

Counsellors' Perception of Interviewing for Well-Formed Goals as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State, Nigeria

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ABSTRACT

The study examined Counsellors' perception of interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. One research question and one null hypothesis guided the study and was tested at 0.05 level of confidence. Descriptive survey research design was adopted. This was done with particular reference to the location of the respondents. The population of the study was 105 Guidance Counsellors currently serving in the 291 government owned secondary schools in Enugu State. Out of 105 copies of questionnaire developed by the researcher and distributed, 96 copies were returned signifying 91.43%. The 96 copies were used to collect the data for the study using self-structured questionnaire developed by the researcher called Counsellors Perception of Interviewing for Well-Formed Goals Scale (CPO IFW FGS). The instrument was face validated by experts. Cronbach Alpha Reliability estimate was used to ascertain the internal consistency of the instrument. Data collected for this study was analyzed using mean, grand mean and standard deviation, to answer the one research question. The hypothesis was tested using t-test statistic. The finding showed that counsellors perceive interviewing for well formed goals as a strategy for enhancing self-esteem among secondary school students in Enugu State. Thus, no significant difference was found between the mean scores of urban and rural guidance counsellors perception on interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Based on the findings, a recommendation and suggestions for further studies was made

Keywords: Self-Esteem, Guidance Counsellors and Interviewing for Strength

INTRODUCTION

Perception is defined as the mental process of becoming aware of an object and idea within the cognitive domain [1]. Perception is also 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, [2], 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 interviewing for well-formed goals and self esteem as a strategy for enhancing self-esteem among secondary school students. Sequel to the above rendition, interviewing for well-formed goals and self esteem is a counselling strategy that projects into the future of young people in order to encourage goal setting. [2, 3], 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 and helping the secondary school students' work towards the realization of their self-esteem* [4]. Yet, interviewing for well-formed goals involves solutions focused approach. Techniques such as the 'miracle questions' and 'scaling' which are used to help the

client solidify the perceptible attributes of their goals. Once the client has developed personal goals and identified exceptions, strength-based questioning such as coping and 'what is better' questions can help the client identify internal strength of the well formed goals. Once that is actualized, that will keep secondary school students on track of achieving their goals and increasing their self-esteem. Self-esteem is indeed affected by the daily choices individuals make, and by the actions they take. Interviewing for well-formed goals is a strategy that works alongside a solution focused approach used to retrieve information from respondents. Interviewing for well-formed goals is a strategy used in counselling processes. Interviewing for well-formed goals is a strategy that can help adolescents 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 well-formed goals is a self-esteem need, in that one needs to be goal directed to achieve, respect, dignity, independence, confidence and status. Adolescent learners feels demotivated and demoralized when their needs are inadequate as observed [5].

With regards to location, a research carried out by [6] recorded that environment play important role in determining trajectories (developments) of secondary school students' self-esteem in the course of well-formed goals for them. The school as it were is regarded as a 'gateway', where almost every child is expected to pass through in order to become respectable citizens in the society. Guidance counsellors operate in these schools which are located either in the urban or rural environments. However, the extent to which their low self esteem limits them in the course of interviewing for well-formed goals becomes a barrier for enhancing self-esteem among secondary school students. It is against this background that the researcher is propelled to ascertain counsellors' perception of interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State bearing in mind the variable. The study identifies the gap in this study as determining counsellors perception of interviewing for well formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Statement of Problems

When self-esteem is not developed, the victim suffers from inferiority complex and this affects adversely their academic performance and interpersonal relationship with their 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 a well form goals to impart the culture of self-esteem in their students, the nation will in no distant time be at risk. The argument has been that guidance counsellors have not come to grip on interviewing for well formed goals as a strategy for enhancing 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 well formed goals 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 well formed goals strategy that enhances 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 strategy that makes it difficult for them to inculcate self-esteem traits among 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 interviewing for well-formed goals as a strategy 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 interviewing for well-formed goals as a counselling strategy 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 interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Specifically the study aims at;

1. determining whether counsellors perceive interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Research Questions

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

Research Hypothesis

The following research hypothesis guided the study and were tested at .05 level of significance.

Hypothesis

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

HO: There is no significant difference between the mean perception scores of urban and rural Guidance counsellors of interviewing for well-formed goals as a counselling strategy 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 [7]. The population is small so no sampling was done. The instrument used for data collection was a 5 items questionnaire called Counsellors Perception of Interviewing for Well-Formed Goals Scale (CPO IFW FGS). 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 ±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 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

= 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			
1	Helping students to define their goals based on their circumstances	33	57	6	0	3.28	0.57	Agree
2	Stressing the importance of developing different skills	39	42	12	3	3.21	0.78	Agree
3	Developing good rapport with people around	45	30	15	6	3.19	0.92	Agree
4	Desiring good self-esteem	48	33	9	6	3.28	0.88	Agree
5	Helping secondary school students work towards the realization of their self-esteem	3	3	36	54	1.53	0.71	Disagree
	Grand Mean					3.02		Agree

Table 1 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 (1, 2, 3 and 4) raised as they recorded mean scores of 3.28, 3.21, 3.19 and 3.28. They however disagreed with 1 of the items (5) 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 1 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. One hypothesis guided the study and was tested at .05 level of significance.

Hypothesis 1

There is no significant difference between the mean scores of urban and rural guidance counsellors perception on interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Table 1: t-test Analysis of the Difference between the (\bar{X}) Mean Scores of Urban and Rural Guidance Counsellors Perception on Interviewing for Well-formed Goals as a Counselling Strategy for Enhancing Self-esteem among Secondary School Students in Enugu State..

Location	N	\bar{X}	S ²	df	t-cal	t-crit	Decision
Urban	59	2.67	0.29	94	1.61	± 1.96	NS Do not reject Ho ₁
Rural	37	2.63					
Total	96	5.30					

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

The t-test analysis in table 2 above shows that the calculated t- value is 1.61 while the critical t-value is ± 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 scores of urban and rural guidance counsellors perception on interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Discussion of the Findings

The first research question sought to find out counsellors perceive interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The result in Table 2 showed that guidance counsellors perceive counselling strategies for enhancing self-esteem among secondary school students in Enugu State. The findings is in line with the findings of [3, 2] 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 well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.
2. There is no significant difference between the mean scores of urban and rural guidance counsellors perception on interviewing for well-formed goals as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Educational Implication of the Findings

The findings of this study have far reaching implications for the Nigerian educational system in general and for the growth and development of guidance and counselling in particular in Enugu State. The positive perception of school guidance counsellors towards interviewing for well formed goal is overtly encouraging. The numbers of qualified school counsellors that appreciate and make use of interviewing for well- formed goals as a strategy that enhances self-esteem are few in comparison with the population of secondary school students in Enugu State. This challenge is enormous in that the few qualified counsellors are not capable of reaching out to all the students.

RECOMMENDATION

On the basis of the implication of the study, this recommendation was made;

1. Universities should be encouraged to market guidance and counselling education to teachers during interviewing for well formed goals of new students especially those who are not too sure of their capability

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