

# **Counsellors' perception of counselling strategies for enhancing self-esteem among secondary school students in Enugu State, Nigeria**

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## **ABSTRACT**

The study examined counsellors' perception of counselling strategies for enhancing self-esteem among secondary school students in Enugu State. It specifically sought to determine whether counsellors perceive interviewing for strength and interviewing for well-formed goals as strategies for enhancing self-esteem among secondary school students in Enugu State. This was done with particular reference to the gender and location of the schools of the respondents. The population of the study is 105 Guidance Counsellors currently serving in the 291 government owned secondary schools in Enugu State. No sampling was done since the number is small and manageable. Out of 105 copies of questionnaire developed by the researcher and distributed, 96 copies were returned signifying 91.43%. They were all used to collect the data for the study using self-structured questionnaire developed by the researcher called counselling strategies for enhancing self-esteem scale (CSESES). The instrument was face validated by three (3) experts: Cronbach Alpha Reliability estimate was used to ascertain the internal consistency of the instrument. The design of the study was descriptive statistic. Data collected for this study were analyzed using mean, grand mean and standard deviation, to answer the two research questions. The two hypotheses were tested using t-test statistic. The result obtained from the analysis showed that counsellors perceive interviewing for strength and interviewing for well-formed goals as strategies for enhancing self-esteem among secondary school students in Enugu State. The study revealed also that gender and location of schools enhance self-esteem among secondary school students in Enugu State. Based on the findings, the researcher recommends, among others, that Universities should be encouraged to market guidance and counselling education to candidates during orientation of new students especially those who are not too sure of the course they are to offer. The researcher therefore suggests that the study should be replicated with a large sample size using guidance counsellors of private, state and federal government owned secondary schools.

**Keywords: Counsellors' Perception, Counselling Strategies and Self-Esteem**

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## **INTRODUCTION**

There is the societal worry over young people especially those in secondary schools worldwide. Researchers have shown that presently society is lost to a good number of social problems particularly among the youths. As in previous generations, the social issues facing today's youths can have significant effects on how these young people will eventually turn out as they reach adulthood [1]. These social problems, according to [1], include drug, alcohol abuse, smoking and new designer drugs that are being introduced in the black market on daily basis, sex and sexual issues are discussed and practiced openly against acceptable norms of society. These self-destructive activities have affected the thought lines of the youths, caused distractions and removed their focus from serious academic activities making and taking life long goals and decisions that are profiting. They seem to have lost the will to make effort towards the right direction. The behaviours listed above are found manifesting in young people especially secondary school students who have no confidence in themselves as to look beyond their predicaments for solutions. A research by [2], discovered that lack of faith in students results in a complete loss of acceptance of self, leading to the destructive behaviours that affect mental health. What the adolescents or young people believe

in is what they turn out to be. They verbalize negative things to themselves and hold onto those negative things. [2], asserted that self-esteem deficit contributes to mental health problems, making one to think that he or she is un-deserving, inappropriate, lack confidence, make negative choices and set wrong goals. He went further to observe that all these lead to destructive behaviours and complete loss of faith in one's self and life.

What could be the underlying factor for these pervasive and self-destructive behaviours in young people? This rhetorical question brings to the fore the need to appreciate one's disposition to express oneself as being competent to cope with the basic challenges of life. This calls for an individual self esteem. Some excerpts from a definition of self-esteem given by [2], have it that self-esteem is confidence in the efficacy of our minds and in our ability to think. Self-esteem is also confidence in our ability to learn, make appropriate choices and decisions, and respond effectively to change. It is also to experience success and achievement. Fulfillment and happiness are rights and natural for us, Branden added. [2], went on to say that survival value of such confidence is obvious and so is the danger when it is missing. By implication, when these traits are present in secondary school students, they will be regarded as manifesting healthy self-esteem, while the absence of them is regarded as low self-esteem. This goes to show that self-esteem is not only looked at from the negative point of view which appears to be common. Self-esteem is also looked at from the point where an individual aspires higher at all levels of achievement.

