

Original Article

STRATEGIES TO RESOLVE MOTIVATION- RELATED CONSTRAINTS FOR EFFECTIVE COUNSELLING IN SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The main purpose of the study was to determine strategies to resolve motivation- related constraints for effective counselling in secondary schools in Enugu State. Two research questions and four null hypotheses were formulated and tested at .05 level of significance. Descriptive survey research design was adopted for the study. The entire population of 113 secondary school Guidance counsellors in the 295 public secondary schools in Enugu State, was used for the study. A structured questionnaire developed by the researcher was used for data collection. The questionnaire was validated by three experts. Two experts were from the Department of Guidance and Counselling while the other expert was in the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. The reliability of the instrument was determined using Cronbach Alpha Reliability Coefficient. The overall reliability coefficient was .77, indicating that the instrument is reliable and suitable for the study. Data collected with the questionnaire were analyzed using Mean (\bar{x}) and Standard Deviation (SD) to answer the two research questions. From the result of the findings, it was concluded among others that collaborative counselling strategy and token economy counselling strategy, to a great extent resolve motivation-related constraints for effective counselling in secondary schools in Enugu State. Based on the findings, the researcher recommended among others that deliberate efforts should be made at motivating and strengthening the activities of counselling in secondary schools in Enugu State.

Keywords: Strategy, Motivation, Constraints, Counselling, Secondary Schools.

Introduction

Counselling is becoming more and more relevant in every aspect of human endeavors. This is

orchestrated by the prevailing economic, political and social environments. These environments have triggered off hardship, distrust, instability and

dishonesty. In order to navigate through these challenges, counselling has become imperative. People need to be guided through counselling. Counselling is a process through which people are guided properly in order to surmount life-challenges. It is against this background that Egbo (2013), defined counselling as a learning process in which individuals learn about themselves, their interpersonal relationships and behaviour that advance their personal development. Aleke (2016), posited that generally, students are faced with problems of inappropriate vocational choices, emotional inadequacy and social-personal problems. Aleke noted that counselling provides appropriate assistance to such students for better understanding and acceptance of their personalities and endowment, proper knowledge of their strengths and weaknesses, attitudes and worth as unique individuals. The above definitions demonstrate the importance of counselling to human beings. What is striking in the above definitions is that they are defined in various perspectives. This is because they are writing according to their own perception of the concept and according to the milieu in which they are writing. But what is interesting about their definitions is that they have a common denominator. This denominator is that counselling is geared towards helping people to surmount life challenges and enhance positive adaptive behaviour. The advantages of counselling are immeasurable to both students and non-students. This explains why many institutions create counselling units to oversee the problems of students. However, some of the services and programmes of counselling are hindered as a result of some motivation-related constraints.

Motivation is the process that initiates, guides, and maintains goal-oriented behaviour. It involves the biological, emotional, social and cognitive forces that activate behaviour. Chand (2020) defined

motivation as a planned managerial process, which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs. Williams (2017), referred to motivation as a process of stimulating people to action to accomplish desired goods. It is the process of attempting to influence others to do your will through the possibility of gain or reward (Aleke, 2021). In the opinion of Ugwu (2019), motivation is a psychological phenomenon which generates within an individual. From the above definitions of motivation, one can believe that motivation is a catalyst that propels individuals to action. It stimulates individuals to accomplish a task to a logical conclusion. As a psychological phenomenon, motivation is faced with certain constraints which the researcher perceives as hindrances to effective counselling in secondary schools. This explains why the thrust of this study is anchored on motivation-related constraints to effective counselling in secondary schools in Enugu State. These constraints that are related to secondary school counsellors' motivation according to Chinwe (2019), include; inadequate funding; lack of counselling facilities; lack of commitment of government officials; wrong impression of counselling; resistance from school staff members, lack of awareness of school counselling activities and lack of acceptance of school counselling. These hinder counselling services in secondary schools and need some counselling strategies to checkmate them. In counselling, different strategies are employed in handling different issues. These strategies are referred to as counselling strategies. Through counselling strategies, the counsellor adopts various means and methods which are useful to the progress and process of counselling in secondary schools. Some researchers like Ede (2017), Faniyi (2021), and Asogwa (2021), stated that some counselling

strategies to resolve motivation-related constraints for effective counselling in secondary schools include; collaborative counselling strategy and token economy counselling strategy.

