

# Therapeutic Approaches in Counselling Psychology Among Youths in South-South Nigeria

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## Abstract

The study investigated the influence of Self Reliance Intervention and Poverty Eradication Course on therapeutic approaches in counselling Psychology among youths in South-South Nigeria. One hundred and eighty were randomly selected youths in National Directorate of Employment (NDE) constituted the sample of the study. The sample consisted of 95 boys and 85 girls. Their age ranged between 17 and 24 years with the mean age of 18.4 years and the standard deviation of 0.86 years. Self-Reliance Inventory and Poverty-Eradication scale were the two instruments employed in the study. Data were analysed using analysis of covariance and Duncan post-hoc measure. The results show that there was significant main influence of treatment on therapeutic approaches of the participants. The two instruments were also superior to the control group on measure of therapeutic approaches of the participants. Besides, the results further indicate that self-reliance decision-making and gender moderated the causal link between treatments and criterion measure. Based on the findings, it was suggested that conscious efforts should be made by the counsellors and other relevant stakeholders to adopt self-reliance intervention and poverty eradication course as tools for handling young adults' self-reliance concerns.

## Keywords

Self-Reliance Intervention, Poverty Eradication, Therapeutic Approaches, Counselling Psychology

## 1. Introduction

Prospective counsellors should be aware of major sources to counselling so as to enable them to acquire a sound basis for developing their own personal brand of counselling. The current trends in this area can be broadly classified into three approaches such as:

1. Cognitive approaches
2. Affective approaches and
3. Behavioural approaches

It may be observed that the approaches closely parallel to the three aspects of personality viz: cognitive affection and conation, that is, knowing, feeling and doing as given by the ancient philosopher are still applicable.

### 1.1. Cognitive Approaches

As reference [1] have pointed out in the cognitive approaches, the process of counselling is the curing of unreason by reason, that is, to help clients eliminate most emotional disturbances by learning to think rationally, to help

them get rid of illogical, irrational ideas and attitudes. It is believed that this process helps the clients to attain rational behaviour, happiness and self-actualisation. For example, transactional analysis aims at the internal dialogues of individuals which occur between the various ego states and the struggles between the real parts of their behaviour and the behaviour of others by identifying which ego states is in power at any given time. Transactional Analysis thus gives the clients information about various types of transactions that occur among individuals and to help them identify the kinds of behaviour in which they are involved. The goal of transaction analysis is to help clients review their past decisions and make new decisions about their present behaviour. It is assumed that this would change their life direction into developing an autonomous life style characterized by awareness, and spontaneity. This would eliminate a life style characterized by manipulative game – playing a self-defeating neurotic tendency.

Directive teaching is the core in all the cognitive approaches, for example, in Rational Emotive Therapy, the counsellor takes up an active teaching role to educate clients.

The Rational Emotive Therapy Counsellor makes the clients to understand that the latter's internalized sentences are quite illogical and especially the current illogical thinking are self-defeating verbalizations of the clients. The success of the counsellor has in bringing illogical thinking forcefully to the client's attention. He must also show to the clients how these thoughts are maintaining his unhappiness and how a rethinking and maintenance of logically and rationality make him happy and contented. In reality therapy, the meaning is of reality and the necessity to act responsibly is taught by the counsellor.

## 1.2. Affective Approaches

As the term suggests, the affective approaches in counselling focus their attention to what is going inside the individual and particularly what the individual is experiencing at a given time. Client-centred-counselling of Rogers is perhaps the most well-defined technique in the affective approaches. It also highlights an issue in counselling, namely, how much responsibility can be placed on the client for his own problem-solving?