Consequently, [3], defined self-esteem as a concept that is important in the development of everyone regardless of the environment the individual finds him or herself. How such individuals feel, affect their thoughts and behaviours. In a similar vein, [4] saw self-esteem as a term that reflects a person's overall evaluation or appraisal of his or her own worth. For secondary school student, healthy self-esteem reveals the ability to uphold strength and work on areas of weakness. On the other hand, the unhealthy self-esteem which is termed 'low self-esteem' has numerous detrimental consequences. Low self-esteem results in negative self-talks, such as, "I am no good", it degenerates into lack of confidence and the self-will to pursue success [5]. These negative self-talks, according to [5] turn out to be what young people exhibit and to a large extent this generally affect the academic performances of secondary school students, and their ability to aim high and take risks in life. Again, a research by [6], referred to self-esteem as an over reacting view of the self. He added that the development of healthy self-esteem is significant for young people to be happy and successful. For [6], the term, 'self-esteem' has received a significant portion of attention in both educational and social fields. In a similar vein, researches carried out by [7], looked at self-esteem as an-ongoing phenomenon that withstands criticism and endures controversies. They asserted that the ability of self-esteem to endure controversy is an indicator of importance. In other words, the importance of a healthy self-esteem for the foundation of an individual's existence cannot be underestimated. Self-esteem is important because it has an impact on one's life decisions and choices. An individual desiring to work hard in pursuit of a better living brings to mind one whose self-esteem is high; living creatively and using his or her potentials [8]. That is to say that if self-esteem is enhanced in secondary school students, it will enrich students' creative abilities and also elicits the best out of their characters. Be it as it may, not all secondary school students have attained this level of development and as such, the researcher believes that those that have not, need counselling.

To obtain a satisfactory result for this study, the researcher looked at the work carried out by [9], with a brief history of self-esteem. Dewey and James stated that the roots of the self-esteem movement date back to late nineteenth century where they intertwined with larger notions of children's vulnerability and the need for adult's protection and support. According to the same source, most of the psychologists associated with the 'child study movement' specifically discussed the concept of self-esteem as a key component in successful childrearing. In other words, young persons are recognized as vulnerable groups who need to be protected and guided by adults. The adults being referred to here are not just any adult but those who are skillful enough to understand the predicaments of these young people, how they function and the possibility of redirecting them to the right channel. These adults must have acquired some training, academic qualifications and experiences that will help them fit into the description needed to function in the lives of secondary school students. The adults being referred to here are guidance counsellors who offer counselling services in schools and non-school settings.

Counselling as a term is carried out by guidance counsellors who are trained and equipped with different counselling strategies with which to assist secondary school students to resolve the challenges they meet in their growth process. To meet this need, the highest policy making body on educational matters, 'the National Council on Education', recommended that counsellors should be allowed to practice on full time basis in schools. Thus, Federal Government of Nigeria in her National Policy on Education, 1977 which was revised in 1981,1989,1998, 2004 & 2013 made a positive policy statement with respect to the posting of guidance counsellors and the implementation of guidance and counseling services in schools [10]. Guidance as a term is defined by [11] as a process through which an individual is able to solve his/her problems and pursue a paths/her attitude in line with suited to his/her abilities and aspirations. On the other hand, [12] defined guidance as an aspect of the educational programme which is concerned especially with helping students to become adjusted to their present situations and to plan for their future in line with their interest, abilities, aptitude and social needs. To propel these guidance

