

©IDOSR PUBLICATIONS

International Digital Organization for Scientific Research
IDOSR JOURNAL OF SCIENTIFIC RESEARCH 4(1) 11-20, 2019.

ISSN: 2550-794X

Counsellors Perception of Rational Emotive Behavioural Therapy as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State, Nigeria.

Ani, N.G

Department Of Guidance and Counselling Enugu State University of Science and Technology, ESUT, Enugu Nigeria

ABSTRACT

The study ascertained counsellors' perception of Rational Emotive Behavioural Therapy (REBT) 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 .05 level of significance. The study adopted a descriptive survey research design. This was done with particular reference to the location of the schools of the respondents. The population of the study is 105 Guidance Counsellors. Of these 61 are female guidance counsellors while 44 are male 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 Rational Emotive Behavioural Therapy for Enhancing Self-Esteem Scale (REBT.ESES). The instrument was face validated by three (3) experts: one in measurement and evaluation and two others in Guidance and Counseling Department of Faculty of Education, Enugu State University of Science and Technology, Enugu. Cronbach Alpha Reliability estimate was used to ascertain the internal consistency of the instrument. Data collected for this study were analyzed using mean, grand mean and standard deviation, to answer the one research question. The one research hypothesis was tested using t-test statistic. The result showed that Rational Emotive Behavioral Therapy is perceived by guidance counsellors as a counselling strategy that enhances self-esteem among secondary school students in Enugu State. Hence, there is no significant difference between the mean perception scores of male and female counsellors on Rational Emotive Behavioural Therapy (REBT) as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. Based on the findings, the researcher recommends, among others, that academically-at-risk learners would also learn to think logically and scientifically about their thoughts and emotions in turn, would be prepared to face the challenges that lie ahead of them in a rational and self-helping manner thereby boosting their self-esteem to succeed, develop positive attitude to school and learning, reduce anxiety and improve on their academic achievement.

Keywords: Rational Emotive Behavioral Therapy (REBT) and Self-Esteem.

INTRODUCTION

Students who are involved in violence or rioting can be handled with punishment strategy. These students will either be

suspended or expelled from school. On the other hand, students who are shy will be taught how to be bold by adopting the

assertive training to enhance their self-esteem, yet this assertive behaviour can constitute lack of motivation for learning in classroom condition or situation when it is inappropriately applied. However, this self-destructive attitude may affect the thought lines of the secondary school students, cause distractions and remove their focus from serious academic activities. The behaviours noted above are social problems and they manifest among young people who have no confidence in themselves as to look beyond their predicaments for solutions.

[1] Remarked that students with emotional problems as noted above are meant to be helped with Rational Emotive Behavioral Therapy (REBT) to enable them be rational, logical and realistic in their reasoning so as to enhance their low self-esteem. But in most cases, such students with low self-esteem do not measure up with strategies exposed to them. In such situation, how counsellors perceive these students as a result of low self-esteem becomes vital since the role of the counselor here will be to help the students change their thought pattern through the use of Rational Emotive Therapy as the concept that emotion and behaviours results from cognitive process. [2] who held that Rational Emotive Behavioral Therapy as a strategy is an instrument for assisting students to develop good sense of value. Ndungu also found out that Rational Emotive Behavioural Therapy is a useful tool for

encouraging students to use positive statements in place of negative thoughts. Positive statements like, "I will be successful in my academics if I study harder" other than, "I cannot succeed because 'breaking through' is difficult".

By so doing, thought and feelings learned can be unlearned. [3] opined that this therapy is based on,

- changing students' perception towards self-esteem,
- giving information to students on the evils of negative self-talk,
- encouraging students to appreciate what one is capable of doing,
- developing one's potentials positively,
- helping students to develop good sense of values,
- ability to accept one's limitations,
- Encouraging the use of positive statements to change negative thoughts, about self.

In all these stack realities, 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 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 her 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 of regression [4].

Regarding gender, [5] carried out a research with the findings that a wide range of western countries have determined that adolescent females on average have a sense of self-esteem than adolescent males. Females generally tend to link self-esteem to the quality of their relationships while males link self-esteem to their achievements. Incidentally, the guidance counselors in this study are both males and females.