Rogers believed that when the individual perceived himself as behaving a manner consistent with his "picture" of himself, he generally experiences feelings of adequacy, security and worth. On the other hand if he acts in a manner different from the way he defines himself, he experiences what is known as "threats" and feels insecure, inadequate or worthless. Under pressure and with no other alternative he may defend himself against the threats using one or more of the commonly described "defence mechanisms". Unless counselling eliminates this defensive chain reaction and strengthens his self-control, the defensive behaviour would increase vulnerability to further threat, guilt, thereby creating more distortion and more self-defeating mechanisms. The role of the therapist is not just-eliminating the defence mechanisms. Rogers highlights the importance of "congruence" which means 'the close matching of awareness and experience, at this level the client centred counsellors emphasize the relevance of accurate communication. In incongruent communication, the awareness and experience of the client are two different opposing views hence the recipient may experience an awareness of phony community. The implication is that the counsellor should help the client to face courageously the incongruence between awareness and experience so that communication of his real experiences is in full awareness and not distorted with defence mechanism and neurotic constrictions.

The "self-Theory" of Rogers also assumes a perspective called phenomenology which can be interpreted as people's reality is that which they perceive and that the way to understand individual is to infer the phenomenological field from their behaviour, that is, the internal frame of reference of the client is used in counselling with the implication that counsellors must attempt to perceive client's perceptual worlds as closely as they can. This is known as the emphatic skill of the counsellor. Gestalt's counselling gives importance to the internal world of the individual, this awareness is

actually a striving for an integration of thinking, feeling and behaving. Gestalt psychologists point out that such awareness permits self-regulation and self-control in the direction of increased integration and creativity.

Recently one of the major forces that have come to occupy an important place in psychology is existentialism. Unlike psychoanalysis, existentialism is a temperamental way of looking at life. It is basically a philosophy of experiences which need not necessarily be categorized into cognitive compartments. Man is essentially an emotional being rather than a rational animal, the existence of man is unique because he is the only being who reacts to the fact of his existence, the awareness of one's own existence and the possibility of non-existence alter the inner world or the phenomenology. The predicament of human being is such that it includes the individual's capacity for increased self-awareness, the search for unique meaning in a meaningless world, being alone and being in relation with others, freedom to choose one's fate, responsibility, anxiety, finiteness and death and a basic urge for self-actualization. However, the existential counsellor tries to understand the client as "a being" and as "a being in the world". Counsellors are supposed to expose their own reality and at the same time be human. This according to existentialists enables the clients to become aware of similar conditions and qualities in themselves. Through this process clients will come to recognize their potentials and achieve self-growth by accepting it as their responsibility.

## 1.3. Behavioural Approaches

While the dynamically oriented theorists try to understand conscious and unconscious through influence, the behavioural counsellors concentrate on objective study of client behaviour and the learning process. As the emphasis is primarily on overt behaviour, the first emphasis is to discover how the behaviour was acquired and how it can be changed. The second emphasis which is a later addition, is on precondition for behaviour change. This approach is characterized by:

1. a focus on overt and specified behaviour;
2. a precise and well spelt out target behaviours called goals
3. a formulation of a specific and objective treatment procedure to the problem at hand and
4. an objective assessment of the outcome of counselling in terms of the degree of approximate to the target

In the behavioural approaches well defined counselling goals are of central importance. The much talked about counsellor-counsee relationship in other approaches is of secondary importance. The main aim of this relationship to the behavioural counsellor is to facilitate greater understanding of the client's view of the problem. This helps to formulate a more successful behavioural plan for bringing a change in the client's maladaptive behaviour to one of the adaptive target behaviour. As the behaviour approaches base their understanding of human behaviour through the theories of learning, they use very specific techniques like behaviour contracts, social modelling systematic desensitization and assertive training. All these techniques are well known to

counsellors.

#### 1.4. Self-Reliance

This is of paramount importance for the following reasons:

- (a) Employment opportunities in government department and big companies are very scarce. Many school leavers stay idle for several months or perhaps years with the prospects of employment and the means of livelihood getting slimmer. There is no doubt that starting one's own business is for staying idler.
- (b) Self-employment challenges the creativity of the individual. It indeed helps the person to achieve self-actualisation.
- (c) There is the chance of the small projects growing into large business operations, instead of being an employee one can become an employer of other people.
- (d) The small-scale projects of the self-employed person contribute to the growth of the national economy.