activities are, the counsellors who employ different strategies to ensure success in their work. The ability and knowledge of counselling strategies employed depend on their academic qualifications, ability and experience. The choice of these counselling strategies may vary between counsellors considering their experiences and differences in the way and manner they perceive and utilize them in the counselling relationship. The work of the counsellor guides students and young people to make and take informed choices about their future in relation to education, training and employment. Their responsibilities include assessing abilities and potentials in students, providing one to one counselling and group sessions as the need arises. The holistic development of secondary school students can best be propelled through counselling to assist them resolve the problems they have with their 'self.' Counselling is defined by [5], as an umbrella term that covers a range of talking therapies. He came to this conclusion in his research. This talking therapy 'he said', is delivered professionally by trained practitioners who work with people over a short or long term to bring about a change or enhance their well-being. According to the United Nations Educational Scientific and Cultural Organization [13], counselling strategies are counselling plans of actions intended to accomplish specific goals. Thus counsellors are expected to make use of these counselling plans of actions depending on their perception of them to resolve the challenges posed by self-esteem among secondary school students in Enugu State.

Perception is defined as the mental process of becoming aware of an object and idea within the cognitive domain [14]. Perception is the way an individual perceives his or her ability which may not necessarily match his/her ability. It involves two processes, sensation and interpretation guided by past experiences. Counsellors' perception, therefore, is the ability of the counsellor to understand things happening around him or her, [12] and in knowing when to try a different strategy with a student to enhance his/her self-esteem. The need to encourage the adoption of counselling strategies for enhancing self-esteem among secondary school students cannot be overemphasized. Working to improve one's self-esteem takes time and efforts but it is worthwhile on the long run. The moment certain negative threats begin to manifest in students, it is worthwhile to stop and put a check on them. This is the crux of this study as some symptoms of self-esteem are glaring and can easily be spotted or observed by school guidance counsellors in schools. Some of the already existing counselling strategies which guidance counsellors are expected to choose from and are of interest to the researcher are interviewing for strengths, interviewing for well-formed goals, cognitive restructuring, rational emotive behavioural therapy, systematic desensitization, orientation services, group counselling, changing environment and Robinson's SQ3R method to mention but a few. The paper shall address interviewing for strengths, interviewing for well-formed goals as strategies for enhancing self-esteem among secondary school students in Enugu state. The counsellors' choice depends on their perception of the available counselling strategies. First and foremost, interviewing for strengths as a counselling strategy is grouped under positive counselling strategies and falls under Empowerment Theory of Hutchison, (1987). 'Interviewing for strengths' is designed to build self-esteem and confidence for success. On the other hand, 'Certain awareness for personal strength is created during the interview sessions. Interview as the name implies involves a one on one interaction of one or more persons. The interviewer is the principal actor who uses questioning technique to elicit information from the client. The interview could be carried out individually or in groups posited [15]. The theory believes that Empowerment Language can lead to raised awareness and in the long run improve the self esteem of the client. The researcher is trying to find out the extent to which counsellors will perceive interviewing for strengths as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. This strategy is based on,

- helping secondary school students to draw on their natural strength,
- encouraging secondary school students on how to handle their emotions,
- assuring them that they are not alone in what they are passing through,
- encouraging students to believe in themselves,
- logically presenting the fact that one can make mistakes [16].

Self-esteem is indeed affected by the daily choices individuals make, and by the actions they take. Interviewing for strength is one of those strategies that works alongside a solution focused approach used to retrieve information from respondents. The above listed strategies are used in counselling processes and they help adolescents to draw on their natural strengths, encouraging them to handle their emotions effectively and assist them to realize that they are not alone in what they are passing through. The strategy is expected to encourage students to believe in themselves and logically help to present the fact that they can make mistakes. Generally, secondary school students' emotions are affected by discouragement which in turn causes low self-esteem. Some of these students in turn have high expectations of others and have either unreasonably high or non-existent goals for themselves. The desire for strength is a self-esteem need, in that one needs strength for achievement, respect, dignity, independence, confidence and status. Adolescent learners feels demotivated and demoralized when their needs are inadequate as observed [17]. The individuals will thrive at whatever can strengthen their weakness and cause them to feel empowered. Interviewing for strengths could be one of such strategies and this will need counsellors'

confirmation. Interviewing for well-formed goals' is yet another strategy in this study. The approach is basically the same as that of 'interviewing for strengths'. This strategy projects into the future of young people in order to encourage goal setting. [11], in [12], stated that 'Interviewing for well-formed goals' is based on empowerment theory and directed towards building self-efficacy. This strategy is built on,

- helping students to define their goals based on their circumstances,
- stressing the importance of developing different skills
- developing good rapport with people around
- desiring good self-esteem
- helping the secondary school students' work towards the realization of their self-esteem [16].

