. It becomes practically impossible for such ratio of counsellor to students to produce effective counselling service within the school system. This weak arrangement would not allow the school to support the progress of counseling in such schools. In other words, the number of professionals to attend to the needs and aspirations of the students in the school system is quite low and this cannot produce effective counselling services across learning institutions in the country. This challenge becomes more pronounced when considering what is obtainable in public secondary schools. In any case, institutions like unity colleges, military schools, and tertiary institutions have a satisfactory number of mentors to stimulate the system. The level at which counselors operate in these schools is quite different from what is ontainable in public schools in Nigeria. In these unity colleges, it is recognized that all counsellors must be organized and empowered with adequate resources to function efficiently within the system. In 1984, the Association of Secondary School Principals in Nigeria requested the training course for teachers in elective schools. The relative progress recorded in guidance and counseling intervention in Nigeria was noticeable before independence. The course was brought to the state around 1842, and introduced formally before independence around 1958. After the completion of this century, the organizational rule and membership in the organizational structure was sooner or later accepted. During this period, stakeholders in education invest significant resources in the counselling programmes to solve immediate and future needs of the staff and students in the educational setting.

2. Lack of clear defence on the effectiveness of consultation: Some individuals, for example, uninformed collaborators, teachers, managers or administrators doubt the effectiveness of the intervention to bring about normalcy into the system at all levels. The realization of the mind has a tremendous degree of influence on the level of effectivess in

the counselling procedure. Individuals and adults themselves are not usually certain about relying on the effectiveness of counselling programme to solve the myriads of challenges noticeable in the society. Many people in the community believe that certain categories of individuals should be allowed to make certain choices regarding how they operate within the society aand interact with other members. These individuals believe it is important for children who are not yet sufficiently organized to decide on their main choices. Individuals trust that adults do not need to sit without work. They believe that only adults and erdely in the society require the services of counsellor in terms of marital counseling, rehabilitation and parenting over a period of time (Adeyemo, 2014).

3. The role of the guideline in counselling is unclear: Many people in the public do not have an aggressive idea about certain parts of the programme and the professionals handling the intervention. Unequivocally, even within the school, where the mind is expected to be high, the school staff, for example, teachers and school principals do not handle the programme effectively or individuals confuse of the expert expectations and obligations within the system. For example, Makinnde (2013) stated that their superiors, especially principals, see them as rivals rather than partners. Therefore, the school management finds it extremely difficult to work collaboratively with counsellor to provide effective counselling services to different categories of students within the school.

4. Protection by accomplices and principals: It has been seen by different course guides that individuals often encounter security and confidence issues from institutional heads, staff and fundamental individuals in the organisation, who do not consider the intervention as viable option to solve different challenges within the system. These people pose serious threat to the smooth running of counselling programme in the school. In most cases, they consider investment on the programme as a waste of resources. This hinders effective service to the students and staff within the school system. Odediran (2014) expressed that counsellor face huge challenges, which may be firm and tireless from principals and assistants. Most conditions and guides in counselling intervention have questionable clause that could impede effective operation of professionals within the school system. Heads of institution may believe that 'newcomer' advocate has no ability to separate their refinement and power among understudies, guardians and individuals from the comprehensive group (Adeyemo, 2015). Affirmation of heads of institution might be

indicated in their tepid, poor or hesitant aura in supporting the programme or they can refuse to engender collaboration between the specialist and other officials in the school setting. This creates an organisational gap that could hinder effective realization of the goals of counselling in the school system. The disconnection would not allow all relevant parties in the system to work as a team to achieve the vision and mission of the institution.

5. Feeling of the vulnerability on the part of promoters: Some school workforce still watch the advisors as having a 'secured game plan' or a hidden agenda when a client goes into the counselling room (where this is open). Some give instructors negative or destructive names that could deter them from performing their function effectively within the school system (Kolo, 2012). In some instances, specialists question the ethical respectability of instructors or teachers who give singular guidance to youthful ones without proper training. This sets the two parties on collision course that could threaten the stability abd peaceful coexistence in the school. In many cases, school staffs doubt the integrity of the counsellor, while dealing with female students in the school. In other words, there is usually mutual suspicion between the two parties, thereby hindering the professionals from effectively performing their obligation of proffering probable solutions to the instructional and societal challenges facing students at a particular time.

6. Characterization: The issue of security is paramount and strategic in counselling. Clients anticipate that their exceptional data will be kept with utmost confidentiality and not revealed to other members of the society. Regardless, referral managers, for example, teachers, sidekicks, gatekeepers, and principals anticipate that the expert would allow them access to the information regarding other people and their secret affairs. The mix up of the manual for uncovering the 'mystery' may raise the level of vulnerability of this exercise. Uncovering secret information of others could impel loss of trust and confidence in the intervention. This reduces confidence in the process and people would not be ready to divulge necessary information about their personal lives to the counsellor. It is important to note that counselling is a confidence-building process and there is a need to sustain client's confidence in the system within counselling session and even after the process. When people do not have the required trust in the ability of the expert to keep their information, they would not be encouraged to give relevant information during

counselling session. This would not allow the counsellor to generate the required data from the students and other clients that could be used for developmental decision-making.

7. The inadequate commitment of government officers: Although the Federal Government has institutionalized counselling programmes to some extent in the NPE, (2004), there is still much to do concerning advantageous help from the services and how to sustain the programme within the context of different instructional settings. More dedicated development will help the change in the system. For example, there ought to be agreeable coordinating unit that would design both short and long term frameworks to assess the level of success being made in the area of counselling, especially within the school setting. This would allow educational stakeholders to understand the problems confronting effective counselling intervention that would meet the immediate aand future needs of the different categories of students in the instructional system.

8. Lack of funding: It had been established that guidance and counselling interventions are not supported by different educational stakeholders in the country. Co-sponsors are not circulated to each school to manage their various associations. These people are meant to assist government in providing adequate counselling intervention in the school system. Also, governments at all levels do not provide adequate budgetary funding to expand the scope of counselling to ensure proper direction and coordination. However, it is understood that persuasive counselling seeks to challenge financing to acquire some materials like mental tests, diaries and various appearances, primitive play, cardboard, unambiguous pens and other counselling resources to make sure that the programme doe not suffer unnecessarily.

9. Access to the consulting office/room: Due to insufficient classrooms and office accommodation, it is pracitically impossible to allocate office to counsellor within the school environment. This is especially true for urban schools where there is high level of enrollment and many staff to be accomodated. In this kind of arrangement, counsellor would not have access to office for proper counselling sessions (Adeyemo, 2014). It is paramount to note that expert needs a private office to provide effective counselling service within the school system. A conducive working environment would stimulate effective counselling session in the school. One may see a coach collaborating with a

client in one corner of the staff room, under a tree or open spaces that are never devoid of distractions. The best thing that happens in schools without an instructional office is guidance or guidance and session without social coordination. The implication is that a good working environment would provide opportunity for the clients to share their problems with the expert. This allows counsellor to generate the required data from the clients and proffer appororiate solutions to the immediate and future needs of the individuals in the society.

10. Lack of psychological tests: Psychological tests are important in ensuring effective counselling intervention in any organization. However, there are limited number of these tests within the society. There are a few " made in Nigeria " mental tests developed by respected counsellors in the country. Two or three tests are created, and only a few had been adopted. Among these tests is the one developed by Professor C.G.M. Bakare on mental test. Utilization of mental tests is one of the components that affect brain stimulation and is more targeted at people with such problems. By doing so, there are a number of advisers who can use these psychological tests to recognize, exploit and analyze critical issues. Remote tests that are accessible may not be sensitive to culture and may therefore be unsuitable for use in a culture where individuals are not confirmed or directed properly (Ojo, 2015). This should be considered as part of the efforts that should be made to collect and arrange further mental tests. The sponsor must create a management approach to take advantage of the tests as well. Tests must be sold to customers who are reasonably organized at reasonable costs and also must remain accessible to the people who need assistance. Others scholars like Osiki, Aremu, Falaye, Oluwole, Animasahun, and Busari developed tests to Guide Human Development Studies, in the University of Ibadan and these tests are exceptional and real attempts at addressing human problems and can be used in different areas of endeavours.

2.1.8 Self-Efficacy

Self-efficacy, as demonstrated in the theory of social cognition is confidence in one's ability to implement the methodologies required for certain achievements (Pandora, 1997). The theoretical structure of self-sufficiency is based on Pandora's social speculation that people who interact with themselves and program more than interacting organisms that are influenced by

common factors or driven by the internal inversion needed. As illustrated by Pandora (1994), self-richness is a multidimensional form that affects people's implementation clearly and vertically through its results to select other elements, for example, stimulation, self-control, attribution and feeling. Two researchers noted that self-honesty accepted a painful part in influencing the choice of task, effort, enthusiasm, quality, and achievement of individuals (Bandura, 1994; Pajares, 2002).

Self-efficacy is a specific task that involves specific feelings of particular endeavours and activities in certain circumstances and settings (Pandora, 1997; Jackson, 2002). This suggests that people do not have a similar level of self-sufficiency; rather, the level of feelings of self-sufficiency depends on the possibility of the task and the place where the task is performed. This is essentially the source of inspiration that leads to the verification of the adequacy of the appropriateness widely, within a set of specific areas, for example, academic, social, living, clinical, games, and prosperity (Pandora, 1997).

It is believed that these percentages of self-efficacy information have not changed particularly when compared to power judgments. Individuals disclose the delayed results of events, and these understandings give information on which judgments are based. The types of information that people deal with and use in making self-sufficiency judgments, and the basics that people use in their weighting and planning, form the explanation behind these illustrations. Along these lines, resolution, mixing, interpretation, and information memory affect self-efficacy judgments. There seems to be relationship between self-efficacy and the performance of an individual in a specific task. Individual should be able to develop a specific level of self-efficacy that he/she can perform a specific task before being able to execute that activity. It is strategic to the execution of tasks in different areas of human endeavours.

2.1.9 Counselling Efficacy

The term "counselling efficacy" could be specifically considered as convictions about ones' capacities to give counseling intervention to some group of people in the society. Counselling adequacy alludes to people's feelings that individuals can effectively perform school-related errands at assigned levels. As characterized by Lent et al. (1997), counselling efficacy alludes to the level of certainties that learner feels concerning his or her capacity to effectively execute scholastic assignments or achieve scholarly turning points in the learning

process. Bong and Skaalvik (2003) noticed that these convictions particularly are coordinated towards scholarly areas of studies. Counselling efficacy convictions are subsequently unmistakable from non-academic, social, passionate, or physical areas related with general counselling adequacy convictions. The concept of counselling efficacy can be promptly mistaken for various related areas of studies in the discipline (Larson and Daniels, 1998). Thus, the requirement and qualification of scholars should in this manner be considered while assessing past research regarding the matter.

An association between counselling ampleness and managing viability has been established along these lines. Counselling ampleness has been described as individual judgments of one's abilities to form and execute diagrams to accomplish allocated sorts of educational presentations (Larson, 1998). But a couple of experts have found that survey point ordinary is a predominant marker of achievement than controlling viability (Roeser, Midgley and Urdan, 1996), others (Brown, Lent and Larkin, 1989; Saunders, Davis, Williams and Williams, 2004), have found guidance ampleness to have a little productive result on end of year comes to fruition especially for high achieving understudies, well past the distinction cleared up by before academic achievement.

It is argued by Bandura (1977) that obvious managing sufficiency is much of the time an unrivaled pointer under strategic conditions than past execution since efficacy judgment wraps a larger number of information than essentially the executed movement. Guidance sufficiency feelings not simply incorporate the action of control over movement, also, the self-bearing of various individual determinants of adjusting especially in the area of perspectives and motivation (Bandura, 1997). As demonstrated by Caprara, Barbaranelli, Pastorelli, and Cervone (2004), self-administrative controlling efficacy concerns society's perceptions for relating their exercises according to singular benchmarks when people are looked with peer weight for participating in single direct event.

It has been found that awesome self-controllers enhance the circumstance educationally than poor self-controllers (Zimmerman and Schunk, 1989) and that those understudies who are seen as extraordinary self-controllers use their own specific shows as guides for assessing their counselling adequacy (Schunk, 1995). Bandura, Caprara, Barbaranelli, Gerbino and Pastoreiti (2003) found that high self-administrative guidance ampleness was related to the ability to

effectively manage one's academic progression. In addition, Caprara, Fida, Vecchione, Delbove, Vecchio, Barbaranelli, and Bandura (2008) insisted the focal pretended by apparent self-administrative efficacy of understudies in their scholastic advancement and working and that, therethere is dependably a decrease in self-administrative adequacy from junior to senior secondary school yet the individuals who encountered the least decrease in self-administrative adequacy had the higher evaluations and the more noteworthy possibility of staying in school (Larson and Daniels, 1998). In whole high self-administrative efficacy contributed largely to middle school grades.

2.1.10 Motivational Interviewing Therapy

The idea of MIT was developed in the treatment of issue that relate to consumers in an organization (Rollnick and Miller, 2005). MIT is a command and a style of counselling for arousing counselling capacity through the process of assisting individuals to research and solve some uncertainties. MIT was made to react and respond to the need and aspirations of counsellee disillusionment with specific thought of various procedures for treatment (Sellman, MacEwan, Deering, and Adamson, 2007). In MIT, it is expected that counsellors challenge the need of the people who have the most aggressive impacts on their present condition to explain the likely risk. The resulting fear is accepted to be activated by the change in action. In another development, a reasonable emotional therapy involves running against customers with their senseless perceptions, as shown in the manual, and restricting the client to change them (Miller, 1983). While responding on the efficacy of this approach, the author hypothesized that, fear that drives or affects trades can hinder the individual, revealing the tendency to change further away (Miller, Benfield, and Tonigan, 2003).

However, MIT requires that counsellors challenge people who have the most aggressive effects on their present condition to examine the risk associated with the process. The resulting fear is accepted to be activated by the change action. MI uses a guidance correspondence style to interact with clients, clear up their characteristics and wants, summon their own motivations for change, and propel self-control of fundamental administration (Rollnick et al., 2010). An emanant theory of MI from one point of view is proposed, complementing two specific dynamic portions: a social section focused on empathy and the social soul of MI, and a particular

fragment including the differential motivation and support of client change talk (Miller and Rose, 2009).

In addition, the importance of the Massachusetts Institute of Technology (MIT) was promoted in late 2008 as an individualized focus to control reinforcement and improve motivational level for change (first elaborated by Miller in a commercial compilation before an article in the press in behavioral and cognitive psychology) (Miller and Rolnik, 2009). The Massachusetts Institute of Technology recognizes that a large number of individuals possess have diverse mpotivational values for change and consistently falter in the level of frequency and beliefs (Arkowitz and Miller, 2008). MIT enables individuals to directly state internal conflict, who remember the ultimate goal of supervising them to an attractive assertion of their conflicting motivations, in order to enable desired behavior changes (Rollnick and Miller, 2005).

It is not the ability of an MI consultant to incite or oblige the client to change clearly. Trying to force the customer to change clearly will not be possible in the light of the way it involves taking one aspect of the conflict that the client is now trying to experiment with. This could lead to a situation where the counselee may realize the conflicting position, struggling as opposed the requirements for change, in this way achieving extended insurance and reducing the likelihood of progress (Miller and Rolnik, 2001). Thus, the primary focus of MIT is to expand the innate motivation of the client to change, which elevates the goals and individual characteristics. This approach emphasizes helping the client to settle without making any other change decision, rather than being constrained by external sources, for example, the commitment of others to incite or alter the weight of the person (Arkowitz and Miller, 2008).

Customers or clients must make the commitment to make a decision for themselves without paying too little respect to whether they will change or better. The desire to trade is a commitment to fight for change to the customer by stimulating the so-called "talk of change" (at first hinting at "self-explanatory explanations" (Miller and Rolnik, 2012). There is an intermediate correlation between what people say about people's achievement and their performance in the real sense of it (Raistrick, 2007). This is an important point to note in counselling theraphy. The main function of the facilitator in the process is to enable clients to articulate their motivation for change; to provide information and support; to provide optional perspectives on current case practices and possible ways to change these practices (Miller and Rollnick, 2012).

There are traditionally held assumption of MIT courses. The individual is usually at odds about the alteration in the baseline stage and this might not be sufficiently moved to realize the desired modification in the process. Thus, the stage has a specific purpose to identify the weakness of an individual and urge the natural impulse to change. The client is demonstrating access to modification and it had been observed that this is the beginning of another phase. It might be expressed by speech or demand with respect to the changes and images that indicate that the customer perceives the future when its changes are made. Focus is also on second stage developments to enhance commitment to change and customer support to make and complete the solution to achieve movements (Arkowitz and Miller, 2008). MIT is most often a built-in intervention, generally passed within one session to four sessions.

In any case, there is no "unprotected" MIT, and a similar number of studies have identified a balanced MIT approach (Burke et al., 2003). MIT can be passed as a separate mediation or as a noteworthy part of different solutions (Hitema, Steele, and Miller, 2005). On the other hand, the speculative rule for MI is usually focused on the theory of trust (Medley and Powell, 2010). It is essential to realize the spirit of MI and the techniques adopted to prove this spirit (Rollnick and Miller, 2005). The general spirit of MI can be described as a relationship between the client and the facilitator of empathy (Miller and Rose, 2009). The premise of MIT puts on an enjoyable and combined association between the client and the professional.

There is a comprehensive, dynamic dialogue and a common core initiative in this kind of theraphy. MI hopes to get out of the customers what people are starting now, to start their own motivation and resources for change. The client may not be motivated to do what the teacher needs, however, for each individual's goals, characteristics, goals, and individual dreams (Miller and Rose, 2009). MI also requires a certain level of division, not disapproval, but an assurance that people can adjust options for their lives.

The vision and independence of this autonomy is an essential part of empowering the ability to guide and prosper. The specific hypothesis for the effectiveness of MI states is that efficient use of MI frameworks will expand talk of change during the session and reduce speech after speech, which would predict this in the level of guidance (Miller and Rose, 2009). . Regardless, it is not right to consider MI as a system or set of actions associated with or "used" in people (Rollnick and Miller, 2005). It is a social pattern, a subtle modification of demand, a focus on the client in the form of supervision and understanding of what causes change, and if it

becomes a trap or a manipulation, it is lost (Rollnick and Miller, 2005; Rollnick, Miller and Butler, 2008).

The joint guide states that thought control and MI standards may develop planning for treatment (Medley and Powell, 2010). There are three typical modes of correspondence in restorative administrations: organization, control, and tracking (Rollnick, Miller and Butler, 2008).

2.1.11 Components of Motivational Interviewing Therapy

The Massachusetts Institute of Technology has four decisions designed to help its abilities (Miller and Rolnik, 2012), which include an expression of empathy, change of mistakes, moving with insurance and supporting the self-efficacy of the client. The detection of sensitivity by the teacher is a key feature described by MIT (Miller and Rolnik, 2001). It is natural that the direct ability is simply possible when the customer feels recognized and appreciated. Teacher sympathy is seen as important in giving proper examination to critical conditions (Miller and Rollnick, 2012). The irregularity of the probabilities and shortcomings of current customer practices and changes in current practices, within a permanent and lasting environment, is included in order to provide or increase awareness of individuality, present condition, attitudes and characteristics of individuals.

The failure of the individual creates progress towards coherence between client practices and their average interpretation (Miller and Rollnick, 2012). It is important the the expert avoids aggressive tendency with the client about its basic condition for change and transition. It is agreed that changing personal attitudes closely will affect customer interaction and tends to show more biosecurity, and this could decrease the tendency of progress in the counselling session. Customers may check the need for change and whether it is appropriate for their issues and challenges. However, the basic assumption in MIT aims not at controlling the customers and makes them inactive participants from a consultant's perspective but rather direct energy at resolving the conflict.

The MIT consultant must redraft clarifications and welcome customers to consider new information and perspectives (Miller and Rolnik, 2012). Supporting customer self-capacity in change is essential in the light of the way you do not care too much about whether or not clients have the motivation to modify their practices. Change will not occur unless clients assume that

people have the benefits and capabilities to overcome challenges and adopt better methodologies for action. This strategy emphasizes the need for self-efficacy, which involves helping customers to trust in their abilities and to make sure that people can make appropriate choices on issues that could affect their lives (Miller and Rollnick, 2012).

Rolnik, Miller, and Butler (2008) describe MIT's spirit as a concept that includes three key characteristics which are acceptable, reminiscent and self-management of the client. The spirit of MIT is generally considered as a pattern of the teacher's mind state with the students in the school system, and give the need for solid capabilities (as commonly implied as techniques or procedures) to sharpen the findings from Massachusetts Institute of Technology. Regardless of how the MIT preparations can be reported, morale is more apparent and starts from within the expert. MI's spirit includes a limit and ability of the individual to be strong enough to witness and examine his innate qualities (Wahab, 2005). As described by Rollnick et al. (2008), Massachusetts Institute of Technology predicts a collective relationship between client and the expert.