Collaborative counselling strategy according to Faniyi (2021), refers to association working together or in synergy of the school guidance counsellor with significant individuals in the school to achieve the school counselling goals. It has been observed that many counsellors are demoralized and frustrated out of counselling by colleagues and significant members of the school community by acting in ways that prevent the spread and progress of counselling (Egbo, 2013). The objectives of counselling in secondary schools cannot be achieved without collaborative efforts of school teaching and non-teaching staff as well as the school communities and parents. Faniyi (2021), noted that collaborative counselling is appropriate for use in a team environment and very ideal for good performance, however its underuse can result in lack of commitment by other team members, disempowerment, and loss of morale. Sule (2016), asserted that collaboration is the way to achieve the best outcome on important issues as well as build good relationships. Research finding by Aleke (2016), revealed that collaborative counselling strategy is effective in boosting counselling activities in both urban and rural secondary schools. In the same vein, Udoka (2016), found no significant difference in male and female guidance counsellors' utilization of collaborative counselling strategy. On the contrary Onah (2018), posited that collaborative counselling strategy are not frequently utilized among secondary school guidance counsellors. Onah added that most guidance counsellors do not see the need to associate with significant others or individuals in secondary schools, thus making the counselling activities and programme a private

affair. In the same vein, Asogwa (2021), stated that most teachers and school principals find it hard to associate with the school guidance counsellor, as they see the school guidance counsellor as rival in the school. However, if collaborative counselling strategy is employed in secondary schools, every significant individual within and outside the school environment will be involved, thereby, motivating the counsellor towards effective counselling in secondary schools. Closely related to the collaborative counselling strategy in a bid to resolve motivation-related constraints to effective counselling in secondary schools is token economy counselling strategy.

Token economy counselling strategy is a form of behaviour modification designed to increase desirable behaviour and decrease undesirable behaviour with the use of tokens. It is a system of contingency management based on the systematic reinforcement of target behaviours (Aleke, 2016). It is based on the principles of operant conditioning and behavioural economics and can be situated within applied behaviour analysis (Wikipedia, 2022). Token economy, is an effective behaviour change system that has been applied to various settings. This system uses positive reinforcement to increase the future frequency of a desirable behaviour.

Tokens can be in the form of points, checkmarks, tally marks, or stickers. Back-up reinforcers, or preferred items or activities are obtained by exchanging the earned tokens. These back-up reinforcers can include games, toys, snacks, or special privileges. For example, a child earns a sticker every time he picks up his toys. Udoka (2016), posited that it is important to provide immediate reinforcement when an individual or counsellor demonstrates target behaviour. Tokens can serve as immediate reinforcement when the back-up reinforcer is not readily available (Aleke, 2016). This maintains the

individuals' motivation to demonstrate the target behaviour and earn more tokens. The ultimate goal of any behaviour change system is to experience naturally occurring reinforcement. Tokens can be paired with verbal praise to increase the reinforcing effect to maintain behaviours after the removal of a token. It is also important to gradually increase the token requirement in order to receive the back-up reinforcer. Nweke (2017), posited that token economy is an effective strategy that reinforces appropriate behaviour with the goal of accessing reinforcement in the natural environment. Onah (2018), found that token economy counselling strategy are not utilized by both rural and urban guidance counsellors to improve the activities of counselling in secondary schools. Research finding by Anup (2016), showed that male and female guidance counsellors do not utilize the token economy counselling strategy to strengthen desirable behaviour among secondary school students. It should be noted that if little achievements of school counsellors or students are rewarded using tokens at different points in time, it will motivate guidance counsellors to effectively carryout their counselling duties which will in turn influence students' reliance on counselling for resolutions of their educational, vocational and personal-social challenges. These counselling strategies are assumed effective in addressing motivation-related constraints for effective counselling in secondary schools, however, it is not certain on the extent to which male and female secondary school counsellors use these counselling strategies in addressing motivation-related constraints in counselling in secondary schools. Thus, the gender of the school counsellor is a variable of serious concern in this study.