Again interviewing for well-formed goals involves solutions focused approach. Techniques such as the 'miracle questions' and 'scaling' are used to help the client solidify the perceptible attributes of their goals. Once the client has developed personal goals<sup>4</sup> and identified exceptions, strength-based questioning such as coping and 'what is better' questions can help the client identify internal strength. That will keep secondary school students on track of achieving their goals and increasing their self-confidence. The study sought to find out the extent to which counsellor can perceive this strategy as appropriate for enhancing self-esteem among secondary school students in Enugu state. The two strategies calls for attention because secondary school students seem not to utilize the aforementioned strategies in enhancing their self-esteem. Meanwhile, the Educational Services Department, Guidance and Counselling Division of the P.P.S.M.B, Enugu, (2015), secondary schools in Enugu state have 105 guidance counsellors in the 291 government owned secondary schools in the state. This to a very large extent is likely to hinder the work of counselling in secondary schools in Enugu State. This means that most secondary schools in the state are likely not to have trained counsellors who are competent and trained to handle the problems students face in their growth process. The few trained ones are overworked as they try to reach out to vulnerable youths in schools. Some schools are yet to enjoy the presence of guidance counsellors and so may not even know their functions. The study identifies the gap in this study as determining counsellors perception of the counselling strategies which can enhance self-esteem among secondary school students in Enugu State. The ability of the guidance counsellors to perceive suitable counselling strategies with which to enhance self-esteem among secondary school students in Enugu state will depend on their knowledge and experiences. This is so because they are experts in applied psychology and professionally trained to take care of educational, vocational and socio/personal aspects of clients life. Students' self-esteem however, comes under personal/social component of guidance and counselling. It was seen by [18] that utilization of counselling strategies by a guidance counsellor is related to his attributes. Unfortunately, the subjective perception of counselling strategies by counsellors may influence the counsellors' choice of the counselling strategies for enhancing self-esteem among students or in other areas of assisting the students in general. These differences in perception and application of counselling strategies may influence the outcome of counselling interactions with students in enhancing their self-esteem. If all guidance counsellors understood and perceive counselling strategies in the same way and apply them accordingly, there will be no problem in the application and outcome of the counselling relationship. This is the crux of this study which tried to ascertain counsellors perception of counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

#### **Statement of Problems**

For sometimes now, parents, the mass media and the general public have complained of the waning self-esteem of secondary school students. From observation, current secondary school students do not assert themselves, they have no confidence in themselves and they lack focus in whatever they do. Self-esteem is an important trait in self-development and very critical in the development of youths. When self-esteem is not developed, the victim suffers from inferiority complex and this affects adversely his/her academic performance and interpersonal relationship with his/her peers and significant others. The current technology driven society, where ICT dictates the pace of development of a nation, Nigeria cannot but have assertive, confident and focused students to enhance its national development. The worries of all and sundry is that if the school system is not equipped with human resources to impart the culture of self-esteem in students, the nation will in no distant time be at risk. The argument has been that guidance counsellors have not come to grip on the strategies that enhance self-esteem among secondary school students. In this regard, two schools of thought emerged. One school, argued that guidance counsellors are well at home with the strategies for enhancing self-esteem but the problem is that they are handicapped by the high dearth of guidance counsellors in schools. The other school has argued that guidance counsellors have vague perception of strategies that enhance self-esteem among secondary school students as their employees (P.P.S.M.B, Enugu) have only organized two workshops since the inception of guidance and counselling in schools in 1982. This group has argued strongly that it is because of this ambiguous perception of strategies that makes it difficult for them to inculcate self-esteem traits in students. Consequently, students leave secondary schools with low self-