The researcher identifies the gap in this study as determining counselors' perception of Rational Emotional behavioral Therapy as a strategy for enhancing self-esteem among secondary school students in Enugu State. The argument has been that guidance counsellors have not come to grip on the strategy that enhance self-esteem among secondary school students. Guidance counsellors need to show their perception of the given counselling strategy as this will encourage stakeholders like teachers and principals who are concerned adults and responsible for the educational, vocational and social developments of secondary school students in Enugu State to have confidence in them. This will go a long way in creating awareness that will eventually help the stakeholders to have good understanding of how the issue of

low self-esteem can be tackled. Students' self-esteem however, comes under personal/social component of guidance and counselling. Since self-esteem affects all facets of individuals' lives, seeking to boost or enhance it in young people is a deserving task that this study has sought to take care of.

Regarding this study, two schools of thoughts 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 [6]. The other school has argued that guidance counsellors have vague perception of strategies that enhance self-esteem among secondary school students as their employers (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 strategy that can enhance

low self-esteem. It is against this background that this study was undertaken. The problem of this study is therefore, put in a question form, "what are counsellors' perceptions of Rational

Emotive Behavioural Therapy 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 ascertain counsellors' perception of Rational Emotive Behavioural Therapy as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Specifically the study aims at;

1. Ascertain counsellors' perception of Rational Emotive Behavioural Therapy as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

RESEARCH QUESTIONS

The following research question guided the study.

1. How do guidance counsellors perceive Rational Emotive

Behavioural Therapy as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

RESEARCH HYPOTHESES

Three null hypotheses were formulated for this study. They were tested at 0.05 level of significance.

HO₁: There is no significant difference between the mean perception scores of male and female

guidance counsellors Rational Emotive Behavioural Therapy (REBT) 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 61 are female guidance counsellors while 44 are male guidance counsellors. The population is small so no sampling was done. The instrument used for data collection was 7 item questionnaire called Rational Emotive Behavioural Therapy for Enhancing Self-

Esteem Scale (REBT. ESES) 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 .81. 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

Research Question 1: How do guidance counsellors perceive Rational Emotive Behavioural Therapy as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State?

Table 1: Mean Perception Scores (\bar{X}) and Standard Deviation (SD) of Guidance Counsellors on Rational Emotive Behavioural Therapy as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State

N = 96

| S/N | Rational Emotive Behaviour Therapy as a strategy for Enhancing Self Esteem among Secondary School Students are based on: | SA | A | D | SD | \bar{X} | SD | Decision |
|-------------------|--|----|----|----|----|-------------|------|--------------|
| | | 4 | 3 | 2 | 1 | | | |
| 1 | Changing student's perception Towards self-esteem | 30 | 39 | 21 | 6 | 2.97 | 0.89 | Agree |
| 2 | Giving Information to students on the Evils of negative self-talk | 42 | 39 | 12 | 3 | 3.25 | 0.79 | Agree |
| 3 | Encouraging students to appreciate What one is capable of doing | 51 | 33 | 12 | 0 | 3.41 | 0.70 | Agree |
| 4 | Developing one's potentials positively | 0 | 6 | 36 | 54 | 1.50 | 0.61 | Disagree |
| 5 | Helping students to develop good sense of values | 36 | 39 | 9 | 12 | 3.03 | 0.99 | Agree |
| 6 | The ability to accept one's limitations | 9 | 12 | 18 | 57 | 1.71 | 1.01 | Disagree |
| 7 | Encouraging the use of positive statement to change negative thoughts about self | 57 | 30 | 9 | 0 | 3.50 | 0.66 | Agree |
| Grand Mean | | | | | | 2.77 | | Agree |

Table 1 indicated that of the 7 items on Rational Emotive Behavioural Therapy, guidance counsellors in Enugu State agreed with all the items raised as their recorded mean perception scores of (2.97, 3.25, 3.41, 3.03 and 3.50) are above the cut-off point of 2.50. They however disagreed with 2 of the items (4 and 6) with mean scores of (1.50 and 1.71). The respondent's standard deviation in all the items is

small signifying homogeneity in their responses for the items raised. The Table also shows that the respondents' grand mean score is 2.77.

Going by the decision rule, the answer to research question 2 is that Rational Emotive Behavioural Therapy is perceived by guidance counsellors as a counselling strategy that enhances self-esteem among secondary school students in Enugu State.