##### 1.4.1. Self-Employment Education and National Development

The need for education in the development effort of any nation is sine-qua-non for the development in all other sectors. Reference [2] asserted that "development in any society is anchored primarily to education process. Reference [3] is of the opinion that education is a sure pathway to liberation of the mind and the improvement of socio-economic status of the people. It also follows that education and training help individuals to be empowered and escape poverty by providing them the skills and knowledge to raise their output, income and wealth [4]. In the light of the above, various government and international agencies are making serious effort in both developed and developing countries to optimally develop the education sector. A number of achievements have recorded recently in this regard, a lot of effort is still needed to meet up with the ever increasing demands of the present and of course the future challenges.

The millennium development goals coupled with the pressure of globalization therefore create new challenges for countries especially, the underdeveloped ones to refocus their attention in dealing with this myriad socio-economic problems. Nigeria's great natural wealth is so admirable yet the country is poor and social development is limited and if the present trend continues the country may not likely to meet the millennium development goals [5]. National Economic Empowerment and Development Strategy (NEEDS) recognized that income poverty has many strands and must therefore be tackled from several and different ways at once. Thus sustainable development must be pursued to cater for the sustaining socio-economic and environmental challenges to development. According to reference [6], "sustainable development has to do with meeting the needs of the present generation without denying future generation access to the same natural resources for their own needs". The development here is appraised in terms of both redistribution of wealth and meeting the basic needs of the masses at sustainable level. This means that it must be sustained to be able to impact and

change the life and living of the masses [7].

While acknowledging the necessity and important role of school in shaping our culture, we have to equally understand the fact that a serious departure is needed from hitherto traditional way of doing things especially the manner of training and method of teaching in all our schools. However it is important to know there are some common aspects such as risk-taking, creativity independence and rewards. Therefore the question here is how do we harness, inculcate and develop the entrepreneurship career of the younger generations and also improve their potentiality toward self-employment skills which will consequently foster economic growth and development.

##### 1.4.2. The Place of Education in Achieving Self-Reliance

In every society education is the instrument of change. It is clearly stated that in National Policy on Education 2004, that it has been adopted as the instrument par excellence for affecting National development. Reference [8] defined education as "call efforts conscious and incidental; direct and indirect, made by a given society to accomplish certain objectives considered desirable in terms of the individual's own needs as well as of the society where that education is based. From all definitions, education as a veritable tool of socialization, provides training to help the individual fit meaningfully into his society through self-realisation and actualization. The Nigeria Policy on Education (2004 revised), recognizes its utility value when it states among other aims of education as:

1. The training of the mind of understand the world around it
2. The acquisition of appropriate skills, abilities and competencies, both mental and physical as equipment.

#### 1.5. Poverty

Poverty as a concept is very difficult to define but reference [9] described poverty as lack of income needed to acquire the minimum necessities of life. Also, reference [10] opined that people are poverty stricken when their incomes even if adequate for survival, fall markedly below those of the community, hence, they cannot have what the larger community regards as necessary minimum for decency. The poverty level in a family determines the level of benefit to be enjoyed by members of such family. A family with many children but with less viable economy will surely abuse their children. Generally, poverty may be perceived as a living condition in which an entity is faced with economic, social, political and environmental deprivation; a state of involuntary deprivation to which a person, household, community or nation can be subjected. Reference [11] rated Nigeria as a poor country in spite of her enormous resources. Nigerian economy has been bastardized by our leaders to the extent that money only circulates in the hands of few while many could not afford to feed their families, some roam about not having a means of livelihood because of unemployment many go about with poverty stricken look making beggary a career.

Parents and guardians in relatively disadvantaged situations

are often very eager to offer their children for work with relations and even strangers in urban areas, in return or meagre financial benefits. This is usually in hope that more stable and opportunity filled with circumstances would avail the child and perhaps to relieve themselves of the burden of catering for these offspring that they themselves cannot afford to maintain. Reference [12] asserted that there is hardly one household in urban Nigeria that has never engaged the services of a child in its domestic cores. Though very common but the practice is not so visible, being conducted under the closed door in an informal and unregulated atmosphere. In some circumstances it is done under the guise of training poor relatives recruited from the villages.

