

Vol 3 Issue 3 Dec 2013

Impact Factor : 1.6772 (UIF)

ISSN No : 2249-894X

---

*Monthly Multidisciplinary  
Research Journal*

*Review Of  
Research Journal*

Chief Editors

---

**Ashok Yakkaldevi**  
A R Burla College, India

**Flávio de São Pedro Filho**  
Federal University of Rondonia, Brazil

**Ecaterina Patrascu**  
Spiru Haret University, Bucharest

**Kamani Perera**  
Regional Centre For Strategic Studies,  
Sri Lanka

## Welcome to Review Of Research

RNI MAHMUL/2011/38595

ISSN No.2249-894X

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Horia Patrascu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Delia Serbescu Spiru Haret University, Bucharest, Romania	Ruth Wolf University Walla, Israel
Ecaterina Patrascu Spiru Haret University, Bucharest	Xiaohua Yang University of San Francisco, San Francisco	Jie Hao University of Sydney, Australia
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Catalina Neculai University of Coventry, UK	May Hongmei Gao Kennesaw State University, USA	Loredana Bosca Spiru Haret University, Romania
Anna Maria Constantinovici AL. I. Cuza University, Romania	Marc Fetscherin Rollins College, USA	Ilie Pintea Spiru Haret University, Romania
Romona Mihaila Spiru Haret University, Romania	Liu Chen Beijing Foreign Studies University, China	
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [ M.S. ]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net



## COUNSELLOR'S STRATEGIES IN ENHANCEMENT OF PERSONALITY DEVELOPMENT OF IN-SCHOOL ADOLESCENTS

JOACHIM C. OMEJE , J. N. IGBO AND SANI TENIMU

Ph.D Department of Educational Foundations University of Nigeria, Nsukka.  
Ph.D Department of Educational Foundations University of Nigeria, Nsukka.  
Kogi State College of Education Ankpa.

### Abstract:

*The study investigated counsellor's strategies in enhancing personality development of in-school adolescents. Two research questions and two hypotheses guided the study. The subjects for the study comprised of all practicing guidance counsellors in Nsukka education zone of Enugu State. The population is 72 and all the population acted as sample due to smallness of the size. The instrument for data collection was questionnaire. Mean score and t-test statistics were used for data analysis. Results showed that counsellors utilize supportive as well as enhancement strategies in enhancing personality development of the in-school adolescents. Based on the findings the implications of the study were highlighted and recommendations made.*

### KEY WORDS:

Counselor, strategies, enhancement, personalities, development, and adolescent.

### INTRODUCTION

The concepts guidance and counselling have been given various connotations by scholars in the academic literatures. This is as a result of individuals' perceptions and biases. Although there are various notions of guidance and counselling, the two have the ultimate objective of assisting people to overcome their diverse problems. Of these two, guidance seems more generalized and broad while counselling which can be rightly referred to as a subset of guidance is much more personal, intimate and confidential (Onyehalu, 2005). Guidance according to Makinde (1986) is cognitively based, dealing with principles, facts and methods, while counselling is affective, dealing with value orientation, perception, motivation, needs and feelings. Also, Makinde noted that while guidance is less intimate and less personal, counselling is more personal, intimate, private and confidential. The concept according to Omeje (2004) is a programmed activity which aims at equipping students with potentials that will enable them adjust fully within the environment they find themselves so as to be functional and productive members of the society. Educational guidance and counselling according to Denga (1982) is aimed at maximizing intellectual potential of students so that they may live up to their abilities as persons as well as learners of subject matters.

Guidance and counselling is a learning process in which individuals learn about themselves, their interpersonal relationships, their attitudes, values as well as the behaviours and actions that help them to achieve maximum development (Okon, 1984). Okoye (1990) viewed it as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self.

In the light of the above views, guidance and counselling services aim at facilitating self-understanding and self-development and this can be attained through individual or group approach with the help of a professional counsellor. Counselling in Nigeria, is focused mainly on remedial roles and limited

#### COUNSELLOR'S STRATEGIES IN ENHANCEMENT OF PERSONALITY DEVELOPMENT.....

---

to crisis in child developmental processes and adjustment especially at school. Presently the dimension has changed. According to Adegoke (2004), counselling no more plays only a tangential role but increased in perspective to include developmental, preventive and remedial roles at every stage of an individual's life. What this implies is that in the personality development of a child, guidance and counselling plays significant roles.