MIT monitors the eye in a state that requires an indicative wellness for the client and therefore has a more specific goal than customer-centric methodology, a broad method of managing the dialogue. The Massachusetts Institute of Technology (MIT) has a dynamic synergy and basic management procedure between customer and service provider (Ojo, 2015). Rolnik et al. (2008) determines that MI experts hope to create a customer-specific motivational values and materials for specific form of modification in return for giving them only what people may need, for example, medicine or service delivery. This includes a wellness guidance partner with customer greetings and interests. Frolick et al. (2008) argued that some amount of clinical division comes from something that is needed while sharpening the MIT. This division is not a difference in mind, but rather a confirmation that customers can come up with options that may not achieve the desired redesign of prosperity. The strategy recognises that the professional may teach or motivate the client, but ultimately, the client chooses what to do at a particular time or period in counselling session. Customer vision and independence are necessary parts of enabling the ability to advise the client appropriately (Popoola, 2015). Miller and Rolnik (2012) designed five MIT core capabilities (generally called frameworks or procedures) that are in line with the MIT guidelines and spirit, which require a complete open demand, intelligent control, assertions, mobilization and transfer of change shifts. To conduct most interviews at MIT consulting

sessions, the careful synthesis of experts enables clients to express themselves and make their suggestions more expressive (Arkowitz and Miller, 2008).

The MI programme includes improving client inspiration to change methods according to four guiding criteria (Rollnick, Miller and Butler, 2008; Hall, Gibbie and Lubman, 2012):

1. **R: Resist the correcting reflex.** It is a human characteristic to create a propensity to oppose influence. The client himself however, not instructor, ought to voice the contentions for change. MIT emphasizes the need to bring out those contentions from the client, and that implies first smothering what may appear like the privilege to do the correcting reflex.

2. **U: Understand the client's inspirations.** It is client's own particular explanations behind change, and not advisor's opinion, that will trigger counselling ability. It implies that guide must be occupied with the client's own particular concerns, qualities, and inspirations. In MI one continues in a way that inspires and investigates clients' discernments about their present circumstances and their own inspirations for change.

3. **L: Listen to the client.** MI includes at any rate as much tuning in as educating. With regards to guidance capability, the appropriate responses in all likelihood exist in the client and discovering them requires some tuning in

4. **E: Empower the client.** Strengthening is helping clients investigate how individuals can have any kind of effect in their own particular wellbeing.

An important function of the counsellor in this procedure is to help clients' expectation that this change is conceivable and can have any kind of impact on their well-being. Specialist is someone who encourages clients to transfer their interviewing ability. The self-assessment and self-confidence hypothesis was created along unique paths, where the previous motivation was more through training and acceptance and more identification through hypothesis and exploration testing (Resnicow and McMaster, 2012). There can be advantages and disadvantages to considering the self-assertion hypothesis as the default rule for MI (Deci and Ryan, 2012; Resnicow and McMaster, 2012). The hypothesis of self-assurance is a broad hypothesis of human inspiration associated with good moral change and is halfway concerned about the self-direction of self-government that contains both mystical inspiration and all perverse insinuations (Deci and Ryan, 2012).

MI specialists should occasionally insist that customer or client needs an explanation of understanding, taking into account the ultimate goal of customer activation and support in the context of the change procedure. Detailed expressions are usually employed to connect and gather material that has been reported, indicating that the trainer has been provided. Extracts help in particular to gather and change words. The introduction of change is critical to providing the client with a break from his hesitation (Miller and Rolnik, 2012). The change consists of discussions reflecting the desire, or the ability of the saw, to require, availability, reasons, or responsibility for change (Arkowitz and Miller, 2008). It has been observed that speech change is linked to improved outcomes of clients in drug treatment (Baer et al., 2008; Gaume, Gmel, Faouziand Daeppen, 2008).

2.1.12 Solution-focused therapy

For the most part, treatment was treated as a solution-based therapy or basic logic treatment because of its emphasis on ensuring the supply problem or any problems that could develop in the middle of treatment. While the emphasis is on ensuring the problem, the solution-focused therapy is a major move from focusing on those practices that help keep this problem to those that help to alleviate it. In his primary work, Deshazer (1988), a pioneer in solution-focused therapy, transformed the point of convergence of psychotherapy based on solution from negative to positive. His approach to the future has begun more by enabling a solution that can not be simplified more clearly, as well as by positive practices that have changed assistance and support.

Earlier, psychotherapy has focused on both issues and solutions, with the case being the remarkable cause of central machineries. Despite the way in which the goals were stated and described in particular, the centrality of time spent on treatment was to recognize the interpretation of the problem (Deshazer, 1988). However, with the initiation of psychotherapy based on the solution, a step has begun in how treatment occurs. The expert's actions prompted a description of the case that transferred the client to treatment and work on a solution to make improvements to this specific issue.

In addition, the authorities have begun to create models for treatment, which sought to make improvements while continuing to stabilize the social conditions of the client (Jordan and Quinn, 2004). Experts began to take into consideration the words and tongue of the customer and

use them as a noteworthy part of the treatment. Teachers began a step on how people progressed to client issues by trying not to expect their own knowledge. Thus, teachers are increasingly turning to the client's point of view rather than acknowledging that people and the customer share an equal global vision. Deshazer et al. (1986) began to depict the point of convergence of psychotherapy based on the solution using what the client passed in the light of treatment that maintains the ultimate goal to enable them to make their lives attractive to themselves.

The convergence point of treatment has progressed towards securing a claim, rather than recognizing evidence, and achieving achievement as defined with the client's private life (Jordan and Quinn, 2004). Molnar and Deshazer (1987) began to recommend that the point of convergence in therapy should be on responses to issues rather than issues themselves. Dischaseer (1988) moved from negative (case) to positive (solution) to support change by maintaining the convergence point of medical chat on ways to deal with the issue rather than focusing on the same issue. Most of his solutions focused on modernity without any other personal characteristics and boundaries, thus gaining ground towards a more solution-based perspective. Solution-focused therapy has been transformed into a behaviour-based intervention or behavioral programme, with its hidden institutions set up by Milton Erickson (Deshazer, 1985; Bischof, 2003). Deshazer relies on the use of Ericks for client properties and resources to develop a generally driven therapeutic approach to seeing the client's own life. Erickson's ability to explore each client in different circumstances has been transformed into exceptional cases of lead to an essential part of Deshazer's work (Bischof, 2003). This approach is an interaction relying on the conviction that clients have learning and respond appropriately in addressing their issues. Effort and participation in the progress of answers represents key parts of the change action employed by professionals. In psychotherapy based on the solution, change occurs from finding what is now starting to work and achieving a more worthwhile measure (Miller and Deshazer, 2000).

The counselee and master exchange ideas for participating in building the best feedback on the client's concern. Psychotherapy based therapy has been associated with a wide range of issues, for example, mental disorder, alcohol abuse, youth organizations that arranged the crisis, and key issues associated with school (Franklin, Beaver, Moore, Clemonsand, Scamardo, 2001). The way of thinking in this session was limited before it was considered (Gurman, 1981; Koss,

2009) which indicated that individual typically stayed in therapy from 6 to 10 sessions, resulting in little personalization to master plans or strategies (Deshazer, 1985).

Regardless, psychotherapy based on the solution, as noted by Deschazer and the MRI attendants, went after essentially less treatment sessions. People who trusted customer confidence should have been freed from their problems as soon as possible. In this way, the moral obligation of the counsellor was to make the most of this limited communication. Because MRI specialists believe in a smaller number of drivers for client motivation, the meeting point of the counseling sessions was not an attempt to try to understand the underlying engine of the case. Or perhaps the compliment was to find convincing views on the issue and the practical techniques to oversee it (Foreman and O'Hola, 2004).

The approach relies on the customer's ability to understand his own challenges and make hispersonal answers to the problems. In analyzing this method, the client has already managed the issues, the professional can work with the individual to understand the strategies of using the past approach to solve present challenges. Like Michael (2005) three basic parts of psychotherapy are solution-based: hypothesis, use of language and systems. SBP expect three central materials. The collaboration is supposed to be by placing the customer responsible for making the change. This language provides a place for the common effort for the master, who tries to agree with their clients and is constantly aware of their colloquial use and changing goals in the midst of the treatment process. This position strengthens the promotion of the "behind" the client, deliberately listen to them and go without pushing them into the expert session. Lawyer does not offer or direct clients, but tries to enable them to understand what action to take next (Beyebach and Morejon, 2009).

2.1.13 Components of Solution-focused therapy

This technique of therapy was performed through clinical routines with Steve Deshazer, Insoo Kim Berg, and their partners at the Short Family Therapy Center in Milwaukee, Wisconsin in the mid-1980s (Berg and Dolan, 2001). In the past two decades, solution-focused therapy has been implemented in most cases and benefits family, enthusiastic health conditions, social organizations, childcare, detention centers, private treatment centers, schools and reform offices (Castro and Guterman, 2008; Franklin, Moore and Hobson, 2008). By accommodating this new philosophical example, the solution-based approach has influenced an inevitable perspective of psychosocial action (Kim, 2006).

Relationship knowledge: The relationship is portrayed in this examination as a care, perception, and data on how to talk to one assistant. Care of the relationship (ie, examining and talking about the relationship) seemed to provide the satisfaction of the relationship (Acitelli, 2012). One examination found that the consultant understanding of their clients was expected to succeed in a persuasive relationship (Acitelli, Douvanand Veroff, 2003). Social learning seemed to affect how the teacher might interpret events in his relationship (Planalp, 1987). Data on how to network and how to listen to one attachment were fundamental to different treatment models (Fowers, 2001) and in various mentoring programs (Butler and Wombler, 2009; Halford, Markman, Kleinend Stanley, 2003). In addition, Gautman's lawyer treatment system, which depends on learning and perception of how to decide conflicts, establish contact, expand love and see someone, has appeared to reduce the inconvenience relationship (Gutman, 2009).

Social Capacities: This involves a systematic focus of experts on intervention in the light of relationship between correspondence and relationship satisfaction (Faures, 2001). One of the main reasons for seeking treatment is the identification of serious correspondence (Doss, Simpson, and Christensen, 2004). Treatment seems to help improve correspondence between attachments. For example, in a test with preachers, Doss et al. (2004) showed that over a typical course of 9 sessions, correspondence plans improved advice that had substantially increased the counselling capacity of the couple. Social capacities also had a vital impact on psychological preparation and development programs. Most psychological education and improvement programs emphasize social abilities (Lebow, 2006), which suspects that practical correspondence predicts counseling capacities (Karney and Bradbury, 2005; Markman andHahlweg, 2003). In a comprehensive investigation of free testing, investigators believe that psychological counseling programs primarily affect promoter correspondence for experimental study (Hawkins et al., 2008). Although correspondence was not an essential part of the current intervention, the correspondence was assessed to take a view of any potential impact of mediation.

Special Performance: The efficiency of long-term counseling has been associated with single prosperity. For example, Proulx and Stickle (2007) in a survey of cross-sectional exploratory studies and longitudinal studies have reported that the larger measures of counseling capacity are associated with more prosperous standards for a prosperous individual. Moreover, high marital misery was associated with reduced individual labor. For example, Whisman (2007) declared that military desperation was associated with individuals who had experienced more provocative

measures and perspective and objectivity issues. Moreover, the marital discontent was given the impression that it was associated with more miserable standards after some time (Peach, Katz, Kimand Brody, 2003). Specific pharmaceuticals have been delivered as mediation for teachers to enable an assistant to adapt to various harassment including fear of exposed places, anxiety, sexual refraction, alcohol misuse and schizophrenia (Baucum, Shoham, Meuseir, 2008). As a result of the correlation between counseling capacity and individual prosperity, a particular success was assessed in this study to study any potential impact of intervention.

Readiness for change: Some researchers have begun to examine the possibility of clients' access to change as a factor in treatment (Prochaska and Norcross, 2001). The state of change has been described as an impact and an understanding that incites change and change through proven practices (Carrie, Burnin, Maistown Carey, 2009). In the Transformation Theory (TTM) model, Prochaska and Norcross (2001) reported this change

In their Trans-theoretical Model of Change (TTM), Prochaska and Norcross (2001) communicated that change is a procedure that spreads out after some time and incorporates development through a movement of six stages: pre-thought, contemplate, availability, action, upkeep, and end (Prochaska and Norcross, 2001). Disregarding the way that this model has been for the most part associated with individuals, the present examination associated the model to teachers. The benefit of perceiving accessibility to change in teacher treatment is that if pros can recognize which period of advance clients are experiencing, people may have the ability to tailor-treat the clients more feasibly.

For example, Prochaska and Norcross (2001) demonstrated that treatment that took the periods of advance from the Trans-speculative Model of Change (TTM) into account was more effective than treatment that did not use the periods of advance for treatment. But a couple of upgrades have occurred in the field of supporter treatment, by and large little thought has been given to the client's status to change. The models used by counsels acknowledge that clients are in the movement compose; that is, the clients are changing their direct, condition, and experiences to address their issues (Prochaska and Norcross, 2001).

The specialists of the TTM fought that expecting all supporters are in the movement sort out is neither exact nor profitable to all clients (Prochaska and Norcross, 2001). In addition, the use of the trans-theoretical model in advocate treatment may help upgrade treatment comes about, and additionally it might offer learning to masters of a supporter of the outcomes in

treatment. For example, a man that starts in the action stage may exhibit more change in an intercession than a man that starts in the pre-thought mastermind. It may in like manner be that an intervention may empower improvement beginning with one stage then onto the following.

Instead of tolerating a singular, generous, or outside the real world, Solution based counsels assume that certainties are socially manufactured and that different substances and Solutions exist (De Jong and Berg, 2008). In like way, this model considers clients to be handy and capable masters who can deal with their own issues with unimportant help (Kim, 2006; Trepper, Dolan, McCollumand Nelson, 2006) and moreover observes the treatment as a procedure whereby the client and the counsellor co-construct charming substances. Amid the time spent Solution building, SBP also causes clients to pro their own particular lives, get reinforce on independence and subjective experiences, increment positive power and resources, envision the future with trust, sustain their answer based thinking and competent exercises, and enhance the sentiment control for the duration of regular daily existence (Hsu, 2009; Hsu, Chen, Sun, Wu and Cheng, 2009).

Revelations of meta-examination ask about drove by Trepper et al. (2006) offered confirmation to the correct effect of SBP. People construed that SBP was more intense than no treatment and was also reasonable as other huge psycho-social solutions. In addition, SBP was seen to presumably achieve similar outcomes with less session now and again and for a couple of issues. In the midst of the counselling procedure, it is imperative for the pro to develop supportive associations by obliging the client's vernacular, feelings, and slants and to use change focused request.

The SBP technique generally speaking involves the going with five stages (Kim, 2006; De Jong and Berg, 2008): portraying the issue rapidly, developing all around molded destinations and slants to reduce future risk, ability to study uncommon cases to perilous events, including appropriate mid-session activities that relate to clients' targets and requirements, evaluating clients' progress and researching any positive change. The fundamental means by which SBP energizes clients' movements are extraordinary and specific request (Kerr, 2001, Kim, 2006): the outcome questions are authorities' opening request, for instance, how might I have the capacity to encourage you? Additionally, "What is most fundamental for you to work out first?" These request help to demystified clients about their part in counselling and place them in charge of the procedure early.

The clients choose when the procedure is done. Heavenly event questions are the fundamental techniques used to get clients' favored future. People ask clients to imagine a time period later on when the present difficulties don't exist. There are a couple of types of powerful event request with imperceptibly remarkable substance. So when client get up tomorrow morning, what will be particular that will tell client that a wonder has happened (Kim, 2006). Unique case questions ask into times when the issue is missing, less extraordinary or more endurable and examine how clients may have helped those exclusions to happen.

Besides, the consultant perceives the clients' characteristics by responding with whether prompt or atypical compliments, positive reframing, and normalizing. Adjusting questions are critical in light of the fact that clients get quality in perspective of reality when people comprehend that people are before long arranged for and are starting at now on the enterprise toward understanding their destinations. For example, "in what capacity may you encounter this troublesome situation?" and "what did you do to keep yourself together in such a troublesome condition starting quite recently? Scaling questions" are strategies for client's self-evaluation which assist them to properly screen their motivation level, sureness, adjusting, and move on a particular graduated scale. Those numbers will point out whether the unique cases and possible Solutions are functional and achievable to roll out little improvements reliably. For example, on a scale, if ten means your ponder happens which suggests the most observably awful condition. Relationship questions which address social trades in family relations and in the gathering, which are an essential bit of the favored future, yet which moreover constitute "outside resources" significant to clients' goal affirmation. SBP, laying on the begin that clients can perceive their best individual targets and can enough outline a course to fulfill their craving effectively, bases on clients' destinations, characteristics, and flexibility, takes a gander at past Solutions and exclusions to the issues, and urges clients to repeat supportive lead in many cases with the objective that people can set up their own specific target affirmation Solutions (Trepper et al., 2006).

2.2   Theoretical Framework

2.2.1   Theory of Motivational Interviewing

There is no generally acceptable staandard with reference to how and why MIT can be productive. MIT was not obtained from speculation, but rather increased emphasis on basic

clinical practice criteria (Hetima et al., 2005). MIT has been rebuked for a fundamental lack of a theoretical basis (Draycott and Dabbs, 2008). In fact, Miller and Rolnik (2012) realized that so far little thought has been paid to working on speculative support to support the Massachusetts Institute of Technology. However, MIT does not have an understandable theoretical structure. There are many speculative effects that add to the MIT change. The explanation behind MIT's counselling technique can be found at the Karl Rogers School of Medicine, which is similarly known as individual or client-centered therapy.

Initially, with his drawing in the early 1957, a scholar called Rogers came up with models of intelligent synthesis, and assumed that tremendous learning process can simply be achievable when a person has possesses faith and belief in his learning ability. The guiding director of progress was the master instead of conducting a particular type of treatment (Rogers, 1959). At the basic level, Rogers now photographed a medical relationship between the patients and medical experts (Raistrick, 2007). In any case, the Massachusetts Institute of Technology moves from a customary Rogue approach because, in a deliberately like order, it hopes to move the client toward change by identifying and promoting the explanation of the individual (Miller and Rollnick, 2001).

The MI standard for creating the contrast between client practices and its central characteristics was framed within the Fognering Dissonance theory of Leon Festinger's theory (Festinger, 2007). Psychological conflict occurs due to the experiences of an individual at a level of discomfort caused by inconsistencies between two opinions or between condemnation and behavior. The hypothesis suggests that this conflict leads to embarrassing mental stress, prompting individuals to change their convictions to suit their behavior rather than to change practices to suit their beliefs, as traditionally expected. The premise of disagreement applies to all circumstances including mental order and change. It is particularly important for basic leadership and critical thinking (Aronson, Fried and Stone, 2001; Cooper, 2007).

The guide to self-efficacy is based on the theory of social learning for Albert Pandora, which was first filmed in 2007. Self-efficacy is the conviction that an individual is equipped with required knowledge and skills to perform a specific task to achieve certain goals. One of the basic guidelines of social learning theory is that self-efficacy is more unambiguously educated, and the dominance of new behaviour is more stringent, when the individual is a dynamic member of the consulting skill (Pandora, 2007). The idea of self-sufficiency is also part of

Pandora's social cognitive theory, first articulated in 1986. The hypothesis suggests that behaviors are dictated by incentives and expectations. Practices are expected to change when men see control of the outcome, experience some external impediments, and feel confidence in their own ability, ie, self-efficacy (Pandora, 1986). MI was heavily organized with Prochaska and DiClemente Stages of Change, first filmed in 1983 (Prochaska and DiClemente, 1983). Truth be told, Miller referred to the model in his unique paper about MI in the same year. There are clear similarities between MI and Stages of Change appear, despite the fact that individuals were created freely (Arkowitz and Miller, 2008).

The model provides a supportive orientation in understanding the tasks that must be refined for catalytic and social change (Raistrick, 2007). Individuals have common characteristics, including how to deal with inspiration as a measure of progress and the perspective of internal conflict as an essential part of change action (Tober and Raistrick, 2007). In any case, the MI treatment is primarily concerned about the onset times of progression, by settling the oscillation of the inspiration for promotion towards activity (Arkowitz and Miller, 2008).

2.2.2   Solution-focused therapy Model

Social superstructure theory was a noteworthy effect on the virtual theories of solution-focused therapy (Berg and De Jong, 2006; Franklin, 2008). Social constructivism differs from the social or mental truth that man creates through the logical position that places stocks in a reality or a fact. It is based on ability to connect with other individuals and their perceptions that enable people to identify perception about the reality (Franklin, 2008) with change taking place by improving new developments of importance (Berg and De Jong, 2006). This theraphy involves the collective hypothesis of social construction because of its thinking and perception that the dialect is used to develop the reality of the client (Franklin, 2008). In psychotherapy based on the solution, the specialist uses the semantics and the Socratic titles to develop the objective to be achieved with the person seeking help and also works cooperatively to identify the existing challenges using the customer's qualities.

The objectives identify what customers need in their distinctive lives and identify assets to help achieve these goals (Berg and De Jong, 2006). This mentality corresponds to social construction and is a noteworthy pro-SBP approach (Lipchik, 2012). Counsellors who use

solution-focused therapy carefully address the words used by the client to portray his/her interests at the same time as to the client's real world meanings. Psychotherapy based on solutions and social construction depends on the client being the main teacher in his own implications, since the client has accurate information about his own observations, real world meanings, and previous interviews identified with the problem (Berg & de Jong, 2006). The specialist has the responsibility to plan togother with the coiunsellee to systematically develop common objectives. This could change the attitude of the individual by assisting to distinguish between wins and solutions that can be used to identify the problem.

