

Counseling Psychology In Education And Entrepreneurship In Academic Achievement Of Students In Tertiary Institutions

Ogunbiyi Rebecca Adetutu
Researcher, Institute of Arts Management & Professional Studies,
Lagos, Nigeria
profrwauba@legacyuniversity.edu.ng
And
Atapia O. Atapia
Department of Religious Education,
Tennessee Christian University, Tennessee, USA
remssat@gmail.com

ABSTRACT

The study on counseling psychology in education and entrepreneurship aimed at evaluating the roles of counseling psychology in education and entrepreneurship, to examine whether counseling psychology is applicable to education and entrepreneurship, to investigate on the factors affecting counseling psychology in education and entrepreneurship and to determine the effect of counseling psychology on education and entrepreneurship. The study made use of primary data which are gotten from the distribution of the research questionnaires; the sample size for the study is 200. The study made use of the Pearson correlation method for the analysis. The study therefore concluded that there is a statistically significantly (0.00) strong relationship (0.849) between the responses of the respondents that said that there is significant relationship between counseling psychology, education and entrepreneurship and those that said that the Nigeria education system will improve with the inception of counseling psychology in tertiary institutions. The study also made useful recommendation to assist the federal government in decision making.

INTRODUCTION

Counseling psychology is an interactive process, co-joining the counsellor who is trained and educated to give assistance to the counsellee. The goal of this Counseling psychology intervention is to help the one being guided and counselled to learn to deal more effectively with him/herself on the reality of his/her environment (Makinde 1987). Counseling psychology is a programme that assists in understanding the biological, sociological, philosophical and psychological needs of students in particular being in their adolescent, stage congregating in our secondary schools.

The quality of education is reflected through academic achievement resulting from the student's performance at various levels, which is a function of behavior in their study habits and attitude. Thus, to enhance the quality of education, it's necessary to improve the students study habits and attitudes. This can be done by identifying those factors that affect study behavior negatively, hence remedial measures and strategies applied for the development of good study habits and attitudes. This calls for schools to organize for effective Counseling psychology services. Behavior modification could be attained by resolving the physical, emotional, social and academic difficulties of the students by helping the students understand their learning strengths and weakness as a factor that will improve their study habits.

In this case the greatest challenge of an educator is to maintain order in the classroom so as to achieve academic objectives, thus creating an optimal work environment (Shechtman& Lie chtentritt, 2004). What is required in school today, is not only discipline that ensures safety of educators, learners and creation of an environment conducive to teaching and learning, but also improving academic performance. In the school context, career choice in Kenyan Secondary Schools has been a challenge

particularly in the selection of subjects based on their future careers. The task has been entrusted with the Director of Studies who actually performs the Counseling psychology roles as advisors to both students and parents.

Education guidance is important in assisting the learners to make informed decisions about their educational path on issues of choices that need to be made between subjects, curriculum and institutions of learning. It also provides them with information on subject combinations or options. Discipline in institutions of learning plays a very important role towards the academic achievement of the students. The style of discipline management strategy focuses not only on stopping an inward behavior but also modifying it without using punishments by following roles or rewards of any sort. Classroom Management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior of students as implied by Barbetta, Patricia, Norona, Kathleen Leong, Bicard and David (2005), as a prevention of disruptive behavior. Learner Behavior Management is a broader concept of Classroom Management that involves management of learner's behavior within classroom and outside classroom.

OBJECTIVES OF THE PAPER

The main aim of the paper is to examine counseling psychology and the academic achievement of students in tertiary institutions in Nigeria. The objectives of the paper are:

1. to examine critically the robust health of counseling psychology
2. to investigate the factors affecting the evolution of counseling psychology

COUNSELING PSYCHOLOGY

Counseling psychology is a psychological specialty that facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research, and practice, and with sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders. Populations served by Counseling Psychologists include persons of all ages and cultural backgrounds.

Counselling psychology is officially defined in New Zealand in the following terms: “Counselling Psychologist” - Counselling Psychologists apply psychological knowledge and theory derived from research to the area of client empowerment and enhancement, to assist children, young persons, adults and their families with personal, social, educational, and vocational functioning by using psychological assessments and interventions, and preventative approaches that acknowledge ecological, developmental and phenomenological dimensions (New Zealand Psychologists Board, 2013).