Gender is a socially learned behaviour and expectation associated with male and female (Azikiwe, 2017). It is described as the biological sex

of individuals in terms of being male or female. In Nigerian society, there are differences and inequalities between women and men in responsibilities assigned, activities taken, access to and control over resources as well as possession of leadership qualities (Adigwu, 2014). Male and female significantly differ in their ability to use ICT facilities (Asogwa, 2021). Ede (2017), noted that male counsellors utilize e-counselling more in their day-to-day counselling activities than their female counterparts. For Odi (2019), female counsellors make financial planning than their male counselors in secondary schools. Findings by Nweke (2017), revealed that token economy produce more effect in females than males. Aleke (2016), noted that male and female do not differ significantly in their ability to cooperate with others in work places. Alhourani (2013), argued that gender does not impact on leadership (counsellors) effectiveness in secondary schools. This issue of gender has gained much attention with little or no conclusion, especially as regards to effective counselling in both urban and rural secondary schools in Enugu State.

Location refers to urban or rural situations of the school. Ugwu (2019), defined location as a place of settlement activity or residence. Ibe (2018), noted that schools located at the urban areas are better financed and funded than those in the rural areas. Ede (2018), posited that effective counselling in institutions is influenced by school location which could make the procurement of counselling facilities as well as implementation of counselling services and programmes in the institutions difficult or easy, as the case may be. Aleke, (2016), asserted that urban and rural counselling are faced with equal prospects and challenges depending on the counsellor's ability. Rural and urban secondary schools may differ in the quality of counselling provided for the students as schools in rural areas are

less likely to be visited by external inspectors (Odi, 2019). In the opinion of Udoka (2016), counselling in the rural schools are not given priority as in urban schools. Many cases have been reported according to Odi (2019), of poor status of counselling in rural schools as well as urban schools which is apparently observed in the behavioral challenges and mal-adjustment issues within and among secondary school students.

The researcher is worried that if adequate measure is not taken to institute effective counselling in both urban and rural secondary schools in Enugu State, education delivery might be jeopardized. This is because counselling makes for meaningful teaching and learning as well as production of disciplined individuals that would be contributory to national development of society. School counsellors on the other hand, if motivated will effectively implement counselling in secondary schools thereby, assisting in the achievement of the goals and objectives of secondary education. As the activities and programmes of counselling in the secondary school continue to deteriorate as a result of motivation-related factors in secondary schools in Enugu State, it has become imperative that a strategy for addressing these constraints should be explored. It is against this background that the researcher is motivated to carry out this research on counselling strategies to resolve motivation-related constraints for effective counselling in secondary schools in Enugu State. This constitutes the gap that this study intends to fill.

Statement of the Problem

It has been observed that counselling is not given adequate attention in secondary schools in Enugu State. School counsellors are being sub-summed as teachers and into other functions in the school. Funds are not provided for counselling activities and facilities for counselling are grossly inadequate. This

situation is further aggravated by the fact that little or no time is allotted for counselling services and programmes in secondary schools. This being the case, secondary school counsellors are demoralized and do not exercise full practice of their profession, resulting to a complete and total ineffectiveness in secondary schools in Enugu State. Although, strategies have been explored and adopted for addressing counselling issues in secondary school education by education stake-holders, no strategy to the knowledge of the researcher is targeted towards addressing motivation-related constraints for effective counselling in secondary schools in Enugu State. This calls for a serious concern as the gap created by this is long overdue. It is important to note that counselling has been included in the National Policy on Education as one of the programmes necessary for achievement of the aims and objectives of secondary school education. The need to explore various strategies for addressing motivation-related constraints hindering effective counselling in secondary schools has become imperative. These strategies include collaborative, and token economy counselling strategies. It is the belief of many education stakeholders that when these strategies are adopted, counselling services will be enhanced and more effective. It is against this background that the researcher is motivated to investigate the extent to which these counselling strategies can be used to address motivation-related constraints in secondary schools in Enugu State. The problem of this study is, therefore, 'To what extent do counselling strategies adopted to resolve motivation-related constraints enhance effective counselling in secondary schools in Enugu State.'