Researchers had emphasized that this expert-based technique relies on agreement, an uncontrolled instinct, and refusal to participate to manage sharpening (Gambill, 2009). As these techniques dominate major source of data on the practice of counselling, it has evolved into the use of evidence-based practice. Practice-based proof reinforces the science and formulation of practice guidance. Work within the evidence-based view places the responsibility on the teacher to integrate the best treatments accurately with expertise and require procedures (Howard, McMillen, Pollio, 2003). Similarly, a common approach is used with customers as part of a proof-based practice by making customers educated members. Treatment methods are examined with clients similar to ways of thinking about proposals and accurate evidence to support treatment alternatives (Gambrill, 2009). The rise in the practice of evidence-based research are associated with the expansion of literature and data on the capacities of treatment, weights from the supervisor's care for the use of mediated mediated mediations, emphasis on presentation outcomes, and increased negligence claims on counsellors (Howard, McMillen and Pollio, 2003).

The safeguards of affirmative practices argue that supporters will have the ability to address pressures of importance and commitment. People are supposed to show constructive results as a result of using modified models that have been demonstrated by research to be effective (Goldman et al., 2001). In the area of emotional well-being, the practice of affirmation is one of the decisions promoted by UNESCO (2010) that gives a mental health record. At the level of the approach, the report similarly recommends building a scientific test base and ensuring the transfer of the best pharmaceuticals through its extended sponsorship from government and government workplaces (Goldman and Zerin, 2003). With the improvement in the development of the human administration system, mental well-being has begun to ensure and

recognize existing practices (Drake, Rosenberg, Teige, Bartles, and Torrey, 2003). In addition, funding-based practices have been proposed to influence some of the existing sponsorship frameworks to drive the use of assertive processes (Goldman and Azrin, 2003).

Practice-based emphasis, regardless, is not without impediments. Stricker (2003) points to two pressures on assertive practice, for example, issues of generalization and support. Research finds that the use of experiment designs, which are perceived as most affected by exploration schemes, might beinappropriate when selected in the control school settings to these current reality settings. Clarifications and optional structures to achieve a specific result, or lack of such division, can not be avoided in real circumstances (Jensen, Hoagwood, Trickett, 2009). Also, drugs cannot be fully supported by research by or by the result of non-appearance of forgiveness. A group of the American Psychological Association, for example, tried to develop once-only prescription drugs to detect that they could not be transmitted. Finally, the group developed one of the "supportive drugs for monitoring" as it cannot support any of these drugs (Stricker, 2003).

Goldman et al. (2001) hints at various pressures based on evidence-based work to include their approach to management management, unrealistic needs of their prosperity, and lack of consistent information about working with specific issues. Not even in pharmaceuticals, there is one size fits each treatment management approach in the light of the way in which there is a giant scale of diversity for individuals and each case (Jensen, Hoagwood, Trickett, 2009). This irregularity of clients also leads to unsuccessful situations, although there are similar signs and conditions. Goldman, et al. (2001) continues to draw attention to those few of every strange issue that has a practice or solution based on assertion. Research is not initially supported on any practices related to issues such as youth suicide, post-traumatic stress disorder, and the case of small letters.

The main concerns raised by the various accomplices include: (i) creative activities that are still unable to secure a confirmation base that may lose funding; (ii) lack of time and support for the proponents to be prepared for demonstration practices; And (4) challenges in understanding how to fund demonstration practices within existing safeguards and Medicaid / Medicare part systems (Goldman and Azrin, 2003).

Ignoring these prisons, it is clear that established practice affects guidance and practice guidance. For example, according to the Education and Educational Policy Council, the guidance

is intended to provide effective and moral guidance organizations by teaching core competencies that are consistent with continuous demand (Corey, 2011). Distinguished assistants have raised close to good commitments as a dispute over the request for consultants using treatment models that meet evidence-based practice standards (Reid, 2012). Extension schools, for example, the George Warren Brown School of Guidance, will ideally maintain either models of affirmative practice or incorporate more interventions that are maintained in their education projects. In light of the regression of practice-based assertion, examiners felt the need to provide more monitoring assistance to the psychotherapy-based solution and response by the Guidence show more detailed examinations of this mainstream therapy. What is missing from the inquiry into the psychotherapy-based solution is an accurate overview and meta examination.

Psychotherapy based on the solution is not the same as the various remedies that the authority does not claim to be ace. It is an alternative perspective on assistance. The attitude in psychotherapy-based solution is one of the customer's exquisite respect and conviction that the client is the Ace in settling the case. It is not a piece of the expert that seeks and interprets the importance of the case or even undertakes to deal with the case to the client (Berg and De Jong, 2006). Consultants assume that customers have the learning, quality, capabilities, and information to deal with their own issues. There are two hypotheses in psychotherapy based on the basic solution of this therapy that arises from the effects of psychotherapy based on solution and social construction.

It is not necessary to analyze past exercises that have realized the issue remember the ultimate goal of finding a response to the issue. Counsellors and clients immediately participate in making goals and looking for ways in which the solution is currently in place (Lipchik, 2012). In addition, Lythim referred to George, Iveson, and Ratner (2000) 's summary of six additional assumptions that solution analysts should follow in a similar way: Understanding the interpretation behind this issue is not vital to obtaining confirmation. Knowing where the customer needs to reach is critical to product treatment; however, problem resolution is all in all; there are reliable times when the client is currently building some solutions. In most cases, issues do not address counterfeit diseases or deficiencies; consultants must discover behaviour that can help customers to facilitate treatment; and the possibility of insurance is not supportive.

2.2.3 Socio-Cognitive Theory

The cognitive social theory of Pandora (1977) has shown the case for the important and average self-efficacy part of human lead that can be done by examining the four sources from which these feelings are made. The most enticing spring of these feelings is the late decoding result of one's intentional execution or mastering experience. Essentially, individuals verify the effects of their exercises, and their understanding of these effects helps to make their feelings effective. Strong decoding results raise self-sufficiency; those that are interpreted as dissatisfaction cut it.

Pandora (1986) highlights that the experiences of individual power are essentially the most influential information in the source, which has fundamental implications for the self-achievement model of academic achievement, which fights it, to synthesize non-negligible achievement in school. Thus, educational work should revolve around changing beliefs, confidence or ability. This, for the most part, is revised through tasks that emphasize the enhancement of self-feelings through verbal impact methodologies. Researchers move social researchers to this focus and emphasis is placed on a common push to increase experience and clarity primarily through productive contribution to current implementation, through real blue power experiments. People struggle that mediations should be arranged in a similar way.

The second source of self-efficacy information is the indirect experience of the effects of other people's exercises. These ratios of information are weaker than the final results of the predominant experiments. In any case, when people are not verifiable in their own boundaries or have a related learning, people become more fragile in the end. Schunk (1987) has shown that the effects of models are particularly necessary in this particular circumstance. A tremendous model in one's life can help to give the self-feelings that psychology influences in the cycle and carry that life. Moreover, part of the person's unconscious experience includes social investigations with different individuals. These investigations, accompanying nearby, can have exceptional effects on the making of the self-perspective of wellness (Larsson, 1998).

The effects of affiliation can affect the assessment of the relative vitality of different impact strategies. For example, a model error has a more negative effect on the self-sufficiency of observers when spectators see themselves as having a capacity that is identical to the model. On the other hand, if observers judge their ability to outperform the model, the failure of the model has no negative effect (Brown and Inui, 2008). They make people in a similar way and

make self-sufficiency because of the verbal influences people get from others. These effects include an introduction to the verbal judgments given by others, a weakness of self-efficacy information from expert or indirect experiences, although maskers can have a major impact on changing human feelings (Zeidin and Pajares, 1997) For programmatic approval or an inspiration manual (Bandura, 1997). This fits in with Ericsson's readiness in 1980 because the weak heart does not derive its strength from the power of reinforcement, and teenagers cannot be tricked into releasing nobles and helping to bend. Or, on the other hand, may not require a strong internal identity, secured in its character by a strong society and, as a general rule, protected by a project in a false annex.

Maskers must build people's feelings in their abilities while ensuring that perceived achievement is achievable. In addition, similarly, positive effects may work on stimulation and communication, and negative influences can overcome and paralyze self-feelings. In fact, demand is usually less attenuated by feelings of self-sufficiency through negative investigations rather than by reinforcing these feelings through positive help (Pandora, 1986). Physiological status, for example, cases of intimidation, payment, energy, depletion and air give information about feelings of ambiguity. Where individuals can change their own thinking, feelings of self-sufficiency, accordingly, similarly affect the same physiological conditions.

Pandora (1997) saw that people lived in visionary conditions and the conditions were essential in their decision-making. It is often said that people can "read" themselves, and in this way, this examination comes to be a confirmation of reflections and enthusiastic states by the individuals themselves. Often, people can check their conviction by enthusiastic state people where people think of doing something. Moreover, when people are experiencing alarming tests and fears about their abilities, these critical reactions will gain the same capacity.

Bandura (1986, 1997) asserted that self-ampleness feelings are gotten from four basic sources. These are; (1) specialist experiences; (2) vicarious experiences; (3) verbal and social impact and (4) physiological fervor. Bandura (1997) gave testimony regarding that specialist experiences are by far the most equipped for the sources. Right when people successfully accomplish an endeavor, their evident ability to accomplish equivalent errands later on increases curiously, disillusionment at a task reduces self-efficacy and can achieve a diminishing in the likelihood to hang on or participate in rehearses related to the primary endeavor. As it applies to learner accomplishment when understudies adequately achieve academic goals, self-efficacy is

enhanced and the likelihood of achieving future insightful targets moreover increases. Right when anlearner fails to achieve an educational target, self-ampleness decreases. This diminished conviction achieves poorer academic outcomes to some degree since people are less disposed to interface with or hang on in direct related to that errand.

Different components may be related to the piece of strength in embellishment sufficiency feelings. A particular variable of interest is age with regards to the piece of predominance experiences in trim self-efficacy feelings (Hampton, 1998). Strength experiences may be more convincing for more settled understudies since people all the more presumably have a more drawn out execution history and more powerful experiences to enlighten self-efficacy feelings appeared differently in relation to more energetic understudies. In an expansive study of past research looking at the vitality of these four perceived sources, Usher and Pajares (2008b) articulated that selective the connection between's power experiences and self-efficacy was enormous in every single examination that was kept an eye on. As showed by Bandura (1997), self-efficacy is influenced through vicarious experiences. Seeing others perform either successfully or unsuccessfully on attempted would increment be able to or lessening self-ampleness. How much the person before long identifies with the model being watched fills in as a crucial mediating variable.

Verbal and social impacts are another wellspring of self-sufficiency (Bandura, 1997). Articulations of praise and support can fabricate self-sufficiency, while articulations of input do the reverse. Articulations of assistance are especially convincing in extending effort and assurance, especially when joined by conditions and guidance that help acknowledge accomplishment (Evans, 1989).

Bandura (1997) argues that adverse comment truly extraordinarily influences self-efficacy levels than constructive comments, especially in those individuals whose self-sufficiency feelings are in the making stages. As it relates to educators, negative comments to understudies can have tried and true effects that can decrease the likelihood of academic accomplishment a ways into what's to come.

2.2.4   Self-Determination Theory

As shown in the self-assertion hypothesis proposed by Desie and Ryan (2000), being independent suggests a sense of will and a willingness to prepare. This investigation is linked to

the hypothesis of self-affirmation only on the basis that it gives an explanation of the wing variable (counselling capacity), free factors (treatment of stimulus meeting and solution-focused therapy) as well as guidance factors (sexual orientation and effectiveness of counselling). The promotion of the client's autonomy or will is necessary within the stimulus meeting as well (Resnicow and McMaster, 2012). It seems that most counsellors and defenders need clients to act normally in order to take part in guidance and make progress. The self-assurance hypothesis (SDT) is usually a long-term exploration of human inspiration and the urgency of gradual counseling, psychotherapy, and change of settings (Ryan andDeci, 2000; Vansteenkiste, Ryanand Deci, 2008). Increasingly, SDT has been used as a control system for many clinical expansions and randomized clinical trials (Ryan, Patrick, Deciand Williams, 2008).

Special and differential treatments emphasise that relational elements can encourage or sustain independent types of inspiration or undermine them. In particular, SDT identifies three main mental needs as a cause of self-inspiration and integration of identity (Deci and Ryan, 2010). The first of these requirements is self-sufficiency. Independence depicts activities that are self-contained and expressive rather than controlled or restricted. Self-government support includes techniques that cultivate or activate sound, activity, decision and limit the use of controls, capabilities and experts as assistants. The moment of mental need is a skill requirement. This worries the mental need to face confidence in one's ability to influence results.

The third is a requirement for the link. This includes the need to feel connected to others and to criticize others. According to SDT, improving and supporting progress after some time and circumstances requires that customers hide and integrate talent and capacity for change, and SDT speculates that by broadening client participation to autonomy, capacity, and relevance in guidance settings, The new practices that the client gets are hidden, and the change is likely to be better (Williams, Deciand Ryan, 2008).

Particularly the issue of inspiration in the preparation of advice is the emphasis on special and differential treatment to support self-government. Desi, Agari, Patrick and Leon (2004), as well as Reeve, Bolt and Kay (2009) analyzed certain practices related to the promotion of self-government, which included (a) presenting an important way of thinking about engaging in behavior; (b) (C) giving opportunities for investment and decision; and (d) recognizing negative emotions associated with participation in tasks that are not normally quiet. In support of

independence, the pressure to engage in certain practices is limited, and people are urged to build their activities with regard to their causes and attributes.

Later, the autonomy of behaviour is encouraged to ensure that artists are characterised by their own goals by changing their behaviour and do not feel upset or control the specific results. In fact, the more the individual "possesses" the explanations behind the change, the more autonomous it is, and the more likely way of success to change behaviour. SDT is seen as a double-edged sword, which is useful when using education to help capacity, although it is undermined by contacting "immunization" or "colleagues" towards a predetermined outcome (Ryan, 2012). Alongside self-rule, masquerading similarly requires that men face the certainty and skill of change. In SDT, the ability to enhance capacity is managed when specialists provide sourcing, input and critical data structures (Sierens, Vansteenkiste, Goossens Soenensand Dochy, 2009). This means that the client manages the capabilities and devices of change and is enhanced when the capacity or obstacles associated with the control develop.

In the SDT model of progress, a sense of skill is promoted through independence. That is, once individuals are drawn to the flow and have high level of willingness to work, individuals become more appropriate to learn and apply new procedures and abilities (Markland et al., 2005). SDT is a social support as crucial as a measure and immediate impact on prosperity. The basis of association as a respect for unrestricted building (Roth et al., 2009) and the union (Markland et al., 2005) is one of the ways that man feels huge and safe to continue. In SDT, positive respect and engagement should also be seen as both reliable and dependable to obtain practical assistance for social assistance. In this procedure, the sense of care is essential to frame the association's meetings and assumes that it will take into account its camouflage (Ryan, 2005).

The dynamic revision within SDT concerns the distinction between autonomy and autonomy (Ryan and Lynch, 2009). In principle, the opposite of independence is a heterogeneous (controlled) rule, not dependence (depending on others). One can be self-sufficient or in desperate need, where one sees that he agrees to, and trusts in, care or dependence (Ryan, La Guardia, and Solky-Butzel, 2005). One can also control and subjugate one, as when one is dependent on someone. Similarly, self-sufficiency does not conflict with the following external guidelines or even orders, whereby the individual acquires self-sufficiency or legitimately acknowledges and approves its authenticity (Ryan and Deci, 2006; Chirkov and Ryan, 2011).

There is a comparative relational viewpoint to treating individuals inside MIT and self-assurance hypothesis, and the intercession strategies utilized inside these two methodologies likewise have much in common (Deci and Ryan, 2012). Self-assurance hypothesis can be seen as a hypothesis that clarifies the impacts that happen when utilizing motivational meeting medications (Markland et al in Deci and Ryan, 2012). Motivational meeting has been very compatible with self-assurance hypothesis, as both methodologies center around clients' assuming liability for rolling out essential wellbeing related improvements (Deci and Ryan, 2012).

Be that as it may, MIT was produced inside the area of counselling ability and gave careful consideration to hypothesis (Deci and Ryan, 2012). Whenever Miller and Rose (2009) began to build up a hypothesis for motivational meeting its essential spotlight was on clients' change talk as the focal system for advancing counselling ability (Deci and Ryan, 2012). For advocate practices and general soul, add up to positive client change talk was the interceding variable, and has turned into an essential development in motivational meeting (Pirlott et al, 2012). Change talk implies having clients discuss their counselling ability to arrange when and how to do it, listing the upsides of doing it, think about how it may influence the general population to whom individuals are nearest (Deci and Ryan, 2012).

Clients are urged to express their own particular reasons and plans for change utilizing change talk (Resnicow and McMaster, 2012). As Deci and Ryan (2012) states, this brings up some issue about the connection of the two methodologies, since independence appears to be as of late to have been given less significance in motivational meeting than was at first the case. To keep up solid similitude in strategies for motivational meeting and self-assurance hypothesis for advancing Guidance capability, the exchanges of progress talk should recognize independent and controlled change talk and between professionals being independence strong instead of controlled in advancing the change talk (Deci and Ryan, 2012). Creators trust that help for self-sufficiency is at the core of individual focused methodologies, including motivational meeting, and that it ought to stay there (Deci and Ryan, 2012).

Self-assurance hypothesis is the tying down hypothesis of the investigation since, it has been proposed as a hypothetical basis for an enhanced general comprehension of how the two intercession in this study works. It is a hypothesis of identity improvement, self-persuaded and support that has been a work in progress since the 2000s, with especially critical commitments

by Deci and Ryan. It accept that individuals have a characteristic inclination to be interested about the world and are inherently roused to investigate it, and to better themselves and right themselves when something isn't right. The hypothesis suggests that all practices can be portrayed as lying along a continuum of relative self-rule (or self-assurance), mirroring the degree to which a man embraces and is focused on what individuals are doing. Self-Determination hypothesis centers around self-rule bolster as a vital determinant of ideal inspiration and positive results. Self-rule is simply the need to see as the wellspring of one's conduct. Self-rule bolster, at that point, is the specialist's help of autonomy in the client.

Three parts of self-sufficiency bolster have been separated: the individual in expert (advocate, instructor, parent, e.t.c.) ought to recognize the viewpoint of the individual being spurred; there ought to be however much decision as could be expected inside the breaking points of the unique circumstance; and there ought to be an important method of reasoning in those cases when decision can't be given. It has been proposed that numerous MI standards and abilities are reliable with this idea of self-rule bolster, including intelligent tuning in and condensing, which help increment the clients' mindfulness, hence encouraging settling on more independent decisions. It has been demonstrated that clients who encounter self-governance steady guides advantage most from treatment.

2.3   Empirical Review

2.3.1   Motivational Interviewing Therapy and Counselling Competence

MIT was created by Miller and Rolnik in 2001 as a contrasting option for the usual drug for substance resistance in adults (Miller & Rose, 2009). Professionals help clients build a contrast between materials from their current serious behaviour and respect for them and future goals. This error drives psychological dissonance within the client, who must assimilate his current style of life with those who are stable with their qualities and goals. In essence, after the customer has given inspiration to the indicative capacity, there is an exchange of how the client can create the ability to provide advice (Ie, White and Miller, 2007). MIT accepts that there is a level of internal conflict in the client towards change and the client is supported by the consultant in examining the difficulties of the consulting capabilities (Miller and Rose, 2009). Customer features close to tools and tools for improvements are shown. In this wise, client's confidence in the ability to change is supported.

Some late meta-investigations have examined the efficiency of MIT in treating a range of outcomes in adults. Much of the meta-investigation focuses on thinking about focusing on an incorrect substance, with fewer contributions focusing on fitness counselling (Hetema, Steeleand Miller, 2005; Lundahl et al., 2010). Some of the meta-investigations have focused exclusively on the liquor residences (Carrie, Scott Sheldon, Carriand Dimartini, 2007; Vassilaki, Hoserand Cox, 2006) or dependence on nicotine (Hickman, Egleston and Hoffman, 2010; Hittema and Hendrix, 2010) Treatment of toxicity (DiRosa, 2009). Overall results showed that MIT produced small to medium volumes affecting all outcome conditions. Outside of the wrong core treatment, MIT has been applied to the scope of welfare practices, either alone or in combination with various medicines for building physical fitness counseling in areas, for example, adherence to drugs and therapeutic treatment; weight reduction discovered - solution; treatment of food problem; safe drinking water Oral welfare and cultivated foods from land acceptance (Van Dorsten, 2007; Lundahl et al., 2010).

Recently, it was observed that MIT gives the impression that you are successful with a wide range of practices despite the addictive practices (Adams and Madison, 2006; Miller and Rolnik, 2012). Massachusetts Institute of Technology combines a community-oriented approach between the mentor and the client, illuminating the mismatch between customer appreciation goals and their practices (Miller and Rolnik, 2012). MIT was used primarily for issues of substance mishardle and other welfare-related practices. The study of the development of more young people has shown the constructive results achieved by MIT in the reduction of the consumption of substance especially among young people (Naar-King and Suarez, 2011).