This definition is essentially the same as the definition of the discipline that was originally written for the Institute of Counselling Psychology (Cooper, Frewin, Gardiner, O’Connell, & Stanley, 2002); and it is identical to the definition that was subsequently put out for consultation (Stanley, Gibson, & Manthei, 2005), and that was ultimately contained in the application that was submitted to the Defining Counselling Psychology: What do all the Words Mean? New Zealand Psychologists Board for a vocational scope of practice for counselling psychology (Stanley, 2005). On the website

of the Psychologists Board there are also definitions for clinical psychology and for educational psychology, and probably in the future there will be definitions for other psychological specialties. Each of the existing definitions has a common structure and common components. All three specialties “apply psychological knowledge and theory derived from research”, “to assist children, young persons, adults and their families”, through assessment and interventions. The definition for counselling psychology is different from the other two definitions in its explicit acknowledgement of phenomenology, its emphasis on empowerment and enhancement, its reference to a breadth of typical functioning (and specifically, vocational concerns), and in the recognition that problems of living can and should be prevented. The definition is also special because of what it does not contain. For instance, there is no mention of mental health or diagnosis as is found in the clinical psychology scope. What the words say in the definition of counselling psychology is that the practitioners of this discipline give a special priority to understanding the client’s world, and to assisting the client to attain for him or herself increased functioning and opportunities. This fundamental person-centered commitment has some conditions, however, as counselling psychologists acknowledge the impact of developmental state and of environmental influences on human behavior and autonomy. The consequence of this acknowledgement is the preventative emphasis of the discipline, as there is an understanding that circumstances that have adverse effects can be changed. Counselling psychology is a specialty area of psychology and the methods that are used to facilitate client change will typically be supported by research. What follows is an analysis of the implications, and the challenges, of the dimensions and commitments of the officially accepted definition of counselling psychology. As a corollary, it is also argued that counselling psychology’s composite view of the client and of the helping process is more widely applicable to the delivery of human services in this country.

THE HEALTH OF COUNSELING PSYCHOLOGY

To discuss counseling psychology's future assumes its continued viability. Fortunately, the indicators for this are quite strong. One is the number of accredited counseling psychology training programs. During the first half of counseling psychology's history, the number of training programs was relatively stable so that by 1978, there still were only 21 American Psychological Association (APA)-accredited programs (APA, 1978). Given that stability, Fretz (1980) implied then that it would be optimistic to project as many as 50 accredited counseling psychology programs by the year 2000. However, the number of counseling psychology programs then grew rapidly during the 1980s and early 1990s so that by 1998, there were more than three times as many accredited programs (i.e., 69) (APA, 1998) as there had been 20 years earlier. Demand for entry to those programs remains strong, for the typical counseling psychology program admits only 8% of those who apply for admission (Norcross, Sayette, Mayne, Karg, & Turkson, 1998). One of the most important indicators of counseling psychology's viability is the APA's Council of Representatives approval in 1998 of counseling psychology's petition for continuing recognition as a specialty. This complements the specialty recognition already given by APA's Committee on Accreditation (CoA); not only have counseling psychology programs been accredited since 1952 but also the CoA is structured so that two of its members are from the Council of Counseling Psychology Training Programs (CCPTP). Still another indicator is the increasing numbers of counseling psychologists who are visible in the governance of APA and other psychology related organizations such as the Association of Psychology Postdoctoral and Internship Centers.

The robustness of counseling psychology's two primary journals is yet another indicator of the specialty's viability. Articles published in *The Counseling Psychologist* have a strong citation rate (Flores, Rooney, Heppner, Browne, & Wei, 1999). The *Journal of*

Counseling Psychology is one of the three APA journals with the greatest number of subscriptions (see [http:// www.apa.org/journals/1998_summary.html](http://www.apa.org/journals/1998_summary.html)). The quality of these and other of counseling psychology’s “vital signs” probably has some relationship to the breadth of the specialty’s scope of practice. This scope has expanded over time, as is suggested by Morrill, Oetting, and Hurst’s (1974) report that in 1957, the Journal of Counseling Psychology rejected a group counseling manuscript because the editor deemed the topic inappropriate. Yet, two decades later, circumstances had changed so substantially that Ivey (1979) was able to claim that the scope of counseling psychology practice was the broadest of the psychology specialties. This breadth is evident in the most current official statement of counseling psychology’s identity (APA, 1999). As counseling psychology’s scope of practice has expanded, so has its degree of overlap with clinical psychology, and vice versa (cf., Fitzgerald & Osipow, 1986; Watkins, Lopez, Campbell, & Himmell, 1986). Graduates of clinical and counseling programs now compete for the same positions (cf., Gaddy, Charlot-Swilley, Nelson, & Reich, 1995). Nevertheless, counseling psychologists still retain core distinctiveness. For example, Super’s (1955) injunction to address “hygiology” rather than pathology has been reflected in a long-standing emphasis on developmentally focused interventions and conceptions.