esteem of themselves. This, according to this group fits into the adage that you do not give what you do not have. Most students aspire to excel in their academic pursuit but this might become an illusion unless it is equally nursed and nurtured by counsellors who have a clear cut perception of strategies that enhance self-esteem. It is against this background that this study is being undertaken. The problem of this study is therefore, put in a question form, “what are counsellors’ perceptions of counselling strategies for enhancing self-esteem among secondary school students in Enugu State?”

### **Purpose of the Study**

The main purpose of this study is to find out counsellors’ perception of counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

Specifically the study aims at;

1. determining whether counsellors perceive interviewing for strengths as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.
2. ascertaining whether counsellors’ perception of counselling strategies for enhancing self-esteem among secondary school students in Enugu State is influenced by interviewing for well- formed goals.

### **Research Questions**

- i. Do counsellors perceive interviewing for strengths as counselling strategies for enhancing self-esteem among secondary schools in Enugu State?
- ii. Do counsellors perceive interviewing for well-formed goals as those counselling strategies for enhancing self-esteem among secondary school students in Enugu State?

### **Research Hypotheses**

Two null hypotheses were formulated for this study. They will be tested at .05 level of significance.

HO<sub>1</sub>: There is no significant difference between the mean perception scores of male and female guidance counsellors on the counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

HO<sub>2</sub>: There is no significant difference between the mean perception scores of urban and rural guidance counsellors on the counselling strategies for enhancing self-esteem among secondary school students in Enugu State

### **Methodology**

The study adopted a descriptive the survey research design. The area of the study was Enugu State, Nigeria. The population for this study comprised 105 practicing guidance counsellors in all the 291 government owned secondary schools in the 6 Education Zones of Enugu State. Of these 59 lived in urban areas while 46 lived in rural area. The population is small so no sampling was done. The instrument used for data collection was a 4 item questionnaire called Counselling Strategies for Enhancing Self-Esteem Scale (CSESES). The instrument had a 4-point response scale with response category of Strongly Agree (SA)---4 points; Agree(A)----3 points; Disagree (D)---2 points and Strongly Disagree (SD)—1 point. The instrument was validated by three experts; two from Guidance and counselling Department and one from Measurement and Evaluation, all from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .79. The study was carried out in all the 291 secondary schools in Enugu State. One hundred and five copies of the questionnaire were distributed but ninety-six copies were retrieved from the respondents representing 91.43 percent return rate. Data collected were analyzed using mean with standard deviation. Any mean score of 2.50 and above was regarded as Agreed while any mean below 2.50 was regarded as Disagreed. The one null hypothesis were tested at .05 level of significance using t-test statistic. If the calculated t-value was less than the critical table value of  $\pm 1.96$  for the required degree of freedom of 94, the null hypothesis was not rejected but if the calculated t-value was equal to or greater than the critical, t-value, the null hypothesis was rejected.

### **Data Analysis and Results**

This section presents the results of the study according to the research questions and hypotheses that guided the study. The data analyzed were presented in Tables 1- 2

**Research Question 1:** Do counsellors perceive interviewing for strengths as counselling strategy for enhancing self-esteem among secondary schools in Enugu State?

**Table 1:** Mean Perception Scores ( $\bar{X}$ ) and Standard Deviation (SD) of Guidance Counsellors' on Interviewing for strength as a Counselling Strategy for enhancing Self-Esteem among Secondary School Students in Enugu State.