In this way, MIT is well suited to mediate with young people (Kittle and Atkinson, 2009), because they are generally used with young people in a variety of settings and referred to useful outcomes that tend to practice, for example, smoking, the use of weeds and dependence on evasion Of dental care and adherence to diet (Flaherty, 2006). The initiation of the contextual analysis has led to the enhanced use of MIT in instructional situations (Kittles and Atkinson, 2009). Although the Institute for External Relations is a school teacher, it is an emerging trend in the field of education. It has the ability of a guarantee of leading to a decrease in the level of school absenteeism (Enea and Dafinoiu, 2009) and achievements with the school student who was at risk from school disappointment. These have become more prevalent in their studies and thus have been enhanced in institutional testing (Daugherty, 2008).

The focus by Sindelar, Abrantes, Hart, Lewander, and Spririto (2006) shows that MIT positively affects scientific achievement. This methodology is self-sufficient, which is mainly adopted when working with young people and may improve the decision-making ability of the child. Michigan has all the features of a decent system to use with teenagers in the light of short, non-ferocious, and compassionate consultation (Tevyaw and Monti, 2004; Lawendowski, 2008). Furthermore, MIT Center is learning about learning to prepare for change or control of behaviour (Kittles and Atkinson, 2009). With respect to customers and with respect to them, while refraining from bias for change may result in a positive relationship affecting the fitness of counseling that may not normally occur with the guardians and trainers (Tevyaw and Monti, 2004).

The MIT is found in Carl Rogers' formulation and treatment that focuses on the client (Arkowitz and Westra, 2009; Miller and Rollnick, 2012). Rogers (2007) showed the importance of genuine respect and compassion when working with clients. This mode of guidance improves confidence, which can build the desire for change (Miller and Rolnik, 2012). The Massachusetts Institute of Technology (MIT) can be seen as a client-centric treatment that integrate a connection with society and reduce protection against change (Arkowitz and Westra, 2009; Lundahl and Burke, 2009).

Inspiration for change is naive and is shaped inside the setting of connections, specifically the connection amongst advisor and client (Rollnick, Millerand Butler, 2008). Inside this relationship, a guide encourages investigation of conceivable Guidance capability while utilizing the particular motivational meeting treatment standards; communicating compassion, creating error, moving with protection, and emphasizing self-adequacy, evoking, and fortifying the process of change discussion (Arkowitz and Westra, 2009; Enea and Dafinoiu, 2009).

Inside the synergistic nexus, a solution of techniques is utilized for increment in inborn inspiration, while settling inner conflict about the process of alteration (Lundahl and Burke, 2009; Miller and Rollnick, 2012). Motivational inner conflict is the possibility that clients regularly take part in practices while in the meantime communicating the want to maintain a strategic distance from these same practices (Enea and Dafinoiu, 2009). A learner that is particularly undecided about schoolwork may maintain a strategic distance from homework, while in the meantime show the readiness to complete the assignments to have the capacity to be an active participants in the instructional process. The conflicted individual encounters inverse

inspirations because of the advantages and expenses related with getting/not becoming involved with conduct (Enea and Dafinoiu, 2009).

Several studies had demonstrated that giving a non-angry, deferential, and general procedure, while regarding juvenile inclinations and privacy, might have the capacity to understand the requirements of teenagers (Kia-Keating, Brown, Schulteand Monreal, 2008). As a rule, individuals will probably develop and alter in a positive course while keeping away from fights for change (van Wormer, 2007). Moreover, motivational meeting treatment keeps away from encounter and illuminating anlearner of what individuals are required to do, yet underpins understudies in basic leadership about conceivable changes (Naar-King and Suarez, 2011). Giving youths, a non-fierce chance to think about their lives and practices without resisting grown-up challenges takes into consideration new relationship flow, while expanding enthusiasm for inspiration (Winslade and Monk, 2007).

MI has been appeared to change youthful conduct (Olsen, Gaffney, Leeand Starr, 2008). motivational meeting treatment is viewed as a standout amongst the most powerful and often utilized brief mediations (Tevyaw and Monti, 2004). Research on MIT has demonstrated fitness in decreasing substance use after a solitary session (Brody, 2009), and motivational meeting treatment is by all accounts ready to work more rapidly than different medicines concentrated on counselling skill (van Wormer, 2007; Arkowitz and Westra, 2009). These exploration results with teenagers have made an expectation that MI can be utilized to center around scholarly behavioral changes for young people. The time that a school advisor has for counselling sessions is restricted, consequently a short intercession is required.

Utilizing motivational meeting treatment in this Guidance area tends to yield comparable or somewhat higher impact sizes than for substance mishandle medicines, despite the fact that the outcomes give off an impression of being exceedingly factor. Hettema and David (2005) discovered studies utilizing MIT to treat Guidance ability practices in grown-ups yielded negative (dietary issues) to vast (eating routine and exercise). Lundahl and David (2010) revealed little normal impact sizes for ponders utilizing motivational meeting treatment to expand counselling ability, little normal impact sizes for lessening unsafe conduct and little normal impact sizes for decreasing side effects of dietary problems. So also, a meta-scientific paper by DiRosa (2009) on MIT for corpulence treatment yielded little to medium weighted impact sizes for motivational meeting treatment in dietary admission change, change (increment)

in physical movement, and weight reduction. The joined weighted impact measure for these wellbeing results considers was little, steady with the substance manhandle writing (DiRosa, 2009).

MIT intercessions on counselling ability has shown constructive outcomes on optional results factors too. An efficient survey of eight studies in the fields of diabetes, asthma, hypertension, hyperlipidemia, and coronary illness found that the lion's share of studies yielded positive results on mental, physiological, and way of life zones (Knight, McGowan, Dickensand Bundy, 2006). Burke et al (2003) found that over all treatment populaces, motivational meeting treatment yield medium impact sizes for measures of social effect, for example, social, word related, and physical issues identified with the objective side effect (e.g., nonattendance from work or school, memory misfortune, legitimate issues).

2.3.2 Solution-focused therapy and Counselling Competence

Solution based psychotherapy is a concise way to deal with treatment on the grounds that the advisor centers around the client's qualities and solutions, as opposed to looking to investigate the source of the issue. It accepts no hidden issues or manifestations require inspecting. The solution based psychotherapist expects that change is steady and clients have their own particular assets to beat challenges (Thomas and Nelson, 2007). In this manner, the specialist teams up and tailors the treatment to the individual clients in the room. Likewise, solution-focused therapy has appeared to enable clients to enhance their capabilities in a wide range of issues including wretchedness and counselling fitness (Gingerich and Eisengart, 2000; Lee, 2007).

Besides, in a meta-investigation of 22 examines, solution-focused therapy delivered little, yet positive patterns on result measures (Kim, 2008). SFT has been connected to counselling treatment as a rule (Chromy, 2007; Hoyt and Berg, 2008). Besides, Solution-focused therapy has been utilized with a wide exhibit of introducing issues for advisors including weight reduction (Dolan, 2007), accomplices turning out as gay (Treyger, Ehlers, Zajicekand Trepper, 2008), premarital instructors (Murray and Murray, 2004), male cross-dressers and sexual dysfunctions (Ford, 2006; Trepper, Treyger, Yalowitzand Ford, 2010).

Solution based treatment has been appeared to be powerful with instructors in remedial session (Zimmerman, Prest and Wetzel, 2007). Solution based psychotherapy in another type of

treatment that bailed seven people out of five advisors to enhance their relationship fulfillment in light of visual investigation (Nelson and Kelley, 2001). Besides, because of the meager of writing on SBP, more exact proof may help build up the fitness of Solution based psychotherapy particularly working with guides without anyone else's input, and not in aggregate settings. The present advocate intercession depended on standards of Solution based psychotherapy. Assessment of the mediation dependably center around individual and relationship working. Consideration is presently given to these factors.

Counsellors who review solution-focused therapy rely on clients for discussions on possible solutions. The method of building a quality-based solution to deal with challenges was first established at the Counseling Center in the 1980s by Steve Deschères, Anso Kimberg and their partners, and was founded on the theory of social constructivism. Solution advocates see help in building solutions, as opposed to critical thinking. Jones Smith (2012) found that solutions are characterized by the perception of life that may resemble when the problem disappears or is settled. A homogeneous social relationship is framed and compassion towards customer concerns (EBTA, 2012). The interactive approach tends to the way the dialect is used as part of discussions between defenders and your client to develop and reformulate issues and solutions. Use solution-based queries, for example, pre-session change, target pursuit, exemptions, expansion, customization of inquiries and opening new perspectives and effects to customers (EBTA, 2012).

For example, a special case discussion allows customers to feel a sense of action to increase individual control. The use of pre-investigations helps to identify potential client characteristics by strengthening future core interest. The use of measurement gives the individual institution and faith that the issues will change. Relationship questions allow customers to look at the part of other individuals and the settings in which the change will occur. Through solution-focused therapy, it is necessary to focus on the customer's assets, qualities, abilities and victories. This satisfies the competency-based approach whereby client attributes and assets are produced in capacities and capacities to achieve change (EBTA, 2012). A positive outlook was found in the future as a key to making customer organization and expectations. Similarly, positive emotions that stimulate the desired mood, which allow for preparations and capacities to advance (Hobson and Kim, 2004) are called for. In addition, goals are critical to provide focus and

instruction to conduct counseling. The use of hard and achievable goals, little, cannot identify behavioral changes and accomplish them, enabling the client to progress towards his goal.

Rather than focusing on issues, Cauffman and Steinberg (2000) found that a social construct approach, for example, a solution-focused therapy can enable young people by enabling them to find individuals who have the learning and assets to make a decision. Neuroscience recommends that young people face issues of stability in sound choices and judgments because of the evolution of the mind. Conversely, a social construction perspective enables young people to perceive a sense of control over the ability to compromise and follow options, and can assess the skill of their decisions in handling cases. Solution-focused therapy limits the emotions associated with lack of control and self-error by focusing on qualities and helping young people see the existence of these issues outside themselves (Korcoran, 2008).

A solution-based approach can be an invaluable tool with adolescents because of its future focus, emphasis on expanding attention to individual qualities, and demonstrating confidence in individual assets to adapt to issues (Hopson and Kim, 2004). De Jong and Berg (2008) found that the use of solution-focused therapy in auxiliary school settings is thought to be more convincing when the focus on changing future practices by building behavioral tasks can lead to rapid responses to young people (Franklin, Moore and Frankst, 2008). Such solutions are accomplished by managing the youth's focus on trust rather than depression. Solution-focused therapy is used as part of a request to achieve this step in the center.

Use the existing dialect solution to form special situations and previous endeavors as possible solutions, and maintain a future focus using future queries, for example, the wonderful question, enables a young person to imagine being without this issue or where the issue is reasonable. Staging questions are of great value in goal setting and characterization of concrete behavioral changes. The immediate and anomalies are characterized by the advantages and origins of young people, and their abandonment to feel the ability to change (Corcoran, 2008). Trade is believed to have a more noticeable effect when the client thinks of it for himself. This enables the client to understand his own assets.

The search for the skill of different treatment models, similar to solution-focused therapy, becomes more important when clients, specialists and insurance agencies are looking for drugs that seem to be successful. Tragically, advice was once again diluted to add to this database through empirical research. As the study of the Guidance Task Force in 1988 pointed out, the

commitments made by consulting scientists to the learning base lag behind long-standing instructions for communication and consultation.

Suggestions from this report from Howard, McMillen and Paulio (2003) have found that Guidance builds an investigation of assets and works with social management organizations to lead their inquiry. The objectives of these proposals were to expand the database of counseling information through research that would enhance the skill of treatment (Popoola, 2015). More than 10 years after this report, Counselling has addressed this test by building various researches that focuses on different Guidance schools and at the same time expanding the amount of research conducted by the instructor. Research has been developed and added to the field by testing whether some well-known counselling models, which are similar to solution-focused therapy, are effective in helping clients.

The counselling research base has expanded significantly, and the rate of information has continued to evolve steadily (Howard, McMillen and Pollio, 2003). The magnitude of research consultancy became the dominant contact point and leads the call to another period of responsibility. Counselling, along with prescription and brain science, is required to refer to the clients and show that their lips are working. Stress, however, shows that treatment models, similar to solution-focused therapy, are strong, taking into account the ultimate goal of seeking reimbursement through social insurance associations or other external taxpayers. One universal view that took into account a great deal of interest is the move towards establishing existing practice as an approach to enable specialists to identify appropriate mediation. Over the past century, trainers have relied on individual experience, counseling from partners and directors, important theoretical guides and reading materials to control their training (Howard, McMillen and Pollio, 2003).

The solution-focused therapy involves the young and the advocate, allowing for the common development of the common goals necessary for change (Newsum, 2005). Reinforcement and self-improvement can be further enhanced through a solution-based process by allowing the young person to participate in basic leadership and giving them the feeling that they have heard their voice or emotion and are truly appreciated (Newsum, 2005). Despite the fact that more research is needed on the adequacy of psychotherapy based on the solution, there have been a few studies that show their ability with young people. Many of these studies have been directed at schools.

All in all, discoveries of past research recommend that Solution based psychotherapy adds to positive results for understudies on self-efficacy and confidence measures and adapting measures (Lafountain and Gamer, 2006). Solution based psychotherapy likewise added to a decrease in negative clear practices and other behavioral issues (Newsome, 2005; Cepukiene and Pakrosnis, 2011); advanced objective fulfillment (Newsome, 2005; LaFountain and Gamer, 2006); enhanced social abilities; expanded attention to and lessened harassing and diminished truancy (Violeta and Ion, 2009).

2.3.3 Gender and Counselling Competence

Many specialists feel that because of its symbolic and controversial nature, sexual orientation can not be adequately described in research process (Christieva, 2011). Although some analysts conclude that sexual orientation can not be described, there is a lot of data regarding changes in physical fitness for men and women. There are few scientists who realize contradictions not in order to order people, or to group any pattern as male or female, but instead help and coordinate many types of fitness counselling to compete in a fast paced world through the use of expected human resources as necessary conditions (Rosner, 2000).

Furthermore, through meetings and final reviews by both male and female counsellors to determine how individuals affect others, particularly higher altitudes, Hughes et al. (2012) announced that women's advocates refer to more worthwhile concerns for others, consider how others feel about their influencing strategies, and were more likely than men to act at the expense of a school-wide conspiracy. Male counsellors are likely to prove self-concerned, continue their own studies, seem less thinking about how others feel about their effects, act alone in establishing systems, and focus primarily on the job to be performed as opposed to human condition.

It is important to note that men and women have shown contradictions, and none of the groups has been stronger than the alternative (Hughes et al., 2012). When addressing trainers for men and women, Rosenner (2000), through a study led by Daniel McAllister and Gregory Stevens, showed that women may use control in light of ambiguity, record work, communication, and pushing others by changing their self-enthusiasm, especially in achieving school goals. However, men may use control over the light of school status, address, ability to compensate and refuse, and they are more deprived of using efficient guidance practices. Powell

and Butterfield and his father (2012) found that most men still portray a respectable advocate as having dominan traits, despite the fact that the tendency of masculine qualities has diminished in scores for two subgroups.

The change is likely to be the result of the increasing number of women in managerial positions, or the possibility of a proper mentor being more connected to correspondence, training and relationship-building abilities, which are often polite features. However, in addition to these discoveries, the investigation confirmed that individuals feel that certain traits remain dominant, while others are overwhelmingly masculine (Helgesen, 2000; Rosener, 2000). Similarly, in a study conducted with the management and intelligence of females, it was reported that male qualities are more closely related to productive teachers.

Regardless of the fact that members have reinforced the retroactivity of some traits retrospectively and some of them are polite, gender-neutral traits were unambiguous on female and male characteristics, yet masculine traits were still more systematically associated with esteemed counsellors. Meyerson and Fletcher (2000) found that most counsellors were made by and for men and relied on men's meetings. Despite the fact that women have entered the workforce by the millennium in the past, it has often been agreed that individuals are highly valued, and the scholastic meanings of skill and advice are still based on traits that are uniquely associated with men. The specialist does not conclude that the style of counseling or polite or polite school culture is better. On a few occasions, a school can accommodate all the qualities and characteristics of manly and female are the best. As a result, Gerardy (2004) will emphasize that the school culture that tried to fit the municipality to make great symmetries is a culture ready to think about the moving boundaries between females and males. "In any case, it is necessary to understand the school communities that may be affected by women because learning from A women's perspective on this issue is insufficient.

Gerardi (2004) raised the fact that sexual orientation is a social dynamic, and in this way, it is natural to accept that the school is gender. It suggests that sexual orientation can be used as part of an investigation into a school culture because it affects us to ask how we do sex in a specific school environment and when we expect a certain part of the school. With regard to part of a businessman and an additional consultant, late research linked sexual orientation and school culture by drawing attention to the masculine school culture as a good illustration of the unattainable marvel of ranks (van Vianen and Fischer, 2012). Haslet, Jess and Carter (2012)

found the attendant: some female and male surveys were explored. Haslett, Geis and Carter (2012) found the accompanying: a few studies have explored female and male advisors to learn if their counsellingskill varies, and provided that this is true, how individuals may contrast. Since most schools are commanded by male social desires, and men will as often as possible be of higher status in cross-sex discussions, it is likely that the male style will overwhelm and be strengthened.

Generally, the sexual orientation of the entrepreneurs is by all accounts reflected in the school culture when the schools are built up on account of sex. Ladies' schools have acquired accomplishment by intentionally embracing abilities and states of mind individuals created from their common encounters as ladies, and fusing them into the way of life of the school through empowering support, sharing force and data, and stimulating and improving the self-esteem of their representatives (Rosener, 2000).

2.3.4   Counselling Efficacy and Counselling Competence

Previous studies have shown that the idea of counselling effectiveness can be assumed to be part of the individual asset factor that protects anxious labour defenders by using dynamic adaptation procedures to overcome the obstacles seen by individuals in counselling and see commitment to education as ideally less stressful (Larson & Daniels, 1998; Betoret & Artiga, 2010). Also, Schwarzer and Halloum (2008) have suggested that a person who is highly competent in counselling will do more in counselling and perseverance for a longer time in the face of an event of deterrence in counselling. Individuals have also shown that when dissatisfaction occurs within a person who is highly competent in counselling, one can quickly recover from disappointment and avoid falling under the normal burden of counselling, and in the transitional period continue to fulfil the duty with regard to his goals.

In terms of training, the effectiveness of extension can be seen as a factor in the call-to-life call manifestation (Pandora, 1977; Gavura, 2010; Maine and Hammond, 2008). Previous investigations have revealed that the efficacy of the counselling is unequivocally convincing about the defenders themselves (Klassen, 2009) as self-belief in their competence and ability to carry out the specific goals (Cheung, Tang, Tang, 2011). This can be illustrated by an investigation in Moe et al. (2010) where in fact a few trainers have the ability to educate, but

individuals think that individuals are not fit to play tasks that have shown that individuals need adequate counselling where individuals generally accept the performance of specific tasks.

In addition, Gibson and Dembo (2004) delineated that when people trust certain conduct, certain results will be delivered; in any case, if individuals don't conviction that individuals can play out the essential exercises, individuals won't initiate the applicable conduct and the alluring result won't be created. Subsequently, Guidance adequacy assumes an imperative part in empowering them to prevail with regards to being great advisors (Schwarzer and Hallum, 2008). In any case, in the investigation of Skaalvik and Skaalvik (2010), there was an issue in conceptualizing the build of counselling adequacy in light of the fact that there was no normal concurrence on the best way to conceptualized it since counselling efficacy comprises of multidimensional perspectives.

For example, Caprara (2006) discovered that counselling efficacy includes an expansive scope of issues, for example, in taking care of understudies' train issues, setting up the cooperative communication with associates, and also picking up the interest and regard from understudies and their folks. Subsequently, individuals likewise clarified that there was no particular issue in conceptualizing counselling efficacy since it includes a person's ability to deal with one's duty and in managing the event of test in one's calling (Larson, 1998). To abridge, counselling efficacy surveys different showing settings (Wheatlry, 2005). Counselling efficacy can be characterized as a person's own particular conviction towards one's capacity to accomplish the given instructive objective by a progression of procedures, for example, arranging, sorting out and completing the applicable exercises to accomplish the particular objective (Skaalvik and Skaalvik, 2010).

There was an understanding definition in regards to the counselling efficacy from previous investigations, Giallo and Little (2003) expressed that guidance adequacy is centered around the advisor's capacity as general and alternate analysts characterized it as advocate fitness conviction or feeling able to deal with the assortment of instructing undertakings. This sort of conviction assumes a pivotal part in the field of instruction since it impacts the advocates' capacity in doing their obligation, dealing with the unpredictable errands and difficulties in their showing calling (Caprara, 2006). Likewise, individuals expressed that it additionally influence an individual inspiration, the accomplishment of the objective in one calling, saw the

acknowledgment and regard from other people who around them in the calling and build up the feeling of fulfillment towards one calling.

Besides, the earlier investigations found that in view of the social psychological hypothesis, the feeling of Counseling adequacy can be shaped by a progression of effective experience, for an illustration, guides who encountered the achievement of their understudies can upgrade their counselling efficacy, when an individual assess the Solution of fruitful occasions and encountered the charming inclination, this sort of delight can lead one to encounter the counselling ability (Caprara, 2006; Moe, Pazzaglia and Ronconi, 2010). Other than that, individuals clarified that advisors with high counselling adequacy conviction can shape a constructive association with understudies' folks since individuals had the capacity to advance the tasteful communication with other people who around them and individuals can modify themselves properly as per diverse circumstance.