### 1.5.1. Causes of Poverty

Poverty has many causes some of which are explained below;

- (a) A nation can become poor when its leaders misappropriate its economic resources and funds and when a nation is poor its citizens are equally poor.
- (b) Unchecked population growth may outstrip growth in income and so may cause slow rate of growth in capital output.
- (c) People may become poor when they are not aware or conscious in the application of their talents and resources to make money. For example, an individual who has inherited farmlands may be poor if he knows nothing about agriculture or commerce. Besides, a gifted actor may be poor if he does not know what to do.
- (d) Inadequate funding of education results in a large number of people dropping out of school. This causes high level of unemployment and also worsens poverty.

### 1.5.2. Consequences of Poverty

- (a) The first noticeable effect of poverty on the quality of life is the worsening of material conditions. This deterioration is visible in poor health, poor nutrition, inadequate clothing and insufficient housing.
- (b) Poverty denies the poor the opportunities of self-development, this transparently limits the individual in all the efforts he makes
- (c) Poverty also stands in the way of the poor in critical decision-making, for example, in Nigeria, the poor are powerless and have no input in decisions which affect them directly. This also is the result of the inability of the poor to control societal resources.
- (d) Poverty may result in a person's inability to get higher education thus this would prevent a person from rising as he would be unable to get good employment.
- (e) Poverty reduces people's quality of life to the barest minimum when the resources of families or individuals are inadequate to provide a socially acceptable standard of living.

The influence of self-reliance is well appreciated and beautifully documented in research literature, for example reference [1] and [10], using the moral dimensions of professional practice and experimental instructional techniques to increase learning about self-reliance in

counselling psychology. The efficacy of Poverty-Eradication course was also demonstrated in a study done by reference [7]. The results show that the poverty-eradication course was more effective than the comparison group in enhancing poverty eradication decision-making and self-efficacy. In the present study, self-efficacy is employed as a moderating variable. The essence was to see if self-efficacy will moderate the relationship between treatments and the criterion measure.

## 1.6. Purpose of the Study

Looking at the centrality of the therapeutic approaches to these socio-economic problems (Self-Reliance Intervention and Poverty Eradication Course) the present study sought to enhance viable information from the young adults so as to emphasise the needs and importance of Counselling Psychology. It is believed that refocusing therapeutic approaches in Counselling psychology would immensely contribute in developing the spirit of Self-Reliance and Poverty Eradication. Also of interest to this study is the possible influence gender on the causal relationship between independent and criterion variables.

## 1.7. Statement of the Hypotheses

Based on the objectives of this study, the following hypotheses were tested at 0.05 alpha level.

1. There will be no significant difference in the self-reliance information scores of participants treated with therapeutic approaches and poverty eradication course and the control group.
2. There will be no significant difference in the Poverty Eradication Course information scores of the participants treated with therapeutic approaches and the Group.
3. There will be no significant difference in the Poverty eradication information scores of the participants treated with Self-Reliance therapeutic approaches and the control Group.

## 2. Research Method

### 2.1. Design

The researchers utilized pre-test-post-test control group quasi-experimental design with 3 x 2 x 3 factorial matrix. There were two treatments programme and the control group in the row. The column has gender varying at two levels and self-reliance decision-categorised as high, middle and low.

### 2.2. Participants

A sample of 180 participants were involved in this study. The participants were randomly drawn from three state capitals in the South-South geopolitical zone of Nigeria: Calabar; Port Harcourt and Uyo metropolitan cities, because state capitals attract the job seekers owing to government's concentration of various establishments in the centres. Both sexes are equally represented in the study. Each of the stats

capitals has a sample size of sixty (60) participants, thirty (30) males and thirty (30) females respectively. The participants were young adults who had already had their school certificates and are at different National Directorate of Employment (NDE) Centres learning one trade or the other in each state capital. Their age ranged from 17 and 24 years with the mean age of 18.4 years and the standard deviation of 0.86 years. All the participants in the two experimental groups participated fully in the training programmes but those in the control group were not given any treatment. The groups that received treatments were compared with the control group to test for treatment effects.