By implication, counselling is a social process and the counsellors is social facilitator. Granted the social status of guidance and counselling, the counsellor as a facilitator has certain roles to play in personality adjustment and development of students. Onyehalu (2005) opined that he/she has to be friendly, warm, affectionate and approachable. Also, he/she must be empathic and appreciative of other problems. The author further noted that counsellors enhance counselling process through helping clients with information mobilizing their capabilities and disposition among others.

Guidance and counselling as genuine helping professions have a role to play in human development. They are recognized modern instruments for personal development that have to be brought to bear on our problems of societal disintegration and over-whelming social change. For the in-school adolescents the most developmental challenge being faced is in personality area. This if not properly solved results in multitude of problems which may affect personality growth.

It is against this background that the researchers focused on counsellors strategies in personality development of in-school adolescents. The purpose of this study was to investigate

- i. The supportive strategies being used by counsellors in personality development of in-school adolescents.
- ii. The enhancement strategies being used by counsellors in personality development of in-school adolescents.

#### RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What supportive strategies are being used by counsellors in personality development of the in-school adolescents?
2. What enhancement strategies are being used by counsellors in personality development of the in-school adolescents?

#### HYPOTHESIS

The study hypothesizes at ( $p < 0.05$ ) level of significant that there is no significant difference between the mean ratings of the perceptions of:

1. Male and female counsellors in the supportive strategies being used in personality development of the in-school adolescents.
2. Urban and Rural counsellors on the enhancement strategies being used in personality development of the in-school adolescents.

#### METHOD

The study employed descriptive survey design in carrying out the investigation. The essence is to ascertain the corresponding features of the variables under investigation without manipulation of them.

The study was carried out in Nsukka Education Zone. Nsukka Education Zone is made up of three Local Government Areas, Nsukka, Igbo Etiti and Uzo-Uwani. Nsukka educational zone is where the University of Nigeria, Nsukka is situated.

The population comprised all the 72 practicing professional counsellors in Nsukka Education Zone of Enugu State. The population did not include teacher counselors within the zone. All the population was used as sample due to the small size of the population. Therefore, the sample was 72 practicing professional counselors.

The instrument used in the study was a questionnaire developed by the researchers. It is a Scale type with a four-point rating pattern. It has the response option of strongly agree, agree, disagree and strongly disagree with assign weight of 4, 3, 2, and 1 point respectively.

The face validity of the instrument was determined by giving it to experts in the field of guidance and counselling and measurement and Evaluation of faculty of Education of University of Nigeria, Nsukka. The contribution and suggestions of the validates were used in structuring the final instruments used for the study.

The reliability of the instrument was determined in a preliminary survey of the instrument in Obollo Education Zone. Using Cronbach Alpha to calculate the internal consistency of the instrument, positive reliability scores of 0.76 and 0.70 respectively for section A and B were obtained.

The researchers with the help of three research assistants each from one of the Local Government

## COUNSELLOR'S STRATEGIES IN ENHANCEMENT OF PERSONALITY DEVELOPMENT.....

Areas that made the Education Zone administered the questionnaire to the respondents.

Mean scores and t-test statistics were used for data analysis. A mean point of 2.50 was used as criterion base. This implies that a mean point from 2.50 and above is an indication of agreement with the items of the instrument while a mean point below indicates a disagreement.

### RESULTS

(1) The study indicated that the supportive strategies being used by counsellors in personality development of the in-school adolescents are being friendly, approachable, empathic, genuine and respect of worth (see table 1).

The mean scores 3.50 of item 4 and 5 on the table 1 which is the highest rated shows that being genuine and showing heart-felt concern is supportive in client's understanding of self. Also respecting the worth of the client makes the client to confide in the counsellor. The analysis of the table indicated that all the supportive strategies identified were rated positive by the respondents. Based on the analysis of the table a cluster mean of 3.12 which was above the criterion mean of 2.50 was reached.

(2) Five enhancement strategies were identified as used by counselors in personality development of in school adolescents (see table 2).