Purpose of the Study

The purpose of this study was to determine the strategies to resolve motivation-related constraints

for effective counselling in secondary schools in Enugu State. Specifically, this study sought to;

1. ascertain the extent to which collaborative counselling strategy assist in resolving motivation-related constraints for effective counselling in secondary schools in Enugu State.
2. find out the extent to which token economy counselling strategy assist in resolving motivation-related constraints for effective counselling in secondary schools in Enugu State.

Research Questions

The following research questions were raised to guide the study;

1. To what extent does collaborative counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State?
2. To what extent does token economy counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State?

Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

H₀₁: There is no significant difference in the mean scores of male and female guidance counsellors on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

H₀₂: There is no significant difference in the mean scores of male and female guidance counsellors on the extent to which token economy counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

H₀₃: There is no significant difference in the mean scores of guidance counsellors serving in urban and rural secondary schools on the extent to which

collaborative counselling strategy resolve motivation-related constraints for effective in Enugu State.

H₀₄: There is no significant difference in the mean scores of guidance counsellors serving in urban and rural secondary schools on the extent to which token economy counselling strategy resolve motivation-related constraints for effective counselling in Enugu State.

Method

Descriptive survey research design was utilized for this study. Descriptive survey research design, according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The descriptive survey research design is considered suitable for the study as it solicits for information from the respondents directly and afford all the respondents equal chance of being chosen for the study. The population for the study comprised all the 113 secondary school Guidance counsellors in the 295 public secondary schools in Enugu State under the control of Post Primary School Management Board. It comprises of 85 female and 28 male Guidance counsellors in the 35 rural and 78 urban public secondary school Guidance counsellors in Enugu State. This is based on the data obtained from the Post Primary School Management Board Enugu (PPSMB, 2023/2024). The entire population of 113 secondary school Guidance counsellors in the 295 public secondary schools in Enugu State, were used for the study. The population was made up of 28 male and 85 Female Guidance counsellors and 35 rural and 78 urban public secondary school Guidance counsellors in Enugu State. No sampling was done because the population was manageable. A structured questionnaire named “Strategies to Resolve Motivation-Related Constraints for

Effective Counselling Scale (SRMRCECS), developed by the researcher was used for data collection. The instrument had two sections; A and B. Section A contained the respondents bio- data while section B was divided into two clusters with 26 items, structured to assist the researcher in providing answers to the research questions that guided the study. Cluster A was on the collaborative Counselling strategy with 11 items, Cluster B was on the token economy counselling strategy with 15 items, The response format for the instrument was a 4-point scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE).

The instrument was validated by three experts. Two experts were from the Department of Guidance and Counselling while the other expert was from the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. The validators' comments were used to draft the final instrument that was used for data collection. The reliability of the instrument was determined by administering 30 copies of the questionnaire to a sample of 12 male and 18 female Guidance counsellors from public secondary schools in Ebonyi State and another 25 copies of the questionnaire to a sample of 10 male and 15 female principals in urban and rural schools in a trial testing to ascertain the internal consistency of the instrument. The choice of Ebonyi State was dictated by the fact that both states have the same educational characteristics in terms of administration, population and environment. The respondents were assured of confidentiality of all the information they supplied. Data collected from the respondents' responses were analyzed using Cronbach Alpha Reliability Estimate to determine the internal consistency of the instrument, each section yielded the following reliability coefficient;

cluster A had .73, and cluster B had .74. The overall reliability coefficient was .77, indicating that the instrument is reliable and suitable for the study. 113 copies of questionnaire were administered by the researcher with the help of six research assistants that were properly briefed on the content of the questionnaire and its mode of administration to ensure that the questionnaire was properly administered. Appointment was booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the nature of their job. Out of 113 copies of questionnaire distributed, the researcher and the assistants were able to retrieve only 105 copies of the distributed questionnaire while 8 copies were not retrieved, signifying 97 % return rate. The data collected with the questionnaire were analyzed using Mean (\bar{x}) and Standard Deviation (SD) to answer the research questions. However, each of the hypotheses were tested using t-test statistic at .05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). The decision rule; real limit of the mean scores was applied, therefore, the upper and lower limits of the mean is as follows;

Mean scores from 3.50 – 4.49 Very Great Extent (VGE)

Mean scores from 2.50 – 3.49 Great Extent (GE)

Mean scores from 1.50 – 2.49 Little Extent (LE)

Mean scores from 0.50 – 1.49 Very Little Extent (VLE)

The null hypotheses were rejected when the significant level was less than .05 and were not rejected when the significant level was more than .05 level of significance.