**= 96**

S/N	Interviewing for strength as a strategy for Enhancing Self Esteem among Secondary School Students are based on:	SA	A	D	SD	X	SD	Decision
		4	3	2	1			
1	Helping secondary school students on their natural strengths	66	15	9	6	3.47	0.91	Agree
2	Encouraging secondary school students to control their emotions	42	45	6	3	3.31	0.73	Agree
3	Assuring students that they are not alone in the challenge they are facing	3	9	36	48	1.65	0.77	Disagree
4	Encouraging students to believe in Themselves	45	48	3	0	3.43	0.56	Agree
5	Logically presenting the fact that one can make mistakes	36	54	3	3	3.28	0.68	Agree
<b>Grand Mean</b>						<b>3.02</b>		<b>Agree</b>

The data in Table 1 shows that of the 5 items on guidance counsellors' perception of counselling strategies that connote interviewing for strength as those for enhancing self-esteem among secondary school students in Enugu State. The respondents affirmed that they perceive 4 of the items (1, 2, 4 and 5) as strategies that connote interviewing for strength as they recorded mean scores of 3.47, 3.31, 3.43 and 3.28. These mean are above the cut-off point of 2.50. They however disagreed with 1 of the items (3) with a mean score of (1.65). Their recorded standard deviation is small showing variability of the respondents score. This is indicative that there is homogeneity in their responses for the items raised. Table 1 further indicated that the respondents recorded a grand mean of 3.02 which is well above the cut-off point of 2.50. Thus, the answer to research question 1 is that Guidance Counsellors perceive counselling strategies that connote interviewing for strengths as those for enhancing self-esteem among secondary school students in Enugu State.

**Research Question 2:** Do counsellors perceive interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

**Table 2:** Mean Perception Scores ( $\bar{X}$ ) and Standard Deviation (SD) of Guidance Counsellors' on Interviewing for Well-Formed Goals' as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State ,Nigeria.

= 96

S/N	Interviewing for well-formed goal as a strategy for Enhancing Self-Esteem among Secondary School Students are based on:	SA	A	D	SD	X	SD	Decision
		4	3	2	1			
6	Helping students to define their goals based on their circumstances	33	57	6	0	3.28	0.57	Agree
7	Stressing the importance of developing different skills	39	42	12	3	3.21	0.78	Agree
8	Developing good rapport with people around	45	30	15	6	3.19	0.92	Agree
9	Desiring good self-esteem	48	33	9	6	3.28	0.88	Agree
10	Helping secondary school students work towards the realization of their self-esteem	3	3	36	54	1.53	0.71	Disagree
	<b>Grand Mean</b>					<b>3.02</b>		<b>Agree</b>

Table 2 revealed that of the 5 items on interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Guidance Counsellors agreed with all the items (6, 7, 8, 9 and 10) raised as they recorded mean scores of 3.28, 3.21, 3.19 and 3.28. They however disagreed with 1 of the items (10) with a mean score of (1.53). The respondents' scores were found to be clustered around the mean as their standard deviation are small. Their grand mean score 2.89 was found to be above the cut-off point of 2.50. Going by the interpretation of the respondents data, the answer to research question 2 is that Guidance Counsellors perceive counselling strategies that are connected with interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

**Hypothesis 1**

There is no significant difference between the mean perception scores of Male and Female guidance counsellors on the counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

**Table 3:** t-test Analysis of the Difference Between the ( $\bar{X}$ ) Mean Perception Scores of Male and Female Guidance Counsellors on the Counselling Strategies for Enhancing Self-Esteem among Secondary School Students in Enugu State.

Gender	N	$\bar{X}$	S <sup>2</sup>	df	t-cal	t-crit	Decision
<b>Female Counsellors</b>	55	2.97	0.39	94	1.14	±1.96	NS Do not reject Ho <sub>1</sub>
<b>Male Counsellors</b>	41	2.90					
<b>Total</b>	<b>96</b>	<b>5.87</b>					

Significant at P<.05, df = 94, critical t-value = ±1.96

The t-test analysis in table 3 above indicates that the calculated t- value is 1.14 while the critical t-value is ±1.96 at .05 level of significance. This implies that the calculated t-value is less than the critical t- value. Thus, going by the decision rule, there is no significant difference between the mean perception scores of Male and Female counsellors on the counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

**Hypothesis 2**

There is no significant difference between the mean perception scores of urban and rural guidance counsellors on the counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

Table 4: t-test Analysis of the Difference Between the ( $\bar{X}$ ) Mean Perception Scores of Urban and Rural Counsellors on the Counselling Strategies for Enhancing Self-Esteem among Secondary School Students in Enugu State.