### 2.3. Instrumentation

Two instruments used in this study were Self-Reliance Intervention and Poverty Eradication Scale. Self-Reliance Intervention was constructed by reference [13]. It is a four factor inventory with a total of 26 items. The need for self-reliance information and need for self-knowledge subscales which represented information factors were utilized for the study. The scale has three subscales namely: ability to deal with individuals, therapeutic approaches and ability to deal with one's sojourn to facilitate thinking. The response form of the scale ranges from strongly agree to strongly disagree. The first two scales have a total of fifteen items while the third scale has a total of eleven items. The whole instrument has a test re-test reliability values ranging between .74 and .86. The internal consistency for the total inventory was .87. As observed by the researchers, a participant's SRI profile configuration might suggest specific approach for enhancing self-reliance. This suggestion provides the rationale for adopting the scale for use in this study. Besides, the other scale used in this study is Poverty Eradication Course scale (PEC) developed by reference [14] and [15]. The instrument has five subscales namely: (a) Self-Appraisal (b) Poverty Eradication Information (c) Making plans (d) Problem-solving and (e) Goal-Setting. It has a total of forty-four items with response form ranging from "Not Real (1) to very much real (5). The instrument has a theoretical value of between 44 and 180. The self-appraisal subscale has a total of fourteen (1) items with a coefficient Alpha of .75, Poverty Eradication Information subscale has twelve (12) items with co-efficient Alpha of .85, problem-solving subscale has six (6) item (= .77), making plans also has six (6) item (= .85) and goal-setting subscale has five (5) items. The overall subscale has Cronbach's Alpha value of .79. The instrument was used to identify levels of self-reliance and self-efficacy of the participants.

### 2.4. Research Procedure

Having obtained the authorities' permissions from NDE directors, the participants were addressed at the Main Halls in all the state capitals. The focus of speech was on the importance of therapeutic approaches in Self-reliance and Poverty Eradication. All the participants were interested and they took the experiment with utter seriousness. Ballot method

(a form of random sampling technique) was used to select the participants for the study. The participants were thereafter randomly assigned to the experimental and control group(s). The study was carried out for over a period of eight weeks in the three metropolitan cities; the training came up once in a week and each session lasted for an hour. Two states capitals served as experimental groups while the third was used as control group. Two instruments namely: Self-Reliance Intervention Scale and Poverty Eradication Course scale were administered to the participants as pre-test. Poverty Eradication Course scale was administered to the participants to ascertain their levels of awareness and total eradication. Self-reliance Intervention scale was also used as post-test.

The experimental group "one" was exposed to Self-Reliance Intervention training while experimental group "two" was treated with Poverty Eradication Course. However, the control group was not treated but was given a brief study skill counselling after the post-test. A post-test in Self-Reliance Intervention was administered to the three groups.

### 2.5. Data Analysis

Analysis of Covariance (ANCOVA), Multiple Classification Analysis (MCA) and Duncan's Multiple Range Comparison statistics were used to analyse research data. These analytical approaches were appropriate as they allow the researcher to examine the initial differences among the participants and the observed differences due to experimental treatment.

## 3. Result

The result of the data analysis for the hypothesis is which stated that there is no significant difference in the Self-Reliance Intervention Scores of the participants treated with therapeutic approaches and Poverty Eradication Course and Control Group is presented below.

**Table 1.** ANCOVA on Therapeutic Approaches of Counselling Psychology of the Experimental Participants and Control Group.

Variable	Source	Sums of Squares	df	Mean	F
Therapeutic Approaches of Counselling Psychology	Row	742.94	2	371.47	1225.42
	Column	18.71	2	9.35	30.86
	Interactional	5.97	4	1.47	4.85
	Within	1036.73	171	*393	

\*p < 0.05

As indicated in Table 1, the analysis of Covariance of participants post-test scores on therapeutic approaches of counselling psychology shows that there is significant main influence of treatment ( $F(1,441) 2443.67$   $p < 0.05$ ). Thus the null hypothesis which posited that there will be no significant difference in the therapeutic approaches of counselling psychology of the experimental participants and the Control group was rejected. The inference that could be drawn from the result is that significant difference existed in the

therapeutic approaches of Counselling psychology of the treated participants and the Control Group. It is also noted that there is moderating effect of gender and self-efficacy on participants of therapeutic approaches of Counselling psychology ( $F(2,171) = 30.86, p < 0.050$ ). The interaction of treatment with gender and Self-Efficacy was also significant ( $F(4,171) = 4.85, p < 0.05$ ).