This distinctiveness is reflected in counseling psychologists’ research and training emphases. For example, Norcross et al. (1998) found that counseling psychology programs were more likely than clinical programs to report that faculty were engaged in research on diversity-related issues and career counseling (respectively, 69% and 62% of counseling psychology programs versus 32% and 1% of clinical psychology program). Counseling psychologists also have been the dominant theorists and researchers in the areas of counselor training and supervision. The model counseling

psychology training program, developed as a joint project of Division 17 and CCPTP (Murdock, Alcorn, Heesacker, & Stoltenberg, 1998), reflects these and other unique characteristics of counseling psychology as a specialty. In short, counseling psychology remains a robust specialty. Its viability has been maintained by evolving in adaptation to an ever-changing environment while still retaining core elements of its distinctive identity. This environment has included many factors internal and external to the specialty. To acknowledge those factors and the role they have had in shaping our specialty is an important step in considering the likely future directions of the specialty.

FACTORS AFFECTING THE EVOLUTION OF COUNSELING PSYCHOLOGY

Many events and issues have affected counseling psychology's evolution during the past half century (see, e.g., Heppner, Casas, Carter, & Stone, 2000). We found it useful to cluster these into six categories: (a) market forces, (b) dialogues between practitioners and faculty, (c) expectations and directives by the profession, (d) social and political forces; (e) technological innovations, and (f) the cultural context of counseling psychology. Because these same forces are likely to continue to affect counseling psychology training, we review them here.

Market Forces

Job opportunities and demands have played a major role in shaping counseling psychology. Several practice settings employed most counseling psychologists in the early years of the specialty (i.e., university counseling centers, the Veterans Administration (VA), and university academic departments). But during the 1960s, two particular market changes significantly altered employment patterns of counseling psychologists. One occurred with the passage of the Community Mental Health Centers

Act of 1963, which provided for substantial increases in opportunities for psychologists. The other occurred when insurance companies began to provide third party reimbursement for psychotherapy that psychologists provided. Graduate training subsequently changed to address these new practice contexts. A number of other marketplace changes have helped to shape counseling psychology training but probably none more so than managed care. Although managed care's effects on training are yet to be fully known, it already is clear that these effects will be profound. Some are direct changes as programs adjust training emphases to prepare students with new skills (see, e.g., Spruill, Kohout, & Gehlmann, 1998). But managed care also is creating many ripple effects that are affecting training. Some of those are addressed in this collection of articles. For example, managed care market changes are exerting economic pressures that are helping to drive the push to obtain prescriptive authority; although the discussion of empirically supported treatments (ESTs) is driven by science-minded psychologists, the managed care industry encourages ESTs for its own economic reasons (Fox, 2000). Furthermore, hiring and reimbursement practices have exacerbated long-standing tensions between master's- and doctoral-level practitioners.

Social and Political Forces

All professions are shaped by historical events that transform their philosophy, personality, and practice. Certainly this has been true in counseling psychology. For example, each of the two world wars affected professional psychology in important ways. World War I provided the impetus for developing the first group personality and intelligence tests. World War II and its aftermath had even greater effects. For example: (a) person-power shortages caused by the war facilitated a movement of psychologists into the provision of counseling or psychotherapy, which previously was the province of psychiatrists; (b) many university counseling centers were developed in response to the

many returning military personnel after World War II (Laughlin & Worley, 1991); and (c) the development of the VA's funded training program immediately after the war shaped the development of psychologists and psychology training in important, although sometimes unintended, ways (see, e.g., Albee, 1970). The availability of federal funding for student support has affected counseling psychology training in important ways. For example, the alarm caused by the Union of Soviet Socialist Republics' launching of Sputnik was responsible for the 1958 National Defense Education Act, which supported training of many counselors and counseling psychologists (Wrenn, 1977). It is quite likely that the next renewal of the Medical Professions Education Act will include psychologists for the first time. Also, the 1998 amendments to the Higher Education Act provide for federal loan forgiveness for students who take jobs working with special education students. Psychology narrowly missed loan forgiveness for graduates who take employment in underserved areas; that is likely to occur in future versions of the bill. The availability and manner of funding of professional services also has affected counseling psychology practice and training. We already have acknowledged the effects of the Community Mental Health Centers Act of 1963. A more recent example is the Health Care Financing Administration (HCFA, which determines who is reimbursed and at what rates for Medicare) rulings that have (a) included counseling psychologists as approved providers (ruling that they are clinical psychologists, which is the term that appears in federal legislation) but also (b) substantially limited what is reimbursed for testing services.