Results

Research Question 1: To what extent does collaborative counselling strategy resolve

motivation-related constraints for effective counselling in secondary schools in Enugu State?

Table 1: Mean Responses and Standard Deviations of the Respondents on the Extent to which Collaborative Counselling Strategy Resolve Motivation-Related Constraints for Effective Counselling in Secondary Schools in Enugu State.

N=105

S/ N	Collaborative counselling strategy resolves motivation-related constraints for effective counselling in secondary schools through;	Male = 26			Female = 79			Urban = 34			Rural =71		
		\bar{x}	SD	De c	\bar{x}	SD	Dec	\bar{x}	SD	De c	\bar{x}	SD	De c
1	principals synergizing with their school counsellor(s)	3.14	1.08	Ge	3.70	.46	GE	2.74	1.04	GE	3.97	.18	GE
2	teachers synergizing with their school counsellor(s)	3.20	1.06	GE	3.69	.47	GE	2.95	.84	GE	2.47	1.14	LE
3	counselor(s) synergizing with students	2.64	1.19	GE	3.57	.84	GE	2.69	1.03	GE	3.77	.57	GE
4	parents synergizing with school counselors	3.04	1.04	GE	3.40	.79	GE	2.54	1.08	GE	2.83	1.05	GE
5	counsellor(s) synergizing with non-teaching staff	2.91	1.08	GE	3.34	.88	GE	2.74	.97	GE	2.53	1.07	GE
6	form masters synergizing with the school counsellor(s)	3.69	.47	GE	2.45	1.16	LE	2.79	1.03	GE	3.10	1.16	GE
7	counsellor(s) synergizing with community security	3.00	1.08	GE	3.65	.73	GE	2.52	1.08	GE	2.77	.97	GE
8	counsellor(s) synergizing with guidance committee	2.75	1.15	GE	3.67	.71	GE	2.42	1.08	LE	3.70	.92	GE
9	counsellor(s) synergizing with the community leaders	2.80	1.14	GE	3.91	.32	GE	2.76	1.06	GE	3.50	.68	GE
10	counsellor(s) synergizing with school prefects	3.14	1.08	GE	3.73	.55	GE	3.10	.92	GE	2.70	.84	GE
11	counsellor(s) synergizing with the school management board	3.20	1.06	GE	3.66	.69	GE	3.05	.94	GE	3.47	.51	GE
Grand Mean		3.05	1.04		3.52	.69		2.75	1.00		3.16	.83	GE

From Table 1 above, the results of data analysis for research question 1 indicated that the male and female counsellors as well as urban and rural counsellors agreed to all the items to a great extent which had mean responses that were higher than the cut-off point of 2.50 except item 6 under female counsellors, item 8 under urban counsellors and item 2 under rural counsellors which the respondents responded to a little extent and had

mean less than 2.50. The variations in the standard deviation of the respondents were insignificant and show unanimity in the responses of the respondents. The value of the grand mean was as high as 3.05 for the male counsellors, 3.52 for female counsellors, 2.75 for urban counsellors and 3.16 for rural counsellors. This implied that the respondents agreed that collaborative counselling strategy to a great extent resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Research Question 2: To what extent does Token Economy Counselling Strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State?

Table 2: Mean Responses and Standard Deviations of the Respondents on the Extent to which Token Economy Counselling Strategy Resolve Motivation-Related Constraints for Effective Counselling in Secondary Schools in Enugu State.