Table 2 presents the result of second hypothesis which postulated that there is no significant difference in the therapeutic approaches of counselling psychology scores of participant treated with Self-Reliance Intervention and the Control Group.

**Table 2.** ANCOVA showing the Influence of Self-Reliance Intervention of Young Adults Therapeutic Approaches of Counselling Psychology.

Variable	Source	Sums of Squares	df	Mean	F
Therapeutic Approaches of Counselling Psychology	Row	566.11	1	566.11	2443.67
	Column	15.81	2	7.91	33.95
	Interaction	4.38	2	2.19	9.42
	Within	531.00	114	.23	

\* $p < 0.05$

The result in Table 2 shows that there was significant influence of Self-Reliance on the therapeutic approaches of the participants ( $F(1,114) = 2443.67, p < 0.05$ ). Thus it is concluded that Self-Reliance Intervention was superior to control. Besides, the gender and Poverty Eradication Course influence the relationship between the causal variable and the

criterion measure ( $F(2,1140) = 33.95, p < 0.95$ ). There was also significant interaction influence of rows and columns ( $F(2,114) = 19.42, p$ ).

Table 3, the result of the data analysis for hypothesis three which posited that there is no significant difference in the therapeutic approaches of counselling psychology scores of participants treated with poverty eradication course and the control group is presented,

**Table 3.** ANCOVA showing the Influence of Poverty Eradication in Young Adults' Therapeutic Approaches of Counselling Psychology.

Variable	Source	Sums of Squares	df	Mean	F
Therapeutic Approaches of Counselling Psychology	Row	343.10	1	543.10	2060.93
	Column	6.71	2	3.35	12.74
	Interaction	4.28	2	2.14	8.13
	Within	600.83	114	.26	

\* $p < 0.05$

As shown in Table 3, there was significant difference in the therapeutic approaches of counselling psychology scores of the participants exposed to poverty eradication course and the control group ( $F(2,114) = 2060.93, p < 0.05$ ). This shows that poverty eradication course was effective in fostering therapeutic approaches of the participants. There was also significant interaction influence of treatment and columns ( $F(2,114) = 8.13, p < 0.05$ ).

**Table 4.** MCA of Therapeutic Approaches of Counselling Psychology Scores by Levels, Treatment and Gender.

Variable + Category	N	Unadjusted Deviation	ETA	Adjusted for Covariance Deviation	BETA
LEVELS					
1. HSF	60	5.71	0.46	4.22	0.84
2. MSF	60	0.54		0.48	
3. KSF	60	-6.36		-4.7	
TREATMENT					
1. SRI	60	6.44	0.84	6.52	0.84
2. PEC	60	6.43		6.34	
CONTROL	60	-12.87		-12.86	
GENDER					
1. MALE	90	2.08	0.19	1.68	0.76
2. FEMALE	90	-2.08		-1.68	
Multiple R <sup>2</sup>					0.959
Multiple R					0.979

Table 4 shows Multiple Classification Analysis (MCA) of the adjusted independent variable plus the covariance. The adjusted deviation value of 6.2 is an indication of the effectiveness of Self-Reliance Intervention on enhancing therapeutic approaches of Counselling Psychology of the participants. Self-Reliance intervention demonstrated superiority over Poverty Eradication course and Control Groups with adjusted deviation values of 6.34 and -12.86 respectively. Nonetheless poverty eradication was effective in fostering therapeutic approaches of the participants when compared with the Control Group. The MCA also indicates that there was high degree of correlation between therapeutic approaches and the treatments as evident by the Multiple  $R^2$ , value of 959. By implication 95 percent of the variance of the

criterion variable (therapeutic approaches of counselling psychology) is attributable to Self-Reliance Intervention and Poverty Eradication Course.