Despite what might be expected, when instructors did not encounter the trust from understudies' folks or discovered that helpful with them is troublesome, this sort of circumstance will decrease their level of counselling efficacy confidence in playing out the undertakings with the intend to accomplish the given instructive objective (Skaalvik and Skaalvik, 2010). Caprara (2006) expressed that guides' feeling of adequacy can be considered as their inherent inspiration inside themselves which will drive them to maintain their push to achieve the given instructive objective and encountered the feeling of satisfaction. Individuals asserted that Guidance fitness can be evident in the meantime with counselling efficacy since it can be gotten from their feeling of capability in the instructing calling.

Besides, individuals represented that instructors with high counselling efficacy conviction will endeavor to look for the condition where individuals feel fulfilled and interface with other people who will esteem their competency in playing out the undertakings which may lead them to build up the feeling of fulfillment (Larson and Daniels, 1998). Henceforth, individuals inferred that an instructor with counselling adequacy can improve the constructive relational system with other people who are around in the school setting and maintain their counselling ability.

Unexpectedly, advisors who absence of the capacity to meet the prerequisite of the workplace will lead them to feel strain and experience disappointment (Jorde-Bloom, 2006). He likewise found that there was a causal connection between the sentiment fulfillment and the efficiency on work. Duffy and Lent (2009) demonstrated that people who are fulfilled at their

occupations are more sure about performing assignments identified with work and will satisfy the work to accomplish objectives. Along these lines, one might say that counselling efficacy can be utilized to foresee the higher Guidance fitness (Skaalvik and Skaalvik, 2010).

Past investigations upheld the impact of counselling efficacy convictions on the execution and inspiration (Bandura, 1997; Tschannen-Moran and Hoy 2001; Woolfolk and Davis 2006; Caprara, Barbaranelli, Steca and Malone, 2006). Guidance adequacy likewise advances an abnormal state of sense of duty regarding the calling, community oriented association with partners and effectively adding to the advancement of a rich and fortifying learning condition. Trentham, Silvern and Brogdon (2005) found that counselling adequacy is identified with advisors' counselling ability and their skill as appraised by school directors. Different investigations additionally demonstrated that counselling efficacy influence and manage instructors' activity duty and fulfillment (Larson, 1998; Ryan and Deci 2000; Caprara, Barbarnelli, Steca and Malone, 2006). Telef (2011) examined the connection between the counselling efficacy, Guidance ability, life fulfillment and burnout of instructors. Results demonstrated that counselling efficacy has measurably critical positive association with advocates' activity and life fulfillments.

Counselling adequacy convictions do not, obviously, work in segregation from other psychosocial determinants that influence their inspiration and execution, for example, their expert desires, the acknowledgment and regard individuals see to be concurred and at last, the fulfillment individuals draw from their calling. Past discoveries bolster the basic impact of counselling efficacy convictions on their execution and inspiration (Bandura, 1997; Woolfolk and Davis, 2006). A solid feeling of counselling adequacy elevates a strong responsibility regarding the calling and cooperative associations with partners and guardians (Hoover-Dempsey, Bassler and Brissie, 2002), contributing productively to the advancement of a rich and fortifying learning condition. Contrasted with instructors who question their adequacy, self-useful advocates are more disposed to acknowledge other school constituents' commitment to the working of the school, to see the central, associates, staff, understudies and guardians as carrying on as per their commitments, and to see the entire school as a framework equipped for seeking after its main goal (Caprara, Barbaranelli, Borgogni, Petitta and Rubinacci, 2003; Larson and Daniels, 1998).

Another moderating variable that adds to work demeanors inspected in this study is counselling efficacy. Guidance adequacy is characterized as the confidence in one's capacity to execute effectively a specific course of conduct (Bandura, 1986). Bandura (1997) stated that counselling adequacy is altogether and decidedly identified with future execution and broad research unequivocally underpins this claim. Research has exhibited an unmistakable association between counselling efficacy and conduct. Counselling adequacy impacts selection of activities and the measure of vitality put resources into an assignment and the period of time amid which we drive forward without accomplishing the coveted outcomes (Busch, Fallan and Pettersen, 2006).

Various investigations have demonstrated that guides with high counselling efficacy are propelled to hold on when looked with mishaps and will apply endeavors to conquer troubles (Bandura, 1997; Knobloch and Whittington, 2003). People with low counselling efficacy contribute less and surrender sooner. Ross (1994) revealed that counselling efficacy have been connected to their practices. As per him guides with high counselling adequacy will probably learn and utilize new methodologies and techniques for instructing and give exceptional help to low accomplishing understudies. Research confirm additionally demonstrated that people with high counselling efficacy could resolve work-family clashes at whatever point individuals emerge (Bandura, 1997; Cinamon, 2005). Thinking about the above accommodation, it was normal that counselling efficacy will be identified with the advisors' work states of mind.

Larson (1998) composed guides in - preparing who score high in counselling efficacy (CE) are better ready to acknowledge and apply criticism from teachers and administrators into their learning knowledge. The utilization of educated abilities and learning converts into more compelling work with clients (Larson, 1998). Research shows that CE increments when advocates in-preparing practice particular abilities with genuine or simple clients (Daniels and Larson, 2001). Nonetheless, these studies stipulate that for CE to build, the clinicians must experience a sentiment accomplishment after the sessions.

Guidance adequacy is the view of fitness to lead counselling; it incorporates the convictions and states of mind held by helping experts or students that impact their ability for the powerful conveyance of counselling or psychotherapy administrations (Larson and Daniels, 1998). It has an essential influence in the comprehension of how advisor learners subjectively build their counselling and preparing encounters and form into able instructors (Barnes, 2004). In

this manner, as indicated by Bruton (2013) counselling efficacy is by and large acknowledged similar to a crucial antecedent to equipped practice and ought to be an essential focal point of clinical instruction.

As meager consideration is paid to counselling efficacy convictions as intermediaries of ability, couple of assets are given to mediations went for building instructors' counselling adequacy and schools' aggregate adequacy. One may figure that counselling efficacy represents their execution helpful for understudies' accomplishments and in addition for their fulfillment both specifically and in a roundabout way (Larson and Daniels, 1998). From one viewpoint, understudies' accomplishment no doubt mirrors guides' ability to exchange information and encounter and to advance understudies' learning. Then again, advisors' fulfillment is destined to get from their feeling of ability. At last, advisors' counselling efficacy impacts their Guidance capability specifically to the degree that it meets instructors' inherent needs of fitness (Ryan and Deci, 2000), and in a roundabout way in being helpful for execution from which advocates may infer pride and rewards.

2.4 Conceptual Model for the Study
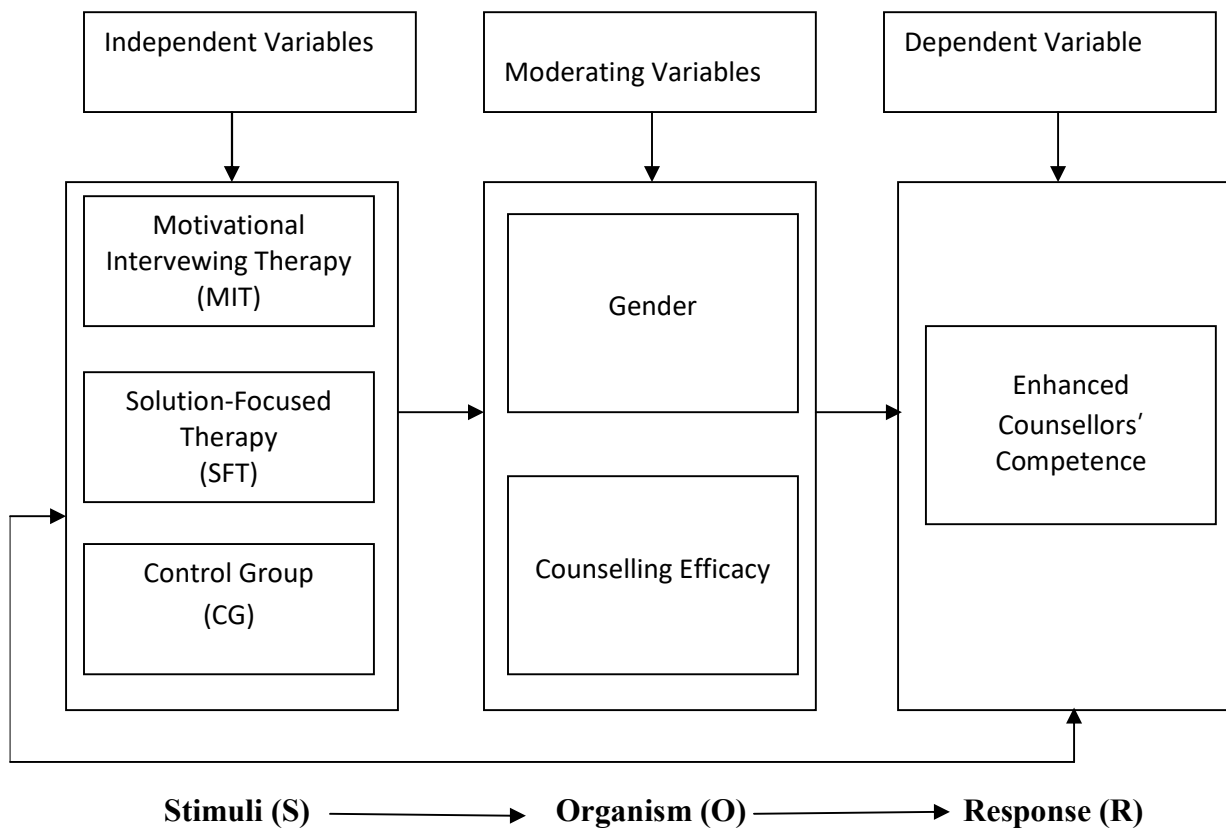
Source: Researcher (2019)

This model comprises the independent variables i.e. Motivational Interviewing Therapy (MIT) and Solution-Focused therapy (SFT). These variables were manipulated,along with the moderating variables which are Gender and Counselling Efficacy to examine their impacts on the dependent variable (Counselling Competence).

2.5   Hypotheses

The following null hypotheses were formulated in this study and tested at 0.05 level of significance;

1. There is no significant main effect of treatments on counsellors' competence among school counselors.

2. There is no significant main effect of gender on counsellors' competence among school counselors.

3. There is no significant main effect of counselling efficacy on counsellors' among school counselors.

4. There is no significant interaction effect of treatment and gender on counsellors' competence among school counselors.

5. There is no significant two-way interaction effect of treatment and counselling efficacy on counsellors' competence among school counselors.

6. There is no significant two-way interaction effect of gender and counselling efficacy on counsellors' competence among school counselors.

7. There is no significant three-way interaction effect of treatment, gender and counselling efficacy on counsellors' competence among school counsellors

CHAPTER THREE

METHODOLOGY

This chapter describes the research design, population, sample and sampling technique, instrumentation, procedure for data collection, summary of activities in the experimental groups and method of data analysis.

3.1   Design

Pretest posttest, control group quasi-experimental research design with a 3x2x3 factorial matrix was adopted for this study. The row consists of MI and Solution-Focused therapies and the control. Gender was moderated at two levels (Male and Female) while counselling efficacy was varied at three levels (low, medium and high).

Table 3.1: A 3x2x3 Factorial Matrixes for enhancing counsellors' competence among secondary school counsellors

Treatments	GENDER						
	MALE (B_1)			FEMALE (B_2)			
	COUNSELLING EFFICACY						
	High C.E (C_1)	Medium C.E (C_2)	Low C.E (C_3)	High C.E (C_1)	Medium C.E (C_2)	Low C.E (C_3)	Total
MIT (A_1)	$A_1+B_1+C_1$ n=3	$A_1+B_1+C_2$ n=5	$A_1+B_1+C_3$ n=7	$A_1+B_2+C_1$ n=2	$A_1+B_2+C_2$ n=5	$A_1+B_2+C_3$ n=8	n=30
SBP (A_2)	$A_2+B_1+C_1$ n=3	$A_2+B_1+C_2$ n=4	$A_2+B_1+C_3$ n=8	$A_2+B_2+C_1$ n=2	$A_2+B_2+C_2$ n=4	$A_2+B_2+C_3$ n=9	n=30
CG (A_3)	$A_3+B_1+C_1$ n=4	$A_3+B_1+C_2$ n=3	$A_3+B_1+C_3$ n=8	$A_3+B_2+C_1$ n=3	$A_3+B_2+C_2$ n=4	$A_3+B_2+C_3$ n=8	n=30
Total	n=10	n=12	n=23	n=7	n=13	n=25	N=90

Key:
CE   =   Counselling Efficacy
MIT   =   Motivational Interviewing Therapy
SFT   =   Solution-Focused therapy
CG   =   Control Group

3.2 Population

The study population comprises all secondary school Counsellors in public secondary schools in Ibadan, Nigeria. The researcher covered all school counsellors in the eleven (11) Local Government Areas of Ibadan, Oyo State, Nigeria. Records from Oyo State Ministry of Education put the number of publicly-owned secondary schools at 284 with 335 school Counsellors in Ibadan, Oyo State. Table 3.2 also gave clear information on the population based on the Local Governments and number of school counsellors in selected Areas.

Table 3.2: LGAs with Schools and the Respective School Counsellors in Ibadan, Oyo State

S/N	Local Government Names	Schools	Number of School Counsellors
1.	AKINYELE	35	38
2.	EGBEDA	26	29
3.	IB. NORTH	36	43
4.	IB. N. EAST	28	31
5.	IB. N. WEST	16	20
6.	IB.S. EAST	27	32
7.	IB. S. WEST	29	38
8.	IDO	18	23
9.	LAGELU	23	26
10.	OLUYOLE	24	28
11.	ONA-ARA	22	27
	TOTAL	**284**	**335**

Source: Tescom Oyo State, 2016

3.3 Sample and Sampling Technique

Multi-stage sampling technique was used to select the participants for the study. The first stage involved the use of stratified sampling technique in dividing Ibadan into two (2) strata based on geo-political zones (i.e city and less-city). The second stage involved random selection of three (3) Local Government Areas from each geo-political zone in Ibadan. The third stage deals with the selection of fifteen (15) public secondary schools randomly in each selected Local Government Areas in the State; and lastly one (1) school counsellor was selected

purposively in each public secondary school based on the inclusion/exclusion criteria. On the whole, ninety (90) School Counsellors participated in the study. However, from the school counsellors selected, one group served as Motivational Interviewing Therapy (MIT) class; the second group formed Solution-focused therapy (SBP) class and the remaining one served as the control group.

3.4   Research Instruments

The following instruments were used for the study:

1.   Counsellor Competence Scale (CCS)
2.   Counselling Efficacy Scale (CES)

Counsellor Competence Scale

The Counsellor Competence Rating Scale (CCRS) measured counsellor competence based on the satisfaction expressed by the clients expressed with the services provided by the counsellor. Linden, Stone and Shertzer (2005) were the original designers of this measuring instrument. Examples of the items in the scale include *in your role as school counsellor, you act as an individual counsellor with individual to: 1. enhance students' self-concepts. 2. improve students' problem solving and 3. mediate conflicts between students and parents.* However, the instrument was re-validated by the researcher and Cronbach alpha of .91 was obtained in a pilot study which involved an administration of the instrument to a selected sample of thirty (30) secondary school counsellor in Osun State, Nigeria.

Counselling Efficacy Scale (CES)

The CSES was developed by Lent *et al* (2003) and used to measure counselling efficacy among school counsellors. Participants respond to items by indicating how confident people are in their ability to use listed skills effectively "over the next week, in counselling most clients." It measures three aspects of counselling self-efficacy which includes helping skills self-efficacy, session management self-efficacy and counselling challenges self-efficacy. To explore the validity of the CSES, Lent *et al*. (2003) also reported the CSES total score of high reliability with a Cronbach's alpha of .97. However, the instrument was re-validated by the researcher and Cronbach alpha of .79 was obtained in a pilot study which involved an administration of the

instrument to a selected sample of thirty (30) secondary school counsellor in Osogbo, Osun State, Nigeria.

Inclusion Criteria

These parameters include:

i.   Participants were counsellors with a minimum degree (B.Ed.) certificate in Counselling

ii.   Counsellors who are bonafide staff in the School system

iii.   Counsellors were meant to seek the permission of the principal

iv.   Counsellors willingness to be part of the exercise.

3.5   Procedure for Data Collection

The researcher obtained an introduction letter from the Head of the Department of Guidance and Counselling, University if Ibadan, Ibadan. Permission was sought to carry out the study from the Ministry of Education, Oyo State. The selected schools were then visited prior the commencement of the training so as to enable the researcher to get acquainted with the participants and the school environments. The school principals were informed adequately of the research purpose and the participants were addressed and informed as regards the benefits of the research.

The study was conducted in four stages: pre-session, pre-treatment and post-test. In the pre-session, the activities included the examination, appointment and appointment of participants in the pilot and control groups. A request was made to participants in selected secondary schools. A preliminary meeting was organized to introduce interested participants that wish to participate in the study. In the pre-test phase, the CES and the CCRS were assessed for participants. Participants in the two trial groups were exposed to eight sessions of treatment (motivational and solution-based psychotherapy). Each session lasted 60 minutes on the average, equivalent to one hour (one hour). Despite the interaction with the monitoring group, participants were presented with a lecture entitled "Sexual Assault in Nigeria". Post-test was administered after the program was completed.

The Summary of Treatment Packages is as follow:

Each week witnessed a session which eventually ran for eight weeks / sessions

Experimental Group 1 (Motivational Interviewing Therapy)

Session I: General orientation and administration of the instrument to obtain pre-test scores.

Session II: The session focusses on issues of Counselling competence among school counsellosr; and the components of Motivational Interviewing Therapy which entails the premise for students to achieve change when motivation comes from within themselves rather than being imposed by the therapist.

Session III: This deals with the explanations of learning environment mastery which deals with the ability of counsellors to have a sense of mastery and competence in managing the learning environment and able to create or choose contexts suitable to personal learning, needs and values.

Session IV: In this session, an attempt was made to explain the RULE Model citing example the counsellor with charts as Resist, Understanding, Listening and Empowering the client.

Session V: The training focuses on Stages of Change model. Using the structure of MI Therapy identified above, the researcher explained that student who has urge and motive is an individual who is self-determined to learn irrespective of the conditions/situation.

Session VI: This session was on the meaning and strategies of developing and expressing of empathy, stating clearly that such counsellor who develop appropriate empathy; accepts his/her good and bad qualities of client; feels positive about past life in students" learning will have an improved Counselling competence.

Session VII: During this session, the researcher defined the relationship and explained self-efficacy support with respect to how it could affect or influence their Counselling competence among school counsellors. This MIT strategy refers to helping develop and support the client's belief that he/she can achieve change.

Session VIII: The segment witnessed the summary of MI Therapy, collection of post-test scores and formal closing of the sessions.

Experimental Group 2: (Solution-Based Psychotherapy)

Session I: General orientation and administration of the instrument to obtain pre-test scores.

Session II: This session focuses on defining the issues and problems of counselling competence among school counsellors; and Solution-Based Psychotherapy (SBP) as two-stage process that focusses on the problem resolution, rather than identification, and goal achievement as it pertained to the client's own life.

Session III: In this session, the researcher explained the processes of solution-based psychotherapy. The process which involves the ultimate aim of any helping profession is to empower clients to live more productive and satisfying lives, with the capacity to generate solutions to their own problems.

Session IV: Here, the researcher focused on widening the perspectives of participants through relationship knowledge which involves describing the problem briefly, developing well-formed goals and preferences for a less problematic future among other.

Session V: The session was based on explanation of time management and organisation. At this session, the researcher emphasised on process of planning and exercising conscious control over the amount of time spent on specific activities especially to increase competence, efficiency or productivity of students.

Session VI: In this session, the researcher explained communication skills in line with Counselling competence. Here the respondents were able to involve in a common focus of solving client problems with the linkages between communication and relationship satisfaction.

Session VII: This session comprised of individual functioning and follow-up interventions. This will encourage the participants to set up realistic and achievable goals rather than unrealistic ones.

Session VIII: The session witnessed the summary of Solution-Based Psychotherapy, collection of post-test scores and formal closing of the sessions.

Control Group

Session 1:   Introduction and pre-treatment

Session 2:   Sexual Abuse in Nigeria[Seminar].

Session 3:   Post testing and conclusion

Control of Extraneous variables

Extraneous variables were those factors or characteristics that might affect the results of the pilot study regardless of the psychological treatments used. Compliance with inclusion criteria; effective use of matrix design 3x2x3 and ANCOVA took care of the same potential extraneous variables.

3.6   Data Analysis

The simple percentage and analysis covariance (ANCOVA) were the statistical tool used in this study. The simple percentage was used to analyze the demographic characteristics of respondents while ANCOVA was used to analyse the hypotheses at 0.05 level of significance. The Sidak post-hoc function was also used in this study to determine trends of specific differences and significance.