N=105

S/ N	Token counselling resolves motivation- related constraints for effective counselling in secondary schools through;	economy strategy motivates	Male = 26			Female = 79			Urban = 34			Rural =71		
			\bar{x}	SD	Dec	\bar{x}	SD	Dec	\bar{x}	SD	Dec	\bar{x}	SD	Dec
12	adequate remuneration to motivate school counsellor(s).		3.20	.93	GE	3.70	.46	GE	2.74	1.04	GE	3.14	1.08	GE
13	rewards to motivate school counsellor(s).		3.03	.67	GE	3.69	.47	GE	2.95	.84	GE	3.20	1.06	GE
14	praise to motivate school counsellor(s).		3.17	1.02	GE	3.57	.84	GE	2.69	1.03	GE	2.64	1.19	GE
15	affectionate patting on the back to motivate well behaved students.		3.07	.87	GE	3.40	.79	GE	2.54	1.08	GE	3.04	1.04	GE
16	smiles to motivate school students.		2.63	.85	GE	3.34	.88	GE	2.74	.97	GE	2.91	1.08	GE
17	handshakes to motivate school counsellor(s).		3.40	.97	GE	2.45	1.16	LE	2.79	1.03	GE	3.69	.47	GE
18	applause to motivate students.		2.87	.97	GE	3.65	.73	GE	2.52	1.08	GE	3.00	1.08	GE
19	handshakes to motivate students.		2.93	1.14	GE	3.67	.71	GE	2.42	1.07	LE	2.75	1.15	GE
20	scholarships to motivate students.		2.87	.97	GE	3.91	.32	GE	2.76	1.06	GE	2.80	1.14	GE
21	grants to motivate students.		3.47	.51	GE	3.73	.55	GE	3.10	.92	GE	3.14	1.08	GE

	school counsellor(s).												
22	gifts to motivate school counsellor(s).	2.77	.97	GE	3.65	.73	GE	3.20	1.09	GE	2.58	1.12	GE
23	incentives to motivate school counsellor(s)	3.73	.52	GE	3.67	.71	GE	2.87	.97	GE	2.99	.87	GE
24	award presentation to motivate students.	3.73	.52	GE	3.91	.32	GE	2.97	.99	GE	3.05	.81	GE
25	using study leave to motivate counsellor(s).	3.30	.54	GE	3.73	.55	GE	3.30	1.12	GE	2.62	1.03	GE
26	using in-service training to motivate school counsellor(s).	3.27	.52	GE	3.30	.54	GE	3.00	.91	GE	2.86	1.00	GE
Grand Mean		3.16	.90		3.55	.71		2.73	1.01		3.05	1.04	GE

From Table 2 above, the results of data analysis for research question 2 indicated that the male and female counsellor, urban and rural counsellor agreed that all the items are of a great extent which had mean responses that were higher than the cut-off point of 2.50 except for items 17 and 19 under female and urban counsellors respectively. The variations in the standard deviation of the respondents were insignificant and show unanimity in the responses of the respondents. The value of the grand mean was also high at 3.16 for the male counsellor, 3.55 for female, 2.73 for urban and 3.05 for rural counsellor. This implied that the respondents agreed that Token Economy Counselling Strategy to a great extent resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Hypotheses

Hypothesis 1: There is no significant difference in the mean scores of male and female guidance counsellors on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State

Table 3: t-test on the Mean Ratings of Male and Female Guidance Counsellors on the Extent to which Collaborative Counselling Strategy Resolve Motivation-Related Constraints for Effective Counselling in Secondary Schools in Enugu State.

GENDER	N	Mean	Std. Deviation	t	df	Sig.	Dec.
MALE	26	3.05	1.04	0.260	103	.293	Reject HO ₁
FEMALE	79	3.52	.69				

Table 3 shows that the t value for the difference in mean rating of male and female guidance counsellors on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State is 0.260, at 103 degree of freedom and significant at .293 level of significance, which is higher than .05 set for the study. The null hypothesis is, therefore, rejected. This means

that there is significant difference in the mean ratings of male and female guidance counsellors on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Hypothesis 2: There is no significant difference in the mean scores of male and female guidance counsellors on the extent to which token economy counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State.

Table 4: t-test on the Mean Ratings of Male and Female Guidance Counsellors on the Extent to which Token Economy Counselling Strategy Resolve Motivation-Related Constraints for Effective Counselling in Secondary Schools in Enugu State.