**Table 5.** Duncan Multiple Range Comparison of Treatment Groups Means Score on Therapeutic Approaches of Counselling Psychology.

Mean	Group	Treatment Control	Group SRI	PEC
22.1333	Control			
29.1333	SRI	*	*	
24.2000	PEC	*	*	

Key: \* Pairs of Groups Significantly different at  $P < 0.05$

Duncan post-hoc analysis procedures were further carried out on the result in order to find out where the significant influence lies. The result presented on Table 5 shows that the experimental group 1 (SRI) is significantly different from experimental group 2 (PEC). While experiment 2 PEC is statistically significantly different from experimental group 3 (control). Therefore the SRI group is superior to both PEC and control groups. Likewise PEC groups is superior to control group, that is  $SRI > PEC > \text{control group}$  on therapeutic approaches of counselling psychology mean scores.

## 4. Discussion

The participants in the treatment groups were significantly higher on the measure of therapeutic approaches than their counterparts in the control group. Both SRI and PEC were effective in enhancing the participants' therapeutic approaches. This finding corroborates the assertion of reference [6] that Self-Reliance Intervention has a positive impact on the decision-making process in search, placement and on self-reliance identification. It also concerns that of reference [7] who posited that Self-Reliance predicts the competence and sustainable development and these also have to do with meeting the needs of the present generation by adequate training through proper education.

One possible explanation for the effectiveness of (SRI) in improving therapeutic approaches is that it exposed the participants to various avenues through which they could seek for Self-Reliance information. Also the method widens their knowledge on various available Self-Reliance and Poverty Eradication in the society. This effort has gone a long way to remove the veil of ignorance of the participants.

Besides, the effectiveness of (PEC) could be attributed to the fact that it was presented as another interest school subject which is characterized by good teacher-student interaction where all participants were free to express their opinion, had their misconception corrected and new information was given to broaden their knowledge about what poverty eradication is all about. The effectiveness of the (PEC) in enhancing therapeutic approaches was supported by the study of reference [1] who discovered that high school students who took (PEC) had less job-related indecision at the end of the course than the comparison group.

In the second hypothesis, the result indicates clearly that there existed significant difference in the therapeutic approaches of SRI participants and the control group. This result attested to the effectiveness of the treatment programme. Reference [6], [7] and [12] concluded that Self-Reliance produces favourable results in terms of therapeutic approaches mainly when individuals explore significant and useful information in relation to their proximal self-reliance development task. This finding is also in agreement with reference [5] which asserted that self-reliance has a significant impact on self-reliance crystallization. All these researchers further explained that self-reliance has an impact on decision-making process in job search and in placement and on satisfaction and attainment. However, the low performance

of the control participants was due to the fact that they were not exposed to any treatment.

The third hypothesis further proved that there was significant difference in therapeutic approaches scores of participants exposed to PEC when compared to those in the control group. The significant difference is rooted in the fact that the treated participants were exposed to a comprehensive PEC treatment programme. The control on the other hand was exposed to any form of treatment. The finding corroborates the assertion of reference [10] who established that poverty Eradication outlook as well as improving the maturity of the young adults.

## 5. Conclusion

This study principally highlights the moderating influence of the poverty Eradication Self-efficacy and gender on the causal link between the intervention programmes and the criterion measures. Self-efficacy has been established as a critical factor in self-reliance decision-making process and its influence was reported to be stronger than that of interest [12]. In making self-reliance decision series of tasks are involved and the appropriateness of such decision would to a large extent be influenced by the extent to which a person believes in himself or herself to execute relevant reliance task. This explanation probably holds for the participants in this study. The interaction effect of gender on the treatment outcome is a validation in this study. The interaction effect of gender on the treatment outcome is a validation of the general notion that gender plays a crucial role in self-reliance and poverty eradication. The preponderance of evidence in the literature, [6] and [7], it is either that males are better than the females in certain tasks or vice versa. The present finding is therefore an affirmation of the influence of gender on self-reliance and poverty eradication perspectives.

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