The mean scores of 3.70 of items 6 and 7 on the table 2 were rated highest and they indicate that providing client with information and mobilizing his capabilities and dispositions enhance his personality growth. From the table 2 it can be observed that all the items were rated positive. Based on the analysis a cluster mean of 3.40 which is higher than criterion mean of 2.50 was reached. This indicates that enhancement strategies being used by counsellors are providing information, mobilizing clients capabilities and dispositions, defusing personal and societal tension, helping client think positively and assuming democratic stance.

### HYPOTHESES

Ho1: The t-test statistics of Mean Responses of Male and Female Respondents on Supportive Strategies being Used by Counsellors in Personality Development of In-school Adolescents

The data in table 3 show that the mean for male respondents was 3.32 while that of the female was 3.61. The data were further subjected to t-test analysis in order to find out whether there was any significant difference between the mean responses of the two groups. The results of the analysis show that significant difference was not found as it concerns the supportive strategies being used by counsellors in personality development of in-school adolescents. This was based on the result where t-calculated -2.9 at 70 degree of freedom was less than the t-critical which made the null hypothesis to be accepted.

Ho2: The t-test statistics of mean responses of Urban and Rural respondents on the enhancement strategies being used by counsellors in personality development of in-school Adolescents

The data in table 4 show that the mean for urban respondents was 3.06 while that of the rural was 2.87. The data were further subjected to t-test analysis in order to find out whether there was any significant difference between the mean responses of the two groups. The results of the analysis show that significant difference was not found as it concerns the enhancement strategies being used by counsellors in personality development of in-school adolescent. This was based on the result where t-calculated (1.90) was below the t-critical of (2.00) making the null hypothesis to be accepted.

### DISCUSSION

In carrying out the investigation, two research questions; what supportive strategies and enhancement strategies are being used by counsellors in personality development of the in-school adolescents. Based on the analysis of the data collected, the findings show that supportive strategies and enhancement strategies are being used by counsellors in personality development of the in-school adolescents. The supportive strategies being used as revealed from the study are being friendly, approachable, empathic, genuine and the respect for people's worth. Also the enhancement strategies being used are providing information, mobilizing clients; capabilities and dispositions, defusing personal and societal tension, helping client think positively and assuming democratic stance. The above results were based on attainment of cluster mean scores of 3.12 and 3.40 respectively for the two research questions.

The present findings support earlier findings of Onyehalu (2005), Adegoke (2004). For instance, Onyehalu (2005) discussing on counsellor's role in personality development of students opined that the counsellor has to be friendly, warm, affectionate and approachable. Also he must be appreciative of other people as well as being empathic. As noted by Adegoke (2004), counselling on more plays only a tangential role but increased in perspective to include developmental, preventive and remedial roles. The present study which is on counselor strategies in enhancement of personality development of in-school adolescent,



#### COUNSELLOR'S STRATEGIES IN ENHANCEMENT OF PERSONALITY DEVELOPMENT.....

---

equally laid emphasis on creating friendly and conducive atmosphere as well as being empathic and genuiness as a basis for personality development and growth.

The analysis of the relationship between the mean ratings of male and female respondents as well as urban and rural respondents show that significant difference were not found between the ratings of the groups on the formulated hypotheses. In hypothesis 1, t-calculated value (-2.9) did not exceed the critical value (2.00) at 70 degree of freedom. Hence, the null hypothesis was accepted. This present finding is in agreement with Denga (1982) which opined that potentials of students can be maximize through counselling services that geared towards personality development. This opinion of Denga indicate that gender is not a factor in attaining such personality growth or development through counseling process. Also, in hypothesis 2, t-calculated (1.90) fell below the t-critical (2.00) at 70 degree of freedom. Hence, the null hypothesis is accepted.

#### CONCLUSION AND IMPLICATIONS

In the personality development of students, guidance and counselling plays an important role, especially presently where counselling perspectives have been expanded to include developmental, preventive and remedial roles. This makes counselling imperative in the life of the adolescents as mot of the developmental challenges being faced is in perso0nality development.