Technological Innovations

Technological developments have changed counseling psychology training in many ways over the years. For example, audio and video recording each affected professional training; microcomputers have become ubiquitous professional tools within the past 20

years, with a myriad of training related applications; fax and answering machines within the past 15 years; currently, the Internet is affecting professional training in significant ways, including the uses of electronic mail and the possibilities of the World Wide Web (e.g., the offering of web-supported and web-based courses). To review the numerous ways technology has affected training would require a journal issue devoted to the topic. The important point is that technology is ever evolving, and there always will be some new aspect of it affecting practice and training.

Research Methodology

The design employed in the study was a descriptive survey. According to Gall, Gall and Borg (2007), a survey research is a method of data collection in which questionnaires or interview is utilized in collecting data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized. The study was carried out in Lagos State. A total of 520 questionnaires were distributed. Although only 400 were returned and completed. This will serve as the Population of the study. A sample size of 200 respondents was calculated from taro Yamane formular. The hypothesis was tested using Pearson correlation method.

Data Presentation, Data Analysis And Interpretation

This section is devoted to the presentation, analysis and interpretation of the data gathered in the course of this study. The data are based on the number of copies of the questionnaire completed and returned by the respondents. The data are presented in tables and the analysis is done using the chi-square test and Pearson correlation

1 Bio-Data Of The Respondents

Table 1

gender of the respondents

Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male's	144 72.0	72.0
Valid	Female's	56 28.0	100.0
Total	200	100.0	100.0

Field survey, July 2019

Table 1 above shows the gender of the respondents

144 of the respondents which represent 72% of the population are male.

56 of the respondents which represent 28% of the population are female.

Note: based on the data above, we found out that the male participated more than the female in the exercise.

Table 2

ages of the respondents

Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-20 years	59 29.5	29.5
Valid	21-30 years	77 38.5	68.0
Valid	31-40 years	43 21.5	89.5
Valid	41-50 years	14 7.0	96.5
Valid	above 50 years	7 3.5	100.0
Total	200	100.0	100.0

Field survey, July 2019

Table 2 above shows the age distribution of the respondents

59 of the respondents which represent 29.5% of the population are between 15 to 20 years of age.

77 of the respondents which represent 38.5% of the population are between 21 to 30 years of age.

43 of the respondents which represent 21.5% of the population are between 31 to 40 years of age.

14 of the respondents which represent 7% of the population are between 41 to 50 years of age.

7 of the respondents which represent 3.5% of the population are above 50 years of age.

Table 3

marital status of the respondents

Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	71	35.5	35.5
Valid married	114	57.0	92.5
Valid divorced	7	3.5	96.0
Valid widowed	8	4.0	100.0
Total	200	100.0	100.0

Field survey, July 2019

Table 3 shows the marital status of the respondents

71 of the respondents which represent 35.5% of the population are single.

114 of the respondents which represent 57.0% of the population are married.

7 of the respondents which represent 3.5% of the population are divorced.

8 of the respondents which represent 4% of the population are widow.

Table 4

educational qualification of the respondents

Frequency	Percent	Valid Percent	Cumulative Percent
Valid OND	42	21.0	21.0

Valid	HND/BSC	136	68.0	68.0	89.0
Valid	PGD/MSC	15	7.5	7.5	96.5
Valid	PHD	5	2.5	2.5	99.0
Valid	OTHERS	2	1.0	1.0	100.0
Total	200	100.0	100.0		

Field survey, July 2019

Table 3 above shows the educational qualification of the respondents

42 of the respondents which represent 21% of the population have OND

136 of the respondents which represent 68% of the population have either HND or BSC

15 of the respondents which represent 7.5% of the population have either PGD or MSC

5 of the respondents which represent 2.5% of the population have PHD

2 of the respondents which represent 1.0% of the population have other academic qualifications.

Table 5

years of experience of the respondents

Frequency	Percent	Valid Percent	Cumulative Percent		
Valid	0-2 years	80	40.0	40.0	40.0
Valid	3-5 years	108	54.0	54.0	94.0
Valid	6-11 years	9	4.5	4.5	98.5
Valid	above 11 years	3	1.5	1.5	100.0
Total	200	100.0	100.0		

Field survey, July 2019

Table 5 above shows the years of experience of the respondents

80 of the respondents which represent 40% of the population have 0 to 2 years of experience

108 of the respondents which represent 54% of the population have 3 to 5 years of experience

9 of the respondents which represent 4.5% of the population have 6 to 11 years of experience

3 of the respondents which represent 1.5% of the population have above 11 years of experience.