HO₂: There is no significant difference between the mean perception scores of male and female guidance counsellors on Rational Emotive Behavioural Therapy (REBT) as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

Table 2: t-test Analysis of the Difference Between the (\bar{X}) Mean Perception Scores of Male and Female Guidance Counsellors on Rational Emotive Behavioural Therapy (REBT) as a Counselling Strategy for Enhancing Self-Esteem among Secondary School Students in Enugu State.

| Gender | N | \bar{X} | SD | df | t-cal | t-crit | Decision |
|-----------------------|-----------|-------------|------|----|-------|------------|-------------------------------------|
| Female Counsellors | 55 | 2.97 | 0.39 | 94 | 1.14 | ± 1.96 | NS Do not reject Ho ₂ |
| Male Counsellors | 41 | 2.90 | | | | | |
| Total | 96 | 5.87 | | | | | |

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

The t-test analysis in Table 2 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 Rational Emotive Behavioural Therapy (REBT) as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

DISCUSSION OF THE FINDINGS

The result in Table 1 showed that showed that Rational Emotive Behavioural Therapy is perceived by guidance counsellors as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The findings are in line with those of Ndungu, (2006) who held that Rational Emotive Behavioural Therapy as a strategy is an instrument for assisting students to develop good sense of value. Ndungu also found out that Rational Emotive Behavioural Therapy is a useful tool for encouraging students to use positive statements in place of negative thoughts. Positive statements like, "I will be successful in my academics if I study harder" other than, "I cannot succeed because 'breaking through' is difficult". The first research hypothesis tried to find out if there is a significant difference in the mean perception scores of male and

female guidance counsellors on Rational Emotive Behavioural Therapy (REBT) as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State. The analysis of the t-test comparison according to Table 2 showed that the computed t (1.14) is less than the critical t-value (± 1.96) at .05 level of significance. With regard to the decision rule, research hypothesis 1 which held that there is a significant difference between the mean perception scores of male and female guidance counsellors on Rational Emotive Behavioural Therapy (REBT) as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State is not rejected. This finding is at variance with that of [6] who found out among others that females have a sense of self-esteem more than males.

CONCLUSION

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

1. Guidance Counsellors perceive Rational Emotive Behavioural Therapy (REBT) as a counselling strategy for enhancing self-esteem among secondary school students in Enugu State.

2. There is a significant difference in the mean perception scores of male and female guidance counsellors on Rational Emotive Behavioural Therapy (REBT) 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 implication for Academically-at-risk learners would also learn to think logically and scientifically about their thoughts and emotions in turn, would be prepared to face the challenges that lie ahead of them in a rational and self-helping manner. They will believe in their ability to succeed, develop positive attitude to school and learning, reduce anxiety and improve on their academic achievement.

In addition, the significant effects of gender on treatment outcomes have implications for counsellors to adopt appropriate intervention strategies that would take those variables into cognizance.

Moreover, efforts must be geared towards ensuring practicing counsellors to update their skills in order to effectively utilize REBT and other psychological treatments for learners in order to make them actualize their academic potential.

RECOMMENDATIONS

At the end of the study, the following recommendations were made:

1. Schools should plan their time table to create room for counsellors to use REBT to assist students develop strong positive attitude toward their education.

2. A final recommendation, based on the findings is for school counsellors to play a vital role in the development and delivery of an REBT-based intervention for secondary school students academic achievement.

REFERENCES

1. Baumeister, R.F., Comptell, J. D; Krueger, J. I., & Vohns, K.D. (2003). *Does High Self-Esteem cause Better Performance, Interpersonal success, Happiness, or Healthier Lifestyle?* Vancouver, Florida State University.
2. Ellis, A. (2009). *Rational Emotive Behavior Therapy: A Therapist's Guide.* Atascadero, California: Impact Publishers.
3. Ellis, A., & Dryden, W. (2007). *The Practice of Rational Emotive Behavior Therapy.* New York: Springer.
4. Ellis, A., & Harper, R. A. (2005). *A New Guide to Rational Living.* Hollywood, CA: Wilshire Book Company.
5. Ellis, A. (2005). *The Myth of Self-esteem: How Rational Emotive Behavior Therapy can change your*

life forever. Amherst, New York:
Prometheus Books.

6. Ellis, A. (2001). *Feeling better,
getting better, and staying better*.
New York: Impact Publishers.