GENDER	N	Mean	Std. Deviation	t	Df	Sig.	Dec.
MALE							Reject
	26	3.16	.90	-.220	103	.440	HO ₂
FEMALE	79	3.55	.71				

Table 4 shows that the t value for the difference in the mean ratings of male and female guidance counsellors on the extent to which token economy counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State is -.220, at 103 degree of freedom and significant at (.440) level of significance, which is more than (.05) set for the study. The null hypothesis is, therefore, rejected. This means that there is significant difference in the mean ratings of male and female guidance counsellors on the extent to which token economy counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State.

Hypothesis 3: There is no significant difference in the mean scores of guidance counsellors in the urban and rural secondary schools on the extent to which collaborative counselling strategy resolve motivation-related constraints for effective effective counselling in Enugu State.

Table 5: t-test on the Mean Ratings of Guidance Counsellors in the Urban and Rural Secondary Schools on the Extent to which Collaborative Counselling Strategy Resolve Motivation-Related Constraints for Effective Counselling in Enugu State.

LOCATION	N	Mean	Std. Deviation	t	df	Sig.	Dec.
URBAN							Reject
	34	2.75	1.00	-0.55	103	.928	HO ₅
RURAL	71	3.16	.83				

Table 5 shows that the t value for the difference in the mean ratings of guidance counsellors in the urban and rural secondary schools on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in Enugu State is -0.55, at 103 degree of freedom significant at .928 level of significance, which is higher than .05 set for the study. The null hypothesis is therefore rejected. This means

that there is significant difference in the mean ratings of guidance counsellors in the urban and rural secondary schools on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in Enugu State.

Hypothesis 4: There is no significant difference in the mean scores of guidance counsellors in the urban and rural secondary schools on the extent to which token economy counselling strategy resolve motivation-related constraints for effective counselling in Enugu State.

Table 6: t-test on the Mean Ratings of Guidance Counsellors in the Urban and Rural Secondary Schools on the Extent to which Token Economy Counselling Strategy Resolve Motivation-Related Constraints for Effective Counselling in Enugu State.

LOCATION	N	Mean	Std. Deviation	t	df	Sig.	Dec.
URBAN	34	2.73	1.01	.880	103	.140	Reject HO ₆
RURAL	71	3.05	1.04				

Table 6 shows that the t value for the difference in the mean ratings of guidance counsellors in the urban and rural secondary schools on the extent to which token economy counselling strategy resolves motivation-related constraints for effective counselling in Enugu State is .880, at 103 degree of freedom and significant at .140 level of significance, which is higher than .05 set for the study. The null hypothesis is, therefore, rejected. This means that there is significant difference in the mean ratings of guidance counsellors in the urban and rural secondary schools on the extent to which token economy counselling strategy resolves motivation-related constraints for effective counselling in Enugu State.

Discussion

Research question 1 attempted to elicit the perception of the respondents on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. It was found that collaborative counselling strategy to a great extent resolves motivation-related constraints

for effective counselling in secondary schools in Enugu State. This finding is in consonance with Faniyi (2021), which noted that collaborative counselling is appropriate for use in a team environment and very ideal for good performance: He however, noted that its underuse can result to lack of commitment by other team members, disempowerment, and loss of morale. Similarly, Sule (2016), asserted that collaboration is the way to achieve the best outcome on important issues as well as build good relationships. It is therefore, interesting to note that collaborative counselling strategy is indispensable for effective counselling in secondary schools in Enugu State.

The comparison of the male and female counsellors on Table 3 showed that there is significant difference in the mean ratings of male and female guidance counsellors on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. However, this finding disagrees with Udoka (2016), who found no significant difference in male and female guidance

counsellors' utilization of collaborative counselling strategy. The findings, however, agrees with Onah (2018), who posited that collaborative counselling strategy is not frequently utilized among secondary school guidance counsellors. Onah added that most guidance counsellors do not see the need to associate with other staff or individuals in secondary schools, thus making the counselling activities and programme a private affair.

Similarly, on the influence of location of schools, it was found in this study that there is significant difference in the mean ratings of guidance counsellors serving in the urban and rural secondary schools on the extent to which collaborative counselling strategy resolves motivation-related constraints for effective counselling in Enugu State. This finding agrees with Aleke (2016), who revealed that collaborative counselling strategy is effective in boosting counselling activities in both urban and rural secondary schools despite its poor usage in the rural secondary schools in Enugu State. The finding also agree with, Asogwa (2021), who stated that most teachers and school principals find it hard to associate with the school guidance counsellor, as they see the school guidance counsellor as rival in the school. However, if collaborative counselling strategy is employed in secondary schools, every significant individual within and outside the school environment will be involved, thereby, motivating the counsellor towards effective counselling in secondary schools.