CHAPTER FOUR

RESULTS

In this chapter, the statistical results of this study are presented and interpreted, revealing the outcome of the study. The outcome of the study further determined the rejection or non-rejection of the stated hypotheses.

Hypothesis 1: There is no significant main effect of treatment on counsellors' competence of school counsellors.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the post-test scores of the participants on their counselling competence using the pre-test scores as covariate to ascertain if the post experimental differences were statistically significant. The summary of the analysis is presented in Table 4.1 below.

Table 4.1: summary of 3x2x3 Analysis of Variance (ANCOVA) showing the main effect of treatment groups on counsellors' competence post-test score of schoolcounsellors

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2523.009[a]	14	180.215	15.655	.000	.745
Intercept	1276.468	1	1276.468	110.883	.000	.597
Pretest Counselling competence	91.375	1	91.375	7.937	.006	.096
Treatment	169.446	2	84.723	7.360	.001	.164
Gender	3.612	1	3.612	.314	.577	.004
Counselling efficacy	186.581	2	93.291	8.104	.001	.178
Treatment * gender	280.667	2	140.333	12.190	.000	.245
Treatment * counselling efficacy	114.009	4	28.502	2.476	.050	.117
Gender * counselling efficacy	5.563	1	5.563	.483	.489	.006
Treatment * gender * counselling efficacy	3.377	1	3.377	.293	.590	.004
Error	863.391	75	11.512			
Total	365908.000	90				
Corrected Total	3386.400	89				

R Squared = .745 (Adjusted R Squared = .697)

Table 1 reveals that there was a significant main effect of treatment on counsellors' competence of schoolcounsellors; $F_{(2,87)}= 7.360$, $p< 0.05$, $\eta^2= 0.164$. Hence null hypothesis was rejected. Therefore treatment had significant effect on counsellors' competence. Size of effect reveals that treatment accounted for 16.4% ($\eta^2= 0.164$) change in counsellors' competence. For further justification on the margin of difference between the treatment groups and the control groups, the pair-wise comparison using Sidak was computed and the result is shown in table 4.2.

Table 4.2: Sidak Pair-wise Comparison showing the significant differences among various treatment groups and control group.

(I) treatment	(J) treatment	Mean Difference (I-J)	Std. Error	Sig
Control group	Solution focused psychotherapy group	-12.183[*,b,c]	4.159	.014
	Motivational interviewing group	-9.781[b,c]	4.277	.075
Solution focused psychotherapy group	Control group	12.183[*,b,c]	4.159	.014
	Motivational interviewing group	2.402[*,b,c]	.978	.049
Motivational interviewing group	Control group	9.781[b,c]	4.277	.075
	Solution focused psychotherapy group	-2.402[*,b,c]	.978	.049

Table 4.2 reveals that after controlling for the effect of pre-counselling competence, experimental group II (solution focused psychotherapy) (mean= 68.53) displayed the highest counsellors' competence, followed by experimental group I (motivational interviewing) (mean= 66.13) and control group (mean= 56.35). By implication, solution-focused therapy is more potent in improving counsellors' competence than motivational interviewing. The coefficient of determination (Adjusted R-squared = .697) overall indicates that the differences that exist in the group account for 69.7% in the variation of counsellors' competence.

Hypothesis Two: There is no significant main effect of counselling efficacy on counsellors' competence among school counsellors.

Table 4.1 further shows that there was a significant main effect of counselling efficacy on counsellors' competence; $F_{(2,87)} = 8.104$, $p<0.01$, $\eta^2 = 0.178$. Hence the null hypothesis was rejected. This implies that counselling efficacy impacts their counselling competence. The table further reveals that counsellors level of counselling efficacy accounts for 17.8% change in their counselling competence. To further clarify where the difference lies, a pair-wise comparison was computed using Sidak, and the result is shown in table 4.3.

Table 4.3: Sidak Pair-wise Comparison showing the significant difference among levels of counselling efficacy.

(I) Counselling efficacy	(J) Counselling efficacy	Mean Difference (I-J)	Std. Error	Sig.
High counselling efficacy	Moderate Counselling efficacy	3.324[*,b]	1.084	.009
	Low Counselling efficacy	6.728[*,b,c]	1.010	.000
Moderate counselling efficacy	High Counselling efficacy	-3.324[*,c]	1.084	.009
	Low Counselling efficacy	3.404[*,c]	1.084	.007
Low counselling efficacy	High Counselling efficacy	-6.728[*,b,c]	1.010	.000
	Moderate Counselling efficacy	-3.404[*,b]	1.084	.007

Table 4.3 reveals that after controlling for the effect of pretest counselling competence, participants with high counselling efficacy (mean=66.19) had the higher counselling competence than those with moderate counselling efficacy (mean= 62.87) and low counselling efficacy (mean=59.46). By implication higher counselling efficacy improves the likelihood of counsellors' competence.

Hypothesis Three: There is no significant main effect of gender on counsellors' competence among school counsellors.

Table 4.1 further shows that there was no significant main effect of gender on counsellors' competence; $F_{(1,87)}$= .314, p>0.05, η^2= 0.004. Hence the null hypothesis was not rejected. This implies that there was no significant difference in the counselling competence of male and female participants.

Hypothesis Four: There is no significant interactive effect of treatment and counselling efficacy on counsellors' competence among school counsellors.

Table 4.1 further shows that there was a significant interactive effect of treatment and counselling efficacy on counsellors'competence; $F_{(4,85)}$= 2.476, p=0.05, η^2= 0.117. Hence the null hypothesis was rejected. This implies that counselling efficacy significantly moderated the effect of treatment on counsellors' competence. The table further reveals that the effect of counselling efficacy on treatment accounted for 11.7% change in participants' counselling competence; that is the interaction of treatment and counselling efficacy had moderate effect in the variation of participants counselling competence score. To further clarify where the difference lies, a pair-wise comparison using Sidak was computed. The result is shown in table 4.4.

Table 4.4: Sidak Pair-wise Comparison showing interactive effect of treatment and counselling efficacy on counsellors' competence.

Treatment	Counselling efficacy	Mean	Std. Error
Control group	High counselling efficacy	58.290[a]	2.740
	Moderate counselling efficacy	57.105	3.426
	Low counselling efficacy	54.030	2.489
Solution focused psychotherapy group	High counselling efficacy	79.377	2.263
	Moderate counselling efficacy	67.612	1.308
	Low counselling efficacy	59.528	2.174
Motivational interviewing group	High counselling efficacy	67.496	2.404
	Moderate counselling efficacy	66.953	1.566
	Low counselling efficacy	61.750	1.570

Table 4.4 reveals that after controlling for the effect of pretest counsellors' competence, experimental group II (solution-focused psychotherapy) was more moderated by counselling efficacy than experimental group I (motivational interviewing) and control group. Participants in experimental group II displayed varying level of counsellors' competence based on the counselling efficacy. Solution-focused psychotherapy intervention was more effective in improving counselling competence among participants with high counselling efficacy (mean= 79.38) than those with moderate (mean=67.61) and low counselling efficacy (mean=59.53). While motivational interviewing intervention was moderately effective in improving the counsellors' competence with high counselling efficacy (mean=67.50), moderate counselling efficacy (mean= 66.95), low counselling efficacy (mean= 61.75).

Hypothesis Five: There is no significant interactive effect of treatment and gender on counsellors' competence among school counsellors.

Table 4.1 further shows that there was a significant interactive effect of treatment and gender on counsellors counselling competence; $F_{(2,87)}$= 12.190, $p<0.01$, η^2= 0.245. Hence the null hypothesis was rejected. This implies that gender significantly moderated the effect of treatment on counselling competence. The table further reveals that the effect of gender on treatment accounted for 24.5% change in participants' counselling competence; that is the interaction of treatment and gender had large effect in the variation of participants counselling competence score. To further clarify where the difference lies, a pair-wise comparison using Sidak was computed. The result is shown in table 4.5.

Table 4.5: Sidak Pair-wise Comparison showing interactive effect of treatment and gender on counsellprs' competence.

Treatment	Gender	Mean	Std. Error
Control group	Male participant	58.862[a]	2.828
	Female participant	52.580[a,b]	2.977
Solution focused psychotherapy group	Male participant	61.559[a,b]	1.800
	Female participant	75.505[a,b]	1.474
Motivational interviewing group	Male participant	64.161[a]	1.738
	Female participant	69.083[a,b]	1.756

Table 4.5 reveals that after controlling for the effect of pretest counsellors' competence, experimental group II (solution-focused psychotherapy) was more moderated by gender than experimental group I (motivational interviewing) and control group. Participants in experimental group II displayed varying level of counsellors' competence based on the gender. Solution-focused psychotherapy intervention was more effective in improving counselling competence among female participants (mean=75.51) than their male counterparts (mean=61.56). While motivational interviewing intervention was also effective in improving the counselling competence of female participants (mean=69.08) than male participants (mean= 64.16).

Hypothesis 6: There is no significant interactive effect of counselling-efficacy and gender on counsellors' competence among school counsellors.

Table 4.1 further shows that there was no significant interactive effect of counselling-efficacy and gender on counsellors' counselling competence; $F_{(1,87)}$= .483, p>0.05, η^2= 0.006. Hence the null hypothesis was not rejected. This implies that gender did not significantly moderate the effect of counselling-efficacy on counsellors' competence.

Hypothesis 7: There is no significant three-way interactive effect of treatment, counselling-efficacy and gender on counsellors' competence among school counsellors.

Table 4.1 further shows that there was no significant three-way interactive effect of treatment, counselling-efficacy and gender on counsellors' competence; $F_{(1,87)}$= .293, p>0.05, η^2= 0.004.

Hence the null hypothesis was not rejected. This implies that gender and counselling efficacy could not significantly moderate the effect of treatment on counsellors' competence.

4.8   Summary of Findings

The research outcomes are as follows:

- There was a significant main effect of Treatment on Counsellors' Competence.
- There was a significant main effect of Counseling Efficacy on Counsellors' Competence.
- There was no significant main effect of Gender on Counsellors' Competence.
- There was a significant interaction effect of Treatment and Counselling Efficacy on Counsellors' Competence.
- There was a significant interaction effect of treatment and Gender on Counsellors' Competence.
- There was no significant interaction effect of Counselling efficacy and Gender on Counsellors' Competence
- There was no three way significant interaction effect of Treatment, Counselling Effecacy and Gender on Counsellors' Competence.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

This chapter presents a logical explanation on the findings of this study, backed-up with previous findings. The discussion of the findings is based on the seven hypotheses earlier generated by the researcher. Logical conclusion and recommendations were also provided.

5.1   Discussion of Findings

This study examined the effect of motivational interviewing and solution-focused psychotherapy on counselling competence of secondary school counsellors in Ibadan, Nigeria.. To this effect, ANCOVA as a statistical tool was used to analyse the data collected and the findings are discussed;

Effect of Treatment on Counsellors' Competence

The stated null hypothesis was rejected. Therefore treatment had significant effect on counselling competence. By implication motivational-interviewing and solution-focused psychotherapy were effective in enhancing counselling competence among secondary school counsellors. Although table 4.2 reveals that solution-focused therapy is more potent in enhancing counselling competence than motivational-interviewing.

This outcome was in line with Kim (2008), who postulated that solution based psychotherapy created little, yet positive patterns on result measures. Essentially, this finding additionally substantiated with Zimmerman, Prest and Wetzel, (2007) who found that solution based treatment was powerful with counsellors in therapeutic session. While Nelson and Kelley (2001), likewise reasoned that solution based psychotherapy was viable in helping seven out of five counsellors to enhance their relationship fulfillment in light of visual assessment.

MI was likewise observed to be compelling in upgrading counsellors counselling competence which is line with Lundahl and David (2010) who reported small average effect sizes for studies using MI therapy to increase counselling competence, small average effect sizes for reducing risky behaviour and small average effect sizes for reducing symptoms of eating disorders. Similarly, a meta-analytic paper by DiRosa (2009) on motivation interviewing treatment for obesity treatment yielded little to medium weighted impact sizes for MIT in dietary intake change, change (increase) in physical activity, and weight loss. To find a plausible

explanation to the superiority of solution-based therapy, it can be said that the theoretical assumptions of this therapy emphasized that going through the problem does not enhance performance like looking forward to way out and avoiding the past so as not to provide an avenue to recall the past, if it has been negative or unpalatable. Solution based psychotherapy limits sentiments related with absence of control and self-fault by underlining qualities and helping young people see that issues exist outside of themselves. It however suggests that counselling efficacy was very much improved with solution based psychotherapy than motivational-interviewing since it seeks to boost counsellors' performance and as well build their confidence to deliver.

Effect of Counselling Efficacy on Counsellors' Competence .

The stated hypothesis was rejected because the result in table 4.1 clearly showed that there was a significant main effect of counselling efficacy on counsellors' counselling competence. By implication, counsellors' level of counselling efficacy impacts on their counselling competence. More so, table 4.3 reveals that participants with high counselling efficacy had the higher counselling competence than those with moderate counselling efficacy and high counselling efficacy. This finding confirms the assertion of Schwarzer and Hallum (2008), who have discovered that a highly qualified individual in counselling has invested more effort in this profession and continues for longer in the face of obstacles in the profession. People also show that when frustration occurs within a highly effective individual in counselling, one can quickly recover from frustration and avoid collapsing under the burden of daily stress in the profession, while maintaining commitment to one's goals.

In other words, highly qualified counsellors will have the ability to withstand and manage the difficulty of their profession in terms of basic unpopular leadership, dishonest teachers, and the conflicting role of teaching and counseling. This idea is consistent with Gavora, 2010, Main, and Hammond (2008) who have confirmed in their individual studies that the effectiveness of counseling can be considered as a factor in the longevity of counseling in the teaching profession. Other studies have also found that the effectiveness of counseling has a significant impact on the counsellors themselves (Klassen, 2009) because they are self-confident in their ability and ability to achieve certain goals (Cheung, Tang and Tang, 2011). This can be

explained by the study that highly effective counsellors have a greater chance of being effective than their counterparts.

Effect of Gender on Counsellors' Competence

The hypothesis stated was not rejected since the result in table 4.1 clearly showed that there was no significant main effect of gender on counsellors' counselling competence. On the implicit side, there is no significant difference in the efficiency of counselling for male and female participants. However, female participants did not exhibit higher advisory efficiency than their male counterparts. This finding is not compatible with Powell, and Butterfield and Parent (2012), who found that most men and women still describe the good counsellor as having male characteristics mostly, although preference for male characteristics declined in scores for two subgroups. Similarly, when addressing male and female counsellors, Rosener (2000), through a prompt investigation with Daniel McAllister and Gregory Stephens, showed that women would most likely use control in the light of magnetism, work history, communication, and inspire others to change themselves. However, men may use control over the light of school status, address, ability to turn and reply, and they are less inclined to take advantage of professional counseling skills.

To discover conceivable clarification to the discoveries, it is basic among female counsellors to discover be decisive and minding in counselling circumstances. In any case, in the circumstance where counsellors are not given It however makes a sort of uneasiness in them because of the principal experience with science. By and by, it won't not infer that male instructors are not restless about arithmetic but rather they still protection from add up to numerical nervousness. In concurrence with this findings, Chinn (2008) revealed that among guys and females, counselling ability was evaluated higher among guys than females and those guys who announced being dyslexic. Among the most elevated science restless were seventh grade dyslexic guys. An expansion in counselling competence was seen for females in eleventh grade who additionally scored higher on the nervousness scale than their male partners. Once more, comparable outcomes were affirmed by Baus and Welch (2004) where ladies scored generally higher (39.29 normal) on counselling skill than men (34.50 normal). Through this discovering, it was discovered that "sex anticipated 2% of the difference in counselling competence.

Effect of Treatment and Counselling Efficacy on Counsellors' Competence

The stated hypothesis was rejected based on the result in table 4.1 clearly showed that there was a significant interactive effect of treatment and counselling efficacy on counsellors' counselling competence. This implies that counselling efficacy moderated the effect of treatment on counsellors' counselling competence. Although table 4.5 reveals that experimental group II (solution-focused psychotherapy) was more moderated by counselling efficacy than experimental group I (motivational-interviewing) and control group. Participants in experimental group II displayed varying level of counselling competence based on the counselling efficacy. Solution-focused psychotherapy intervention was more effective in enhancing counselling competence among participants with high counselling efficacy than those with moderate and high counselling efficacy. While MI intervention was moderately effective in improving the counselling competence of participants with high counselling efficacy, moderate counselling efficacy, high counselling efficacy. This result is in-congruence with Passer and Smith (2003). The enhancement of counsellors' competence in the solution-focused therapy training compared to those in the control group could be attributed to the content of solution-focused psychotherapy treatment package. To find a plausible explanation to the finding, it can be inferred that solution-focused psychotherapy majorly designed to enhance performance. Therefore it is imperative to say that counsellors with high counselling competence must be very high in counselling efficacy. This further implies that solution-focused psychotherapy can effectively assist counsellors with high counselling efficacy to manage or enhance their high counselling competence.

More so, from the result of the study, it was observable that it is possible to have high counselling efficacy and yet still display counselling competence. Motivational-interviewing was found to be effective in enhancing the counselling competence of counsellors with high counselling efficacy. One might begin to wonder that how possible is it that counsellors with high counselling efficacy can have counselling competence. They might have it but not display it like others with high counselling efficacy. However, motivational-interviewing ability to enhance the counsellors' counselling competence might be as a result of fun and self-pacedlearning motivational-interviewing introduced which eventually managed the hidden anxiety found among counsellors with high counselling efficacy. This result was confirmed by Walsh, (2008) who reported a slight inverse relationship between competency and the counsellors' beliefs about mathematics. The majority of the counsellors possessed a confidence

that they were able to perform basic and complicated mathematical operations and a positive correlation was found between the test scores and the mathematics self-efficiency scales results.

Effect of Treatment and Gender on Counsellors' Competence

The stated hypothesis was rejected based on table 4.1 which revealed that that there was a significant interactive effect of treatment and gender on counsellors' counselling competence. This implies that gender significantly moderated the effect of treatment on counselling competence. Although table 4.6 further reveals that experimental group II (solution-focused psychotherapy) was more moderated by gender than experimental group I (motivational-interviewing) and control group. Participants in experimental group II displayed varying level of counselling competence based on their gender. Solution-focused psychotherapy intervention was more effective in enhancing counselling competence among female participants than their male counterparts. While motivational-interviewing intervention was more effective in enhancing the counselling competence of male participants than female participants. This result is in-support of series of empirical studies (Ashcraft, 2002; Frost et al., 2004) who reported more females report higher counselling competence than males. Similarly, Osborne (2001) concluded that gender difference in counselling competence partially explained gender difference in counselling performance based on the data drawn from the senior cohort data file from the high school and beyond study. The results indicated that males had higher levels of counselling competence than females. The result establishes those females are more anxious about counselling tasks than male participants while solution-focused psychotherapy was found effective in enhancing female participants' counselling competence than male. On the other hand motivational-interviewing was effective in enhancing male counsellors' counselling competence than female. Men perform well in learning through the use of technology than women as reported by Yushau (2006). On the other hand, female had been reported by Gundy, Liu, Morton and Kline, (2006) to be more emotional with distorted thoughts than male individuals. In order words, solution-focused psychotherapy became effective since it is often used in correcting emotional disturbances and distorted thought in the delivery of counselling task. Therefore it cannot be said that male and female displays competence in counselling services.

Effect of Counselling-Efficacy and Gender on Counsellors' Competence

The result reveals that there was no significant interactive effect of counselling-efficacy and gender on counsellors' counselling competence. Hence the null hypothesis was not rejected. This implies that gender did not significantly moderate the effect of counselling-efficacy on counselling competence. Moreover, it was also discovered from Table 4.7 that the degree of competence of counselling for participants with different levels of counselling effectiveness varies in type. Among women who were highly efficient in counselling, female participants showed higher counselling efficiency than male peers. Among women with moderate advisory effectiveness, female participants showed higher counseling efficiency than male peers. Among participants with high advisory effectiveness, only male participants were found in this group. This means that no female participant was registered with high efficiency. By implication, the level of participants of competence counseling is a function of their level of competence counseling and sex. This result is supported by Hodge (2002) who achieved proficiency in counseling, mathematics and mathematical mathematics, and mathematics skills used in drug dosage calculations. In a comparative study between a static group designed by Hodge (2002) on 122 nursing counsellors, a statistically significant relationship was found between efficiency, self-efficacy, education, and dose calculation performance. This can be a justification for the idea that the level of consultation for the efficiency is the opposite of the level of guidance efficiency. Although it has been shown earlier that male counsellors are less anxious compared to the anti-female parts

Similarly, Cates and Rhymer (2003) reported that consultants with a higher level of consulting competence have significantly higher mathematical computations in all areas of mathematical calculations. This high level of fluency in turn reduces the achievements of counsellors in mathematics and probably contributes to negative attitudes toward mathematics.