The implications of the findings of the study are that guidance counsellors should be abreast with facilitative conditions in counselling process which are necessary in self actualization of the clients. This should enhance personality development of the in-school adolescents.

The present study was limited by incomprehensive data relating to counsellors strategies in personality development of the adolescents. Furthermore, the result could have been different if counsellors' strategies in the social and educational development of the adolescents were investigated. Further researchers are therefore called upon to investigate the area.

#### RECOMMENDATIONS

The researchers recommend the integration of guidance and counselling in the school time-table so as to provide opportunity for the counsellors to visit the students in classroom and not necessarily waiting for them. Also, it is recommended that the policy statement needs to be made by the federal ministry of education calling for institutionalization of guidance and counselling services in every school irrespective of location or school type.

#### REFERENCES

- Adegoke, A.A. (2004). Curriculum for schools in Nigeria. A publication of the counselling association of Nigeria (CASSON). Ilorin: Goshen Print Media Nigeria.
- Denga, D.I. (1982). Educational and vocational guidance ion Nigeria secondary schools. Jos: Savannah Press Ltd.
- Makinde, O. (1986). The quality of education in Nigeria. Seminar paper delivered at the first Department seminar of the Department of Sociology and Anthropology, University of Ife, Ile-Ife.
- Okon, S.E. (1984). Guidance for the 6-3-3-4 system of education. Zaria: Institute of Education Press, Ahmadu Bello University, Zaria.
- Okoye, (1990). Fundamentals of guidance and counselling. Heinemann Series in Education. Heinemann Books.
- Omeje, J.C. (2004). Strategies for effective administration of guidance and counselling services as perceived by school counsellors in Nukka education zone. Journal of Adults Education (JAED) 2(2), 198-206
- Onyehalu, M. (2005). The place of guidance and counselling in personal development. Journal of Couinselling and Communication 1(2), 53-60.

**Tables**

**Table 1: Mean Responses on Supportive Strategies used by Counsellors in Personality Development of In-school Adolescents**

<b>S/N</b>	<b>Item Description</b>	<b>Mean (x)</b>	<b>Remark</b>
1.	The counsellor must be friendly in helping the client in personality adjustment	3.0	Agree
2.	Being approachable makes client to present their problems to counsellor	2.80	Agree
3.	Empathizing with client helps a lot in personality development	2.80	Agree
4.	Being genuine and showing heart-felt concern is supportive in client's understanding of self	3.50	Agree
5.	Respecting the worth of the client makes him to confine in the counsellor	3.50	Agree

**Table 2: Mean Response on Enhancement Strategies Used by Counsellors in Personality Development of In-school Adolescents.**

<b>S/N</b>	<b>Item Description</b>	<b>Mean (x)</b>	<b>Remarks</b>
6.	Proving client with information about his situation helps him in adjustment	3.70	Agree
7.	Mobilizing client's capabilities and dispositions enhances his personality growth	3.70	Agree
8.	Defusing personal and societal tension help in stimulating active client response.	3.0	Agree
9.	Helping client think positively and developmentally increases his personal growth	3.0	Agree
10.	Assuming a democratic stance provides the client opportunity to seek clarification for self growth	3.6	Agree

**Table 3: The t-test statistics of Mean Responses of Male and Female Respondents on Supportive Strategies being Used by Counsellors in Personality Development of In-school Adolescents**

<b>Group</b>	<b>x</b>	<b>sd</b>	<b>no</b>	<b>df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>?</b>	<b>Decision</b>
<b>MALE</b>	3.32	0.50	22	70	-2.9	2.00	0.05	<b>Accept</b>
<b>FEMALE</b>	3.61	0.26	50					

**Table 4: The t-test statistics of mean responses of Urban and Rural Respondents on the Enhancement Strategies being used by counsellors in personality development of in-school Adolescents**

<b>Group</b>	<b>x</b>	<b>sd</b>	<b>no</b>	<b>df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>?</b>	<b>Decision</b>
<b>URBAN</b>	3.06	0.22	46	70	1.90	2.00	0.05	Accept
<b>RURAL</b>	2.87	0.40	26					

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

## Associated and Indexed,India

- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

## Associated and Indexed,USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal  
258/34 Raviwar Peth Solapur-413005,Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.isrj.net