Research question 2 sought to find out the extent to which token economy counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. It was found that token economy counselling strategy to a great extent resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. This finding is in line with

Nweke (2017), who posited that token economy is an effective strategy that reinforces appropriate behaviour with the goal of accessing reinforcement in the natural environment. The findings also agree with Udoka (2016), who noted that it is important to provide immediate reinforcement through token economy, when an individual or counsellor demonstrates target behaviour. Tokens can be paired with verbal praise to increase the reinforcing effect to maintain behaviours after the removal of a token. Token economy counselling strategy uses positive reinforcement to increase the future frequency of a desirable behaviour.

The comparison of the male and female counsellors showed that there is significant difference in the mean ratings of male and female guidance counsellors on the extent to which token economy counselling strategy resolves motivation-related constraints for effective counselling in secondary schools in Enugu State. This finding is in line with Nweke (2017), who revealed that token economy produces more effect on females than males. The findings, however, disagrees with Anup (2016), who showed that male and female guidance counsellors do not utilize the token economy counselling strategy to strengthen desirable behaviour among secondary school students. It should be noted that if little achievements of school counsellors or students are rewarded using tokens at different points in time, it will motivate guidance counsellors to effectively carryout their counselling duties which will in turn influence students' reliance on counselling for resolutions of their educational, vocational and personal-social challenges.

Similarly, on the influence of location of counsellors, it was found in this study that there is significant difference in the mean ratings of guidance counsellors serving in the urban and rural secondary schools on the extent to which token economy

counselling strategy resolves motivation-related constraints for effective counselling in Enugu State. This finding is in line with Onah (2018), who found that token economy counselling strategy are not equally utilized by both rural and urban guidance counsellors to improve the activities of counselling in secondary schools. The finding equally buttressed the findings of Ede (2018), who posited that effective counselling in institutions is influenced by school location which could make the procurement of counselling facilities as well as implementation of counselling services and programmes in the institutions difficult or easy, as the case may be.

Conclusion

From the discussion of the findings, it was concluded that collaborative counselling strategy and token economy counselling strategy to a great extent resolve motivation-related constraints for effective counselling in secondary schools in Enugu State. Comparison of the male and female counsellors indicated that there is significant difference in the mean ratings of male and female guidance counsellors on the extent to which collaborative counselling strategy, and token economy counselling strategy resolve motivation-related constraints for effective counselling in secondary schools in Enugu State. Similarly, on the influence of location of counsellors, it was found that there was significant difference in the mean ratings of guidance counsellors serving in the urban and rural secondary schools on the extent to which collaborative counselling strategy and token economy counselling strategy resolve motivation-related constraints for effective counselling in Enugu State.

Educational Implications of the Findings

The findings of this study hold implication for secondary school authorities, teachers, students and counsellors.

The study holds implication for the school authorities as the result of this study will find better means of resolving motivation-related constraints in secondary schools in Enugu State. The findings of this study will serve as a guide to the school authorities on the best strategy to be adopted in the school environment at each given situation as regards to effective counselling in the secondary school.

The findings of this study hold an implication for the counsellors and teachers who are saddled with the responsibility of assisting students in their educational, vocational and personal social lives, of which effective counselling is significant to the secondary school. The Educational implication of this study, therefore, provides secondary school counsellors with better strategies with which they can apply in their counselling practices. These practices by extension will help students in their academic pursuit. The adoptions of these practices are basically the gap that this study filled.

Recommendations

Based on the findings of the study the following recommendations were made.

- Collaborative counselling strategy, should be strengthened in secondary schools for effective counselling in secondary schools in Enugu State.
- Token economy counselling strategy, should be strengthened in secondary schools for effective counselling in secondary schools in Enugu State.
- Government / school authorities should ensure the provision of counselling facilities so as to boost activities of counselling in secondary schools in Enugu State.

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