Three-way Interactive Effect of Treatment, Counselling-Efficacy and Gender on Counsellors' Competence

The result shows that there is no significant three-way interactive effect of treatment, counselling-efficacy and gender on counsellors' counselling competence. Hence the null hypothesis was not rejected. This implies that gender and counselling efficacy could not significantly moderate the effect of treatment on counselling competence. This result is

consistent with Pajares and Kranzler (1995), where effectiveness and efficiency are positively correlated, which means that the efficiency of high consultation is highly correlated, and the high level of efficiency refers to high efficiency in guidance. However, another study confirmed the result of this study. Haslett, Geis and Carter (2012) found that: Many studies have investigated female and male counsellors to see if their counseling competencies are different and, if so, how people may differ, because most schools are dominated by cultural expectations of males, men Will often be in a higher position in conversations across sex, it is likely that the male pattern will dominate and reinforce. This submission may be contrary to the Nigerian context, because in Nigerian schools, female mentors appear to be more male than they may be effective in sex talks. In this observation, counseling effectiveness may not be effective enough to mitigate the impact of interventions on the efficacy of counseling.

(2000) and Rosener (2000), who argued that change could be due to an increase in the number of women in managerial positions, or the idea that being a good adviser has a greater relationship to communication Good, training and interpersonal skills. In most cases, female characteristics are typical. However, besides these results, the study confirmed that people feel that some characteristics are still considered a female majority, while others, mostly male. However, it may be difficult to find an explanation as to why gender cannot influence the effect of treatment on the efficacy of counseling, because it was expected to calibrate the effect of treatment on the degree of efficiency in counseling. Surprisingly, sex was not strong enough. However, given the subsequent analysis of the previous analysis, it was clear that the motivational interview was more effective for male participants than for females, while focused psychotherapy was more effective for male participants than males, so in the long term. Successfully managed side-by-side changes in efficiency counseling have been indifferent because the difference in sex has not been sustainable in effective counseling.

5.2   Conclusion

This study was designed to examine the effect of motivational-interviewing and solution-focused psychotherapy on counselling competence in Oyo state. Counselling efficacy and gender were the moderating variables in this study. To this effect, selected participant had to undergo some training, the required data was collected and analysed. It was discovered from the result that motivational-interviewing and solution-focused psychotherapy were effective in enhancing

counselling competence. By implication a proper application of the principle underlying these interventions should produce a similar result. However solution-focused psychotherapy was more effective in enhancing counselling competence and also gained incremental effectiveness in enhancing counselling competence. This study further established that gender and counselling-efficacy moderated the effect of the interventions at different occasions but not at three-way interaction.

5.3   Recommendations

The following recommendations are made based on the findings of this study.

1. The effectiveness of motivational-interviewing and solution-focused therapy should be incorporated into the curriculum designed for guidance counsellors, as these trainings will help in enhancing counsellors' competence in the profession.

2. Counselling practicum units of Nigerian universities can adopt the rudiment of solution-focused therapy in improving counsellors'competence in the delivery of their functions.

3. Organisers of on the job training for professional counsellors could as well adopt the technique of these interventions in enhancing counsellors' counselling competence and as well boost their performance. This might remediate the percentage of counsellors under-performing in the profession as well as improving the capabilities of student counsellors on their practicum exercise.

4. School management and employers of labour are enjoined not to discriminate on the employment of a particular gender on the account of competence difference because gender does not determine counselling competence.

5. Educational institutions where professional counsellors are produced could adopt solution based psychotherapy in enhancing performances beyond that of counsellors' effectiveness as against conventional problem-focused therapies. By implication this therapy could be factored in to the number of theories and therapies that will be taught during counsellor educational training.

6. Other helping professional are enjoined to buy in to the use of solution-based therapy and MIT to gain effectiveness at task delivery in their various professions.

7. The government should ensure constant and policy support for the use of the two interventions in helping counsellors. This could be done by ensuring that all schools have

guidance counsellors and computer laboratory to get abreast with the modern way of counselling.

5.4 Contributions to Knowledge

The findings of this study had contributed to knowledge in the following ways;

1. This study has added to the existing literature on the effectiveness of motivational-interviewing and solution-focused therapy interventions in the enhancement of counselling competence among secondary school counsellors.

2. Literature reviewed in this study as well as the training sessions employed in undertaking this study has given a better understanding of motivational-interviewing and solution-focused therapy.

3. This study has further established that although motivational-interviewing and solution-focused therapy were effective in enhancing counselling competence of secondary school counsellors, solution-focused therapy was more potent considering its longitudinal effect.

4. It was also established that solution-focused therapy is best effective in enhancing counselling competence. Also, it was established that solution-focused therapy was more effective among counsellors with high counselling efficacy than those with moderate or low counselling efficacy

5. This study has filled the gap in literature which seeks the need to establish a comparison of effectiveness of therapeutic interventions in the enhancement of counsellors' competence.

6. The extensive literature reviewed in this study better explains the relationship that exists between gender and counselling-efficacy and counselling competence.

5.5 Limitation of the Study

One of the major challenges the researcher faced during the experiment was sustaining the counsellors for eight sessions of the training, even though the training was announced to the participants as a free training seminar from the ministry of education.

The relapse tendency of the interventions was not tested to determine the intervals needed to sustain the effect of the interventions before they fade-off.

Funding was also a challenge to making the study a full experiment. The study employed a quasi-experimental design, because if the counsellors were made to converge in a place throughout the experiment, there is likelihood that the intervention will suffer much extraneous inteference such as exposure and social disturbances. These limitations however, did not deny this work of its quality.

5.6   Suggestion for Further Studies

This study embarked upon an investigation on the effect of motivational-interviewing and solution-focused therapy on counselling competence of secondary school counsellors. Nevertheless, to further broaden the frontiers of knowledge the following are suggested:

1. The effectiveness of motivational-interviewing and solution-focused therapy intervention in enhancing counselling competence of secondary school counsellors can be replicated in other states or geo-political zones other than Oyo state where this study was carried out.

2. Other variables other than gender and counselling efficacy can be examined as moderating variables so as to identify other factors that could possibly influence the effectiveness of motivational-interviewing and solution-focused therapy intervention on the enhancement of counselling competence of secondary school counsellors.

3. There are other psychological interventions that could be potent in enhancing counselling competence of secondary school counsellors that other researchers can explore.

4. The findings of this study however can also be revalidated by re-conducting the same research using other professional outside the field of counselling.

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APPENDICES

Appendix I : Scales

UNIVERSITY OF IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF GUIDANCE AND COUNSELLING

Dear respondent,

This questionnaire is designed to assess your experiences in your present job as a school counsellor. The scales below are designed to elicit responses from you which shall be strictly treated only for this research purposes. You are therefore requested to supply the information required sincerely and truthfully; for your responses would be treated with utmost confidentiality.

Thank you.

Oyebamiji, J.

SECTION A

DEMOGRAPHIC DATA

Instruction: Kindly tick right (✓) the appropriate option that best describes you and/or your dating /courtship relationship in the followings:

1. **Gender:** Male [   ]   Female [   ]

2. **Age (Years):** 21-30 [   ], 31-40 [   ], 41-50 [   ], 51 and above [   ]

3. **Educational Background:** First   Degree [   ], M.Ed. [   ], Ph.D. [   ], Others [   ]

4. **Job Tenure (Years):** Below 5 [   ], 6-10 [   ], 11-15 [   ], Above 15 [   ]

SECTION B

COUNSELLING COMPETENCE RATING SCALE

Instruction: Choose how frequently each statement occurs in your relationship using the following points:

NOTE: Always (1), Sometime (2), Rarely (3), and Never (4)

S/N	ITEMS	4	3	2	1
	In your role as school counsellor, you act as an individual counsellor with individual to…				
1.	enhance students' self-concepts				

2.	help students understand themselves				
3.	improve students' problem solving				
4.	mediate conflicts between students and parents				
5.	provide students with the opportunity to discuss personal problems				
6.	monitor students' academic progress				
7.	improve students' academic skills				
8.	help students with career educational goal setting				
9.	provide information on drug and alcohol abuse				
10.	coordinate special needs programmes				
11.	refer special needs students to appropriate services				
12.	provide consultation and in service for teachers regarding student				
13.	provide teachers with pertinent information about particular students				
14.	inform parents of school programmes and school and community resources				
15.	offer assistance in resolving particular parent-student Conflicts				
16.	enhance your counselling competencies and skills				
17.	advise on school policy				
18.	assist with personnel development				
19.	coordinating 'Career Days' in your school				
20.	offering curriculum suggestions to teachers regarding careers				

SECTION C

COUNSELLING EFFICACY SCALE

S/N	ITEMS	4	3	2	1
1.	I usually handle whatever comes my way				
2.	I remain calm when facing difficulties because I rely on my coping abilities				
3.	I am confident that I could deal efficiently with unexpected events.				
4.	It is easy for me to stick to my aims and accomplish my goals.				
5.	When I am confronted with a problem, I usually find several solutions.				
6.	I usually give up easily on a difficult client				
7.	When I am confronted with a problem, I consult with another counsellor				
8.	When I recognise a need for referrals, I don't delay in doing so				
9.	I keep notes on my clients				
10.	I always manage to help clients no matter how difficult the problem is				

Appendix II

TREATMENT PACKAGE

EXPERIMENTAL GROUP 1 (MOTIVATIONAL INTERVIEWING THERAPY FOR COUNSELLING COMPETENCES)

Session 1

Topic: General Introduction and Administration of Instrument to obtain Pre-test Scores

The purpose of this session is to administer Counselling Competence Scale (CCS) as well as Counselling efficacy Scale (CES) so as to determine the present situational level of the participants regarding the dependent variable (Counselling competence) and moderating variables (Counselling efficacy and gender make-up).

Activity

- The researcher gave a warm welcome to the participants in the program. The participants are informed that there were eight (8) sessions of 1 hour each during a period of eight weeks.

- The reason for the program and the benefit attached to the end of the program was explained to the participants.

- The researcher also explained the rules that guide the conduct of the program and what is expected of the participants.

- The pre-test instruments were administered to the participants.

- Participants were assigned the task of identifying different factors that contribute to the incompetence of counseling at school.

Closing Remarks:

- The participants commended for their cooperation and encouraged to do their homework.

- Participants were reminded of the time and venue for the next session.

Session 2

Topic: The Meaning and Stages of Motivational Interviewing Therapy

Objective: At the end of the session, the participants should be able to:

- Discuss the issues and problems of counselling incompetence

- Understand the meaning of Motivational Interviewing Therapy

- Identify the different therapeutic strategies of Motivational Interviewing Therapy

Activity

- The participants welcomed warmly.

- The researcher reviewed the assignment with the participants and provided accurate empathy for the participants on counselling competence.

- The researcher explained the meaning of Motivational Interviewing therapy to the participants in relation to counselling competence as thus:

- Issues and problems of counselling competence as follow: Guidance and counselling is a meaningful nomenclature for a double edged functional academic and professional discipline. Guidance and counselling is applied psychology to human endeavoursuch as educational, vocational and social personal in dimension. A vision for the future of counselling an initiative co-sponsored by American counselling Association (ACA) and the American Association of state counselling Board (ASSCB) formulated a Universal definition of counselling. It defined "counselling as a professional relationship that empowers diverse individuals, families and groups to accomplish mental study, wellness and education and career goals". Many individuals and Governments have recognised the need for and importance of guidance services in the nations educational system especially in view of recent socio-economic changes of the age. What remains is to match this recognition with concrete steps and actions that would make guidance services both functional and central (effective) in the educational system. In spite of the implementation of guidance and counselling in public schools in Nigeria, indiscipline issues still exist. In Nigeria, reports from the primary, secondary and tertiary educational level point out that the learners are indulging in pleasure and luxury. People have bad manners, contempt for authority, and disrespect for older people.

Motivational Interviewing (MI) therapy is thetreatment given to counsellors in order to develop and improve positive eagerness and motivation towards quality counselling service delivery in the school. MI is an empirically supported intervention that has shown promise in improving a range of behavioural outcomes in a relatively brief amount of time. The original concept of MI grew out of a series of discussions held between a visiting scholar and a group of Norwegian post-graduate psychologists at the Hjellestad Clinic near Bergen in Norway in 1982. American psychologist William R. Miller had taken a sabbatical and spent 3 months at the clinic.

MI was developed in part as a reaction to client and provider dissatisfaction with the prescriptive nature of many addiction treatment approaches. Treatment at the time typically involved overt, aggressive confrontation, often in group and family settings, particularly in the United States, where 12-step approaches were predominant. Confrontational therapies require that therapists should challenge people with the strongest negative effects of their current situation to emphasise the threat. The resultant fear is thought to be the energizer of the change process. Another approach, rational-emotive therapy, involves confronting clients with their irrational cognitions, as defined by the therapist, and pressuring the client to change them. Commenting on such approaches, Miller believed that fear-inducing or pressuring communications can immobilize the individual, making the possibility of change more remote.

- Therapeutic Strategies of Motivational Interviewing Therapy are:
o RULE Model
o Stages of Change model
o Expression of empathy
o Development of discrepancy
o Rolling with resistance
o Support Self-Efficacy

As a take home assignment, participants were asked to write out what people understand by the term Motivational Interviewing therapy and its strategies.

Closing Remarks:
- The researcher commended the participants for their cooperation.
- The participants reminded to do their homework
- Participants also informed with the time and venue for the next session.

Session 3

Topic: RULE Model

Objective: At the end of the session, the participants should be able to:

- Explain illustrative methods of RULE Model

Activity

- The participants welcomed warmly
- The researcher reviews the assignment with the participants.
- The researcher also explained to participants the illustration of RULE Model and presented likely examples as thus:

Motivational interviewing involves enhancing a client's motivation to change by means of four guiding principles tagged RULE Model as:

1. **R: Resist the righting reflex.** It is a natural human tendency to resist persuasion. The client himself but not counsellor should be voicing the arguments for change. Motivational interviewing is about evoking those arguments from the client, and that means first suppressing what may seem like the right to do – the righting reflex.

2. **U: Understand the client's motivations.** It is client's own reasons for change, and not counsellor's that are most likely to trigger counselling competence. It means that counsellor have to be interested in the client's own concerns, values, and motivations. In motivational interviewing one proceeds in a way that evokes and explores clients' perceptions about their current situations and their own motivations for change.

3. **L: Listen to the client.** Motivational interviewing involves at least as much listening as informing. When it comes to counselling competence the answers most likely lie within the client and finding them requires some listening

4. **E: Empower the client.** Empowerment is helping clients explore how people can make a difference in their own study. These should be such that allow the individual to maintain an erect and mental capacity to the acquisition, understanding and organisation of knowledge; it often involves and improves Counselling competence forms.

Assignment

- As a take home assignment, participants were asked to illustratively explain the term RULE Model.

Closing Remarks:

- The researcher commends the participants for their time and cooperation.
- The participants reminded to do their homework.
- Time and venue for the next session were made known to the participants.

Session 4

Topic: Stages of Change model

Objective: At the end of the session, the participants should be able to:

- Define Change.
- Be able to explain Stages of Change model

Activity

- Participants welcomed warmly
- The researcher reviewed the assignment with the participants

The researcher also illustrated that Stages of Change model according to Miller made reference to the model in his original paper on MI that same year. There are obvious similarities between MI and the Stages of Change model, although people were developed independently. The Stages of Change model posits that individuals progress through five distinct stages while undergoing behavioural changes: pre-contemplation (no intention to change the behaviour in the foreseeable future); contemplation (consider making a change in the next 6 months); preparation (preparing to make a change); action (actively engaged in making a change); and maintenance (the change has been maintained for 6 months). All individuals are held to move through these changes, but it is assumed that the rate of progression will vary dramatically between individuals and behaviours. The model gives helpful guidance in understanding the tasks that need to be accomplished for motivational and behavioural change. Miller has described MI and the Stages of Change concepts as "kissing cousins". People have shared characteristics, including the approach to motivation as a process of change and the view of ambivalence as an integral part of

the change process. However, MI is primarily concerned with the early stages of change, by resolving ambivalence for enhanced motivation in the direction of action.

Closing Remarks:

- The researcher commends the participants for their cooperation.
- The participants were reminded to do their homework
- Participants reminded of the time and venue for the next session.

Assignment

- As a take home assignment, participants were asked to explain stage of change model and relate it to counselling competence.

Session 5:

Topic: Express of Empathy

Objectives: The following objectives are expected to be achieved at the end of this session:

- The participants should be able to explain illustratively the meaning of empathy expression.
- Participants should be able to relate empathy to counselling competence.

Activity

- The participants warmly welcomed and the researcher reviewed home work of the previous session with them.
- The researcher explained that identification of counseling interventions that have been demonstrated to enhance student engagement for academic success is imperative. Furthermore, research estimates an increase in students exiting schooling without high school completion. A subsequent statistic was that only seven in ten students successfully finished high school. Whether a student who is at risk for school failure self refers or is referred by a teacher or parents, a school counselor is usually the professional given responsibility for intervention with students who lack motivation for academic success. These referrals come with a high expectation that school counselors can solve the issues concerning lack of motivation. Based on this, school counselors are in a unique position to plan, implement, and

monitor strategic interventions that involve the administration, other staff, groups of students, and individuals. In addition, school counselors have professional background including knowledge about aspects of motivation, and enable them to assist students with school engagement, definition of individual goals, and skill development for academic achievement, as is consistent with the Motivational Interviewing approach.

Nevertheless, motivating students to be academically successful is a challenging task, and school counselors feel pressured to create plans that effectively address student motivation. If plans fail, parents and teachers question that counselor's ability in the role. However, traditional counseling strategies are often ineffective in producing long-term behavioural change. In addition, school counselors identify underachievers as the most difficult students to work with. Therefore, effective, research-based strategies are essential in equipping school counselors to intervene with academically unmotivated and underachieving students. Use of a strategy shown to effectively improve students' academic motivation would be consistent with the vision of the National Center for Transforming School Counseling (NCTSC), which promotes school counselors as advocates for educational equity. The vision is to transform school counselors into powerful change agents and help close gaps in opportunities and achievement for all students, including those from low-income homes and students of colour. This approach reframes the focus of school counselors from crisis response to pro-active and preventative strategies, which aligns with the NCTSC vision. Counseling literature contains limited research with definitive data supporting the fact that school counselors have a positive impact on students' academic achievement.

Assignment
- As a take home assignment, participants were asked to explain the meaning of empathy expression and its relevance to counselling competence

Closing Remarks:
- The researcher commended the participants for their cooperation.
- The participants reminded to do their homework
- Participants informed of the time and venue for the next session.

Session 6:

Topic: Develop Discrepancy and Rolling with Resistance

Objectives: At the end of this session the following should be attained:

- The participants should be able to understand how to develop discrepancy

- Participants should be able to develop appropriate discrepancy strategies in collaboration with counselling competence

Activity

- The participants appreciated for coming and their homework was reviewed by the researcher.

The researcher explained the meaning and strategies of developing discrepancy, stating clearly that such participants who develop discrepancy; accepts his/her good and bad qualities; feels positive about past life in learning will have an improved Counselling competence. By employing this MIT strategy, the learner helps learners understand the contradiction between the effects of inefficiency in counseling their lives now and how people like to be their lives. Awareness of this contradiction may lead to a desire for change.

Here, again, the researcher needs to express the same respect and empathy for the participants as described above in line with the implications of competence in counseling. When developing a discrepancy, the researcher does not attempt to convey to the participants the impression that "you are unsuccessful because you do not have sufficient competencies", but reflect the students' stated concerns about how insufficient skills and competencies are. Interfere with the achievement of goals in counseling relationships.

Assignment

- Participants were given home work to develop strategies through which discrepancy in counselling competence could be achieved.

Closing Remarks

- The researcher commends the participants for their cooperation.

- The participants reminded to do their homework.

- The participants intimated with the time and venue for the next session.

Session 7:

Topic: Supporting Self-Efficacy

Objectives: At the end of this session, the following should be attained:

- The participants should be able to define what relationship is.

- Participants should be able to state and explain the self-efficacy support and how it can affect their counselling competence.

- Participants should be able to develop strategies through which self-efficacy support could be attained with their students, teachers and other members of the school.

Activity

- The participants were welcomed warmly. The researcher reviewed the previous homework with the participants.

- The researcher identified the relationship and interpreted self-efficacy support as to how it might affect or affect the efficiency of the consultation. This MIT strategy refers to helping to develop and support the customer's belief that he is capable of bringing about change in the development of relevant competencies so that he can put customers in the helpline. This is important because people who believe that developing skills or competencies may be difficult in adult life are unlikely to move towards change unless there is hope of success by preparing to learn to acquire these competencies. Even if participants admit that academic failure is a problem, they may or may not want to improve efficiency and consultative status without believing that they can be successful in making this change to enhance the efficiency of the consultation.

The role of the researcher is to help learners develop and/or enhance the sense of self-efficacy that people can actually improve their competence in counseling. In order to support self-efficacy, the researcher asks clients about previous successful experiences conducted by people in the following areas: previous periods to improve the efficiency of counseling, early success in mathematics achievement and previous achievement in controlling another problematic habit in life. Some participants may not associate these past achievements with the likelihood that people will succeed in achieving their goal with regard to the efficiency of consultancy.

Closing Remarks

- The researcher commended the participants for their cooperation so far.
- The participants reminded of the time and venue for the next session.

Session 8

Topic: Overall Review, Post-Experiment Test Administration and Conclusion

Objectives: At the end of the session, the participants should be able to:

- Summarise their experience based on what people have benefited from the various skills people have learnt since the commencement of the programme.
- Respond to the post-test instruments.