2 Table Based On Research Question

Section B: Counseling Psychology In Education And Entrepreneurship

Table 6

There is significant relationship between counseling psychology, education and entrepreneurship

Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	68	34.0	34.0
Agreed	114	57.0	91.0
Undecided	7	3.5	94.5
Disagree	6	3.0	97.5
Strongly disagree	5	2.5	100.0
Total	200	100.0	100.0

Field survey, July 2019

Table 6 above shows the responses of the respondents that there is significant relationship between counseling psychology, education and entrepreneurship

68 of the respondents which represent 34% of the population strongly agree that there is significant relationship between counseling psychology, education and entrepreneurship

114 of the respondents which represent 57% of the population agree that there is significant relationship between counseling psychology, education and entrepreneurship

7 of the respondents which represent 3.5% of the population were undecided

6 of the respondents which represent 3.0% of the population disagree that there is significant relationship between counseling psychology, education and entrepreneurship

5 of the respondents which represent 2.5% of the population strongly disagree that there is significant relationship between counseling psychology, education and entrepreneurship

NOTE: from table 6 above, about 182 of the respondents out of 200 agreed that there is significant relationship between counseling psychology, education and entrepreneurship. We can now deduce that there is significant relationship between counseling psychology, education and entrepreneurship.

Table 7

Counseling psychology is applicable to education and entrepreneurship

Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	85	42.5	42.5
Agreed	89	44.5	87.0
Undecided	23	11.5	98.5
Disagree	2	1.0	99.5
Strongly disagree	1	.5	100.0
Total	200	100.0	100.0

Field survey, July 2019

Table 7 above shows the responses of the respondents that counseling psychology is applicable to education and entrepreneurship

85 of the respondents which represent 42.5% of the population strongly agree that counseling psychology is applicable to education and entrepreneurship

89 of the respondents which represent 44.5% of the population agree that counseling psychology is applicable to education and entrepreneurship

23 of the respondents which represent 11.5% of the population were undecided

2 of the respondents which represent 1% of the population disagree that counseling psychology is applicable to education and entrepreneurship

1 of the respondents which represent 0.5% of the population strongly disagree that counseling psychology is applicable to education and entrepreneurship

NOTE: From table 7 above, 174 of the respondents agreed that counseling psychology is applicable to education and entrepreneurship. A number that is about 171 times more than the responses that said did not agree.

Table 8

Most people are not aware of the benefits of counseling psychology

Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	38	19.0	19.0
Agree	147	73.5	92.5
Undecided	5	2.5	95.0
Disagree	6	3.0	98.0
Strongly disagree	4	2.0	100.0
Total	200	100.0	100.0

Field survey, July 2019

Table 8 above; shows the responses of the respondents that most people are not aware of the benefits of counseling psychology

38 of the respondents which represent 19% of the population strongly agree that most people are not aware of the benefits of counseling psychology

147 of the respondents which represent 73.5% of the population agree that most people are not aware of the benefits of counseling psychology

5 of the respondents which represent 2.5% of the population were undecided

6 of the respondents which represent 3% of the population disagree that most people are not aware of the benefits of counseling psychology

4 of the respondents which represent 2% of the population strongly disagree that most people are not aware of the benefits of counseling psychology

NOTE: From table 8 above a greater number of the respondents agreed that most people are not aware of the benefits of counseling psychology; from the data above we can now deduce that most people are not aware of the benefits of counseling psychology.

Conclusion Based On Decision Rule

From table 14 above, since the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and reject the null hypothesis (H0) and conclude that there is significant relationship between counseling psychology, education and entrepreneurship.

NOTE: There is a statistically significantly (0.00) strong relationship (0.849) between the responses of the respondents that said that There is significant relationship between counseling psychology, education and entrepreneurship and those that said that the introduction of counseling psychology in higher institutions will boost entrepreneurship spirit among graduates

11.0 Conclusion

In conclusion there is significant relationship between counseling psychology, education and entrepreneurship. The result of the data analysis shows that there is a statistically significantly (0.00) strong relationship (0.849) between the responses of the respondents that said that There is significant relationship between counseling psychology, education and entrepreneurship and those that said that the introduction of counseling psychology in higher institutions will boost entrepreneurship spirit among graduates

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