Location	N	$\bar{X}$	S <sup>2</sup>	df	t-cal	t-crit	Decision
Urban	59	2.67	0.29	94	1.61	$\pm 1.96$	NS Do not reject Ho <sub>2</sub>
Rural	37	2.63					
<b>Total</b>	<b>96</b>	<b>5.30</b>					

Significant at  $P < .05$ ,  $df = 94$ , critical t-value =  $\pm 1.96$

The t-test analysis in table 4 above shows that the calculated t- value is 1.61 while the critical t-value is  $\pm 1.96$  at .05 level of confidence. This implies that the calculated t-value is less than the critical t- value. Thus, going by the guideline for the interpretation of the respondents data, there is no significant difference between the mean perception scores of urban and rural guidance counsellors on the counselling strategies for enhancing self-esteem among secondary school students in Enugu State.

### Discussion of the Findings

The first research question sought to determine whether guidance counsellors perceive interviewing for strengths as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The result in Table 1 showed that guidance counsellors perceive counselling strategies that connote interviewing for strengths as those for enhancing self-esteem among secondary school students in Enugu State. The findings is in line with the findings of [15], who held that interviewing for strengths can lead to raise awareness in students. This kind of awareness [15] perceived, can help secondary school students draw on their natural strengths thereby stand a chance of enhancing their self-esteem. The second research question sought to find out whether guidance Counsellors' perception of counselling strategies for enhancing self-esteem among secondary school students in Enugu State is influenced by interviewing for well- formed goals. The result in Table 2 showed that guidance counsellors perceive counselling strategies that are connected with interviewing for well-formed goals as a strategy for enhancing self-esteem among secondary school students in Enugu State. The findings is in line with the findings of [11, 12] who observed that interviewing for well-formed goals encourages goal setting in young people. This counselling strategy they found is also good and utilized for helping students define their goals regarding their circumstances, which in this case is enhancing their self-esteem. It helps the client solidify the perceptible attributes of their goals. This will assist secondary school students to remain on track while at the same time of achieve their goals and increase their self-confidence.

### CONCLUSION

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that

1. Guidance Counsellors perceive interviewing for strengths as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State
2. Guidance Counsellors perceive interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.
3. There is no significant difference between the mean perception scores of male and female guidance counsellors on the counselling strategies for enhancing self-esteem among secondary school students in Enugu State.
4. There is no significant difference between the mean perception scores of urban and rural guidance counsellors on the counselling strategies for enhancing self-esteem among secondary school students in Enugu State

### Educational Implication of the Findings

The finding of this study holds implication for students and parents/guardians of Enugu State. The findings of this study have far reaching implication for students to enable them navigate through schools with the assurance of adding value to themselves through improvements in academic performances. This will likely spur students up into becoming more focused. Being successful will become a priority resulting from a positive shift in students' study habit. At the end of the day the findings could help place students on top of their circumstances by enhancing their self-esteem. The findings have implication for parents/guidance against future mistakes regarding self-esteem by providing a good environment for healthy self-esteem to thrive at home. These by implication will help parents get closer to their children in other to be able to identify anti-social behaviours early in their children/wards

### RECOMMENDATIONS

On the basis of the implication of the study, the following recommendations were made;



1. Universities should be encouraged to market guidance and counselling education to candidates during orientation of new students especially those who are not too sure of the courses they are to offer
2. There should be general awareness exercise by the Ministry of Education to the public about the need for guidance and counselling services in schools.

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