Activity

- The participants warmly welcomed and the home work was reviewed together with the researcher.
- There was an interactive session between the researcher and the participants to ascertain the effect of the therapeutic programme. Activities of the previous sessions were case presented to be sure people have attained positive experience via the intervention.
- The researcher administered post-test instruments. The researcher then thanked the participants for their co-operation while a token gift was given to each of them in appreciation of their participation in the training.

Closing Remarks

- The researcher commended the participants for their unrelenting cooperation.
- The participants were encouraged to utilise effectively the skills people have acquired via the intervention programme.

EXPERIMENTAL GROUP 2(SOLUTION-BASED PSYCHOTHERAPY)

Session 1

Topic: Pre-test administration

The purpose of this session is to administer Counselling Competence Scale (CCS) as well as attitude to Counselling efficacy Scale (CES) so as to determine the participants regarding the dependent variable (counselling competence) and moderating variables (counselling efficacy and gender make-up).

Activity

- The researcher warmly welcomes the participants into the programme. Participants were informed that there are eight (8) sessions of 1hour each for a period of eight weeks.
- The researcher explains the reason for the programme and the benefit attached at the end of the programme.
- The rules guiding the conduct of the programme and what is expected of the participants explained to them.
- The researcher administers the pre-test instruments to the participants.
- The participants given a take home assignment to identify different factors that contribute to counselling competence in the school.

Closing Remarks:

- The participants commended for their cooperation and encouraged to do their homework.
- Participants are also reminded of the time and venue for the next session.

Session 2

Topic: The Meaning of Solution-Based Psychotherapy

Objective: At the end of the session, the participants should be able to:

- Discuss the problems and challenges confronting counselling service delivery
- Appreciate the meaning of Solution-Based Psychotherapy

Activity

- The participants welcomed warmly

- The researcher reviewed the assignment with the participants

Problems and Challenges of Counselling competence as follow: Since counselling is a professionalised field, experts have lots of challenges which many authors seek to address and suggest how best to handle them in order to make the field more attractive and more rewarding. The challenges of counselling in a secondary school setting in four different forms namely, internal challenges, external challenges, systems challenges and personal challenges. The internal challenges according to him are concerned with clientele groups, teachers' attitudes towards counselling and students' willingness to seek counselling. The external challenges to him are seen as issues outside the school which include culture, globalization, and students moving across borders. The systems challenges are things within the guidance programme which may include the law establishing its practice in schools, referral procedures and resource planning. While personal challenges take the form of the needs as well as the skills of the counsellor which include training, supervision and attitudes towards the school system.

Professional challenges in school counselling could be understood using three theories namely, organisational theory, institutional theory and political theory. This author sees organisational theory as how effective and efficient an organisation is in accomplishing its goals and achieving the results the organisation intends to produce. School counselling programmes have not been perceived as having fixed divisions of labour, and sets of rules that have been proven to govern the behaviour of school counsellors. He says that a few guidance programmes operate with clear formal structures, programme definitions or clear priorities. School counselling, lack of planning, accountability, or evaluation has led to fragmented and inconsistent programmes. He is of the view that when applying the organisational theory to school counselling programmes, there should be a means of ensuring that school counsellors are effective in performing activities in such a way that desired educational objectives are achieved.

He also explained to the participants what Solution-Based Psychotherapy means as thus: Historically, the therapy was thought of as solution-based therapy or problem-solving therapy because of its focus on the resolution of the presenting problem(s) and/or any other problems that may arise during treatment. While still concerned with problem resolution, solution-based

psychotherapy makes a notable shift from focusing on those behaviours that help to maintain the problem to those which help to alleviate it. In his early work, Steven Deshazer 1988, a leader in SBP, shifted the focus of solution-based psychotherapy from the negative to the positive. His approach began to be more future-based by encouraging greater solution-oriented talk as well as highlighting positive behaviours that support and facilitate change.

In the past, psychotherapy concerned itself with both problems and solutions, with the problem being the major point of focus. Although goals were mentioned and often well defined, the concentration of the time spent in treatment was on the identification and interpretation of the problem. However, with the onset of solution-based psychotherapy, a shift began in how therapy took place. The therapist's job became defining that problem which brought the client to treatment and developing a plan for creating change with regard to that specific problem. Additionally, therapists began to develop treatment models, which sought to create change while maintaining the integrity of the client's social context. Therapists began to become more conscious of the client's words and language and use them as part of the treatment. Therapists started a shift in how people approached the client's issues by attempting not to assume their own understanding. Therefore, therapists began to step more into the world view of the client rather than to assume that people and the client share a similar world view.

The focus of therapy became problem resolution, rather than identification, and goal achievement as it pertained to the client's own life. It was suggested that the focus of therapy should be on the solutions to problems rather than the problems themselves. Shifting from negative (the problem) to positive (the solution) facilitated change by keeping the focus of the therapeutic discussion on the ways to solve the problem rather than on the problem itself. His more solution-oriented talk concentrated on the client's own strengths and abilities and thus created a transition toward a more solution-based way of thinking. Solution-based psychotherapy became a behavioural based treatment model that has its roots in the work of Milton Erickson.

As a take home assignment, the participants were asked to write out what people understand by the term Solution-Based Psychotherapy and relate it to counselling competence.

Closing Remarks:

- The researcher commends the participants for their cooperation.

- The participants reminded to do their homework

- The participants intimated with the time and venue for the next session.

Session 3

Topic: Processes of Solution-Based Psychotherapy

Objective: At the end of the session, the participants should be able to:

- State the processes of Solution-Based Psychotherapy in relation with counselling competence

Activity

- The participants welcomed warmly

- The researcher reviewed the assignment with the participants

The researcher also explained processes of solution-based psychotherapy as the ultimate aim of any helping profession is to empower clients to live more productive and satisfying lives, with the capacity to generate solutions to their own problems. Solution-based counsellors are committed to empowering clients. Empowerment should be viewed or defined as the way in which individuals gain control over their lives through active participation in a variety of contexts. Solution-based psychotherapy invites the client to participate in the therapy process encouraging self-confidence and self-acceptance. Empowerment through solution-based psychotherapy assists clients in gaining a sense of control over their lives and builds self-efficacy, allowing them to believe in the skills people possess to make decisions, and act effectively upon these, within the contexts people live. Through small behavioural changes clients are empowered to view themselves as having the required strength and resources to view and create a future without the problem.

The researcher will explain to the participants, the different processes involved in solution-based psychotherapy as thus: relationship knowledge, Time management and Organisation, communication skills, individual functioning, and readiness for change and organisation etc.

Closing Remarks:

- The researcher commends the participants for their time and effort.
- The participants were reminded to do their homework
- The participants reminded of the time and venue for the next session.

Session 4

Topic: Relationship Knowledge

Objective: At the end of the session, the participants should be able to:

- Explain relationship knowledge in relation to counselling competence.
- Identify the stages of relationship knowledge.
- As a take home assignment, the participants asked to plan their academic work and set achievable goals on a particular course against the next meeting.

Activity

- The participants were welcomed warmly.
- The researcher reviewed the assignment with the participants.

The researcher explainedrelationship knowledge: (a) describing the problem briefly, (b) developing well-formed goals and preferences for a less problematic future, (c) exploring exceptions to problematic events, (d) giving end-of-session feedback, including compliments and a between-session task based on clients' goals and exceptions, (e) evaluating clients' progress and exploring any positive change. The primary means by which SBP facilitates clients' changes are various and specific questions: the outcome questions are therapists' opening questions, such as "How can I help you?" and "What is most important for you to work out first?" These questions help to demystified clients about their role in counselling and put them in charge of the process in advance.

Relationship knowledge in this study is defined as an awareness, understanding, and knowledge of how to interact with one's partner. Relationship awareness (i.e., thinking about and talking about the relationship), has been shown to predict relationship satisfaction. One study found that counsellor understanding of their clients predicted counselling effective relationship well-being. Relational knowledge has been shown to affect the manner in which a counsellor

might interpret events in their relationship. Specific knowledge of how to communicate and how to listen to one's partner has been essential in many models of therapy and in various education programmes. Furthermore, Guttmann's method of counsellor therapy, which is based on knowledge and an understanding of how to resolve conflicts, build friendship, and deepen love in relationships, has been shown to decrease relationship distress.

Closing Remarks:

- The researcher commends the participants for their time and effort.
- The participants reminded to do their homework
- Participants intimated with the time and venue for the next session.

Session 5

Topic: Time management and Organisation

Objectives: The following objectives are expected to be achieved at the end of this session:

- The participants should be able to explain the meaning of time.
- The participants should be able to explain how time could be managed
- The participants should be able to know and develop adequate time management skills as essential for the counselling competence.

Activity

Step 1: The participants warmly welcomed and the researcher will review home work of the previous session with them.

The researcher explained time management as the process of planning and exercising conscious control over the amount of time spent on specific activities especially to increase competence, efficiency or productivity. Time management skills include: listing all current tasks, putting it on paper to start to get things back under control, developing a flexible personal time table, prioritizing academic activities, identifying helpful resources, using free time wisely, seeking dedicated study environment, avoiding distraction, using deadlines and word counts to achieve a task and avoiding complex organisational activities.

Effective time management is an essential component of the independent study expected in secondary education. Failure to manage time in order to complete and submit assignments and prepare for assessment can create problems for retention and Counselling competence. In addition, poor time management can be a major source of stress and anxiety and creating pressure on participants. Organising time in this way helps to minimise worry and indecision that may arise in case of any extra work that has to be slotted in, the diary should be planned on the basis of needs and purposes; allocating adequate time to each task so that no particular task consumes more time than necessary. Whatever time a student spends on study, what time of the day he sets aside for work only by organising and planning their time that student can avoid distraction from regular studies. Determining time limits for study sets the immediate goal for completing ones work within specific time limits and also helps one to resist recreational distraction towards Counselling competence.

As a take home assignment, the participants were asked to develop a personal time table each for their professional activities and enhance their counselling competence.

Closing Remarks:

- The researcher commends the participants for their time and cooperation.
- The participants reminded to do their homework.
- Participants were reminded of the time and venue for the next session.

Session 6:

Topic: Communication Skills

Objectives: At the end of this session the following should be attained:

- The participants should be able to explain communication skills in line with counselling competence.
- Participants should be able to explain self-evaluation as significant to counselling competence.

Activity

Step 1: The participants warmly welcomed and the researcher reviewed home work of the previous session with them.

Step 2: The researcher explainedcommunication skills as follow: Communication Skills as being a common focus for researchers and interventionists due to the linkages between communication and relationship satisfaction. One of the main reasons counsellors seek therapy is to resolve problematic communication and therapy has been shown to help improve communication between partners. Communication skills have also played a major part in psycho-education and enrichment programmes. Most psycho-education and enrichment programmesemphasise communication skills reasoning that effective communication predicts counselling competence. In a meta-analysis of independent studies, researchers conclude that psycho-education programmes effect counsellors' communication significantly for experimental studies. Although communication was not a central component to the present intervention, communication was measured to examine any potential impact from the intervention. Counselling skills is an integral part of counselling process, while interview is one out of many counselling skills. Counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society.

Counselling Skills are interpersonal communication skills derived from the study of therapeutic change in human beings, used in a manner consistent with the goals and values of the established ethics of the profession of the practitioner in question. Counselling skills could be used by other fields but in professional counselling it is used with the consciousness of the underpinning theories as well as the ethical codes guiding counselling interview. Structured interviews have many distinct advantages over unstructured approaches. Because structured interviews have more psychometric precision, the results enable comparability between one case or population and the next. Unstructured or semi-structured interview is typically the only time during the assessment process when the counsellor can observe the client in an open, ambiguous situation. Observations can be made regarding how persons organise their responses, and inferences can be derived from subtle, nonverbal cues.

Step 4: The participants were given a home work to write out how communication skills affect counselling competence.

Closing Remarks

- The researcher commends the participants for their time and effort.
- The participants reminded to do their homework
- Participants reminded of the time and venue for the next session.

Session 7

Topic: Individual Functioning

Objectives: At the end of the session the participants should be able to:

• Develop positive attitude toward themselves and the clients.

Set up realistic and achievable goals, plans and tasks hence, manage their problem solving skill tendencies.Behaviour is any activity that can be observed, measured and recorded. Behaviour is caused. What a child does, he does for a reason. Behaviour is the result of the action between environment and the child's growing self. Behaviour includes 'all those aspects of human activity which we can observe'. Counselling competence has long been linked to personal well-being. An individual interview provides a unique opportunity to reach out to the clients' problem and offer her nonjudgmental, supportive concern. It may be the first time the client has received individual attention separate from family and friends. The client may have ambivalent feelings about this crisis and the counsellor can represent a safe, neutral support for the client. The most important piece to the success of an interview is to recognise the client's dignity, deserved respect, and to foster and support the client's taking responsibility for, and control over, the situation.

Activity

Step 1: The participants welcomed warmly and together with the researcher, home work of the last meeting was reviewed.

Step 2: The participants taught the need to develop positive attitude toward counselling profession.

Step 3: The participants also encouraged to set up realistic and achievable goals rather than unrealistic ones.

• As a take home assignment, the participants asked to.

Closing Remarks

- The researcher commends the participants for their cooperation.
- The participants reminded to do their homework,
- The participants notified of the time and venue for the next session.

Session 8

Topic: Overall review, Post-Experiment Test Administration and Conclusion.

Objectives: At the end of the session, the participants should be able to:

- Summarise their experience based on what people have benefited from the various skills people have learnt since the commencement of the programme.
- Respond to the post-test instruments.

Activity

Step 1: The participants warmly welcomed and the home work was reviewed together with the researcher.

Step 2: This is an interactive session between the researcher and the participants to ascertain the effect of the therapeutic programme. Activities of the previous sessions were role-played to be sure people have attained positive experience via the intervention.

The participants were given the post-test instruments to fill. The researcher then thanked the participants for their co-operation while a token gift given to each of them in appreciation of their participation in the training.

Closing Remarks

- The researcher commends the participants for their unrelenting cooperation.
- The participants encouraged to utilise effectively the skills people have acquired via the intervention programme.

CONTROL GROUP

Session 1

Topic: Administration of pre-test instrument

Objective: To administer pre-test instruments to the participants.

Activity: The researcher will familiarize with the members of the group. The researcher will also explain to participants that the programme is mainly for research purpose only and that their support and co-operation is highly needed. The pre-test instruments were administered on the participants.

Closing Remarks

- The researcher will commend the participants for their time and effort.
- The participants were reminded of the time and venue of the next session.

Session 2:

Topic: Sexual Abuse in Nigeria

Objectives: The following objectives are expected to be achieved at the end of this session:

- The participants should be able to define Sexual Abuse in Nigeria?
- The participants should be able to explain types and implications of Sexual Abuse in Nigeria

Activity

- The participants were warmly welcomed and the researcher gradually introduced the topic Sexual Abuse in Nigeria as a concept
- Implications of Sexual Abuse in Nigeria as a nation.

The researcher explains as follow: Child sexual abuse is a widespread cause of mental health problems in adult life. In discussing the relationship between child sexual abuse and mental disorders in adults, authors evaluate a number of models, including the post-traumatic stress disorder model, the trauma model, and the developmental and social models. People look at family risk factors that predispose children from certain populations to be more vulnerable to

172

abuse and conclude that the primary harm caused by child sexual abuse affects the developing child's confidence, intimacy, agency and gender.

In just over a decade, child sexual abuse has been widely seen as a cause of mental health problems in adult life. The effects of sexual abuse on children on the personal, social and sexual performance of adults and their potential role in mediating, if not all, adverse effects on mental health have attracted less attention and research, but this can be said to be just as important. For this reason, and because the aspects of mental health have been widely studied and reviewed, this review will emphasize the impact of sexual abuse on children on social and personal functions and its potential role in mediating the widely recognized effects at the mental level.

Effects

The way children are sexually assaulted on the public agenda and health places greater emphasis on the consequences of adult abuse than on the direct effects on the abused child. She also stressed the psychological effects of victimization because victims of self-advertising tend to focus on them, and often occur in a broad therapeutic context with mental health professionals. Early research on the effects of child sexual abuse has often used groups of adult mental patients who have reinforced the emergence of an adult-centered discourse on child sexual abuse. The way in which sexual abuse of children has been rediscovered (because it was well recognized in the nineteenth century) and the nature of the advocacy movement that has strongly placed child sexual abuse on the social agenda has been almost exclusively emphasized on female victims and incest. The effects are still largely unexplored by the mistreatment of children (those who abuse the most interference in the frequency of girls) and the fact that the majority of abuse is not combat.

Assignment

- As a take home assignment, participants were asked to explain Sexual abuse and implication to economic development in Nigeria.

Closing Remarks:

- The researcher commended the participants for their cooperation.
- The participants were reminded to do their homework
- Participants were intimated with the time and venue for the next session.

Session 3

Topic – Administration of post-test instrument at the 8th week.

Objective: Administration of post-test instrument.

Activity: The post-test instruments were administered after which the researcher gave some counselling talk on how sexual abuse contribute to low mental health in Nigeria and encouraged the participants to seek any assistance concerning what people have learnt from the researcher whenever people need such. Token gifts were given to each person to show appreciation and thank them for their co-operation.

Closing remark

The researcher commended the participants for their time and effort.
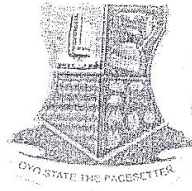
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
QUALITY ASSURANCE DEPARTMENT
IBADAN, OYO STATE OF NIGERIA

Your Ref.

Our Ref. INS. 263 Vol.II/TII/22

P.M.B. 5014
Secretariat, Ibadan

6th March, 2018

Mr. Oyebamiji Joshua

P.O. Box 23933,

Mapo Hill,

Ibadan.

RE: LETTER OF INTRODUCTION FROM DEPARTMENT OF GUIDANCE AND COUNSELLING, UNIVERSITY OF IBADAN, IBADAN.

I wish to refer to the above subject and inform you that the Honourable Commissioner for Education, Science and Technology had graciously approved your request to conduct experimental study on Counsellors from public secondary schools across the eleven (11) LGAs in Ibadan City and Ibadan Less City Educational Zones.

2.   Kindly ensure that the programme is well organized and the participants are not charged any fee.

3.   Thank you.

J. A. Adelowo
For: Honourable Commissioner (E,S & T).

175

Permanent Secretary of the Ministry of Educationn Addressing the Counsellors in Ibadan
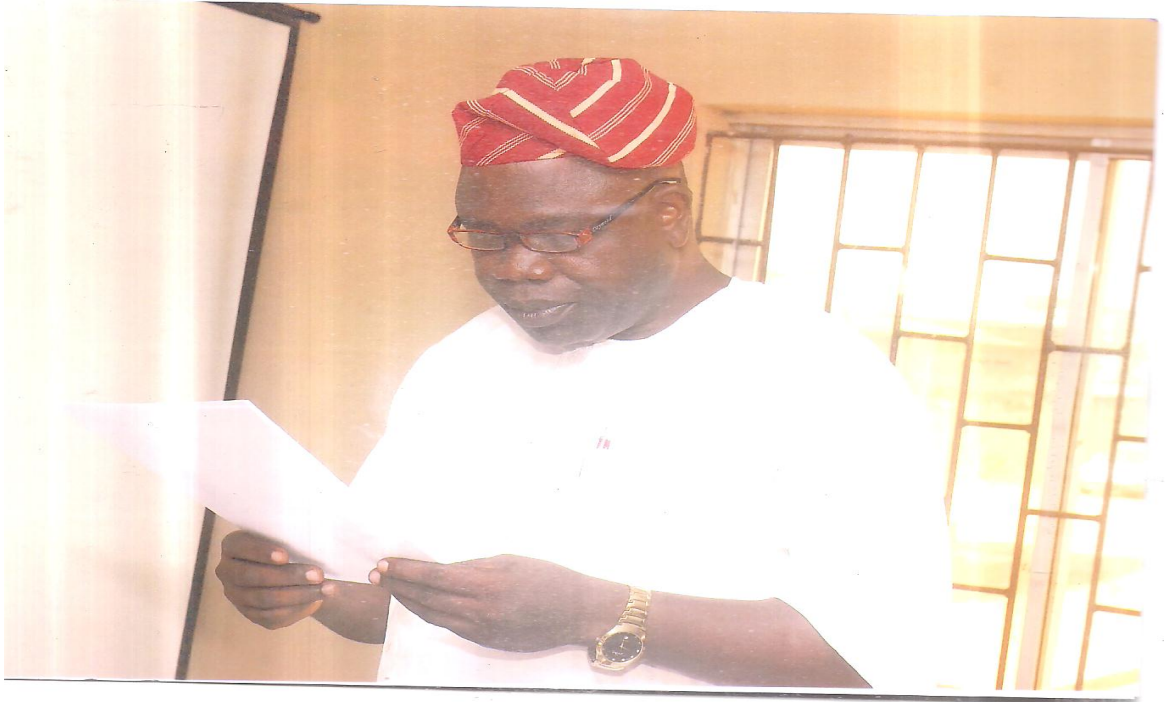

Counsellors before selection

EXPERIMENTAL GROUP 1

MOTIVATIONAL INTERVIEWING GROUP

EXPERIMENTAL GROUP 2
SOLUTION-FOCUSED THERAPY GROUP

CONTROL GROUP