

## **Counselling Approaches for Skills Acquisition among Adolescents in 21st Century**

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### **Abstract**

The purpose of this study was to investigate the most effective counselling approaches for developing skills among adolescents in Nigeria. A mixed-methods of qualitative and quantitative research design was utilised for this study, with data collected through surveys and interviews with adolescents and counsellors. The sample for the study comprises of 40 respondents, of whom 30 are adolescents and 10 are counsellors across the nation. Results showed that integrative counselling, which combines elements from various approaches, was most effective in promoting skill acquisition among adolescents. Additionally, a collaborative approach where the counsellor and adolescent work together to set goals and develop strategies was found to be crucial to the success of counselling for skill development. These findings have implications for counselling practices and interventions aimed at promoting skill development among adolescents. This study provides valuable insights for counsellors, educators, and policymakers to better understand and support the unique needs of adolescents in their skill acquisition journey.

**Keywords:** Adolescent Development, Skill Acquisition, Counselling Approaches, Intervention

### **Introduction**

Adolescence is a pivotal developmental stage characterised by rapid physical, cognitive, and psychosocial changes (Yurgelun-Todd, 2017). During this period, adolescents grapple with identity formation, peer relationships, and academic pressures, necessitating the development of essential life skills to navigate these challenges successfully. As a crucial period of development, adolescence builds the foundation of how a person will become. Skill acquisition is crucial for adolescents' overall well-being, academic achievement, and future success (Liu, 2023). Adolescence is a period characterised by rapid growth, exploration, and the development of independence. During this phase, adolescents encounter a myriad of challenges that can hinder their ability to acquire essential life skills (Mutahi et al, 2024). These challenges may include academic pressures, peer pressure, family conflicts, and identity crises.

Adolescence, a transitional period marked by significant physical, psychological, and social changes, is a critical stage in human development. During this period, adolescents grapple with identity formation, peer relationships, academic pressures, and the transition into adulthood. The acquisition of essential life skills is paramount for navigating these challenges successfully and for future well-being (Benson et al, 2016). Counselling, as a professional relationship focused on personal growth and development, has emerged as a vital intervention to support adolescents in their skill acquisition journey (American Counselling Association, 2014). The ability to effectively counsel adolescents for skill development is crucial for addressing the multifaceted challenges they encounter. Skills such as problem-solving, decision-making, communication, and interpersonal relationships are essential for adolescents to thrive in various life domains, including education, career, and personal life (Ramala & Madhumathi, 2023). However, the efficacy of different counselling approaches in promoting skill acquisition among adolescents remains a subject of ongoing exploration.

The acquisition of skills such as problem-solving, decision-making, communication, and interpersonal relationships is crucial for adolescents to navigate these challenges successfully and to build a foundation for future success (Glanz, et al., 2019). Counselling, as a professional relationship focused on enhancing individuals' emotional, cognitive, and behavioural functioning (Syed, 2017), offers a promising avenue for facilitating skill development among this population. The role of counselling in promoting skill acquisition among adolescents has garnered increasing attention in recent years (Rathi et al, 2022). Conducted research to highlight, the effectiveness of counselling interventions in addressing various adolescent concerns, such as academic difficulties, social problems, and emotional regulation (Benson et al, 2016). However, a comprehensive understanding of the specific counselling approaches that optimize skill development remains an area of ongoing inquiry.

### **Effective Counselling Approaches for Skill Development in Adolescents**

According to O'Brien et al, (2023). The adolescence period is a crucial time for personal growth and skill development. Therapists can utilize various approaches to equip adolescents with the tools they need to navigate challenges and thrive (Yadav, 2023). Here are some effective counselling approaches that need to be considered for effective

adolescent personal growth and skills development for self-sustainability (Harvey et al, 2023). Below are as follows

- i. Cognitive-Behavioural Therapy (CBT) theory developed by Aaron Beck 1960
- ii. Solution-Focused Therapy (SFT) theory developed by Shazer and Kim Berg 1970s
- iii. Dialectical Behaviour Therapy (DBT) theory developed by Marsha Linehan 1970s
- iv. Acceptance and Commitment Therapy (ACT) theory developed by Steven C. Hayes 1980s
- v. Motivational Interviewing (MI) theory developed by Rollnick and Miller 1995
- vi. Family Systems Therapy (FST) theory developed by Murray Bowen 1950s
- vii. Art Therapy (AT) theory developed by Adrian Hill 1942
- viii. Peer Group Therapy (PGT) theory developed by Joseph Hersey Pratt 1905

The CBT helps adolescents identify negative thought patterns that contribute to emotional and behavioural difficulties. Through CBT techniques like cognitive restructuring and behavioural activation, adolescents can learn to challenge unhelpful thinking and develop coping skills to manage stress and emotions effectively (Beck, 2011). On the other hand, the SFT focuses on identifying adolescents' strengths and past successes. The therapist works collaboratively with the adolescent to establish achievable goals and develop solutions for overcoming challenges (Walter & Pellerin, 2011). However, the DBT equips adolescents with skills for managing intense emotions, improving interpersonal relationships, tolerating distress, and regulating their behaviour. It is particularly helpful for adolescents struggling with emotional dysregulation or self-harm (Linehan, 2014). The ACT promotes psychological flexibility by helping adolescents accept difficult thoughts and feelings while taking committed action towards their values. ACT techniques like mindfulness and diffusion help adolescents detach from unhelpful thoughts and live a more fulfilling life (Hayes, 2004). In addition, the MI uses a collaborative, client-centred approach to explore an adolescent's ambivalence about change. The therapist helps the adolescent identify their own reasons for change and develop a plan for moving forward (Miller & Rollnick, 2012).

In another related development, the Family therapy can be a powerful tool for addressing adolescent behaviour issues and improving family communication. The therapist works with the entire family system to identify unhealthy patterns and develop more effective communication and problem-solving skills (Goldenberg & Goldenberg, 2008). However, the Art therapy provides a safe space for adolescents to express themselves creatively and explore their emotions in a non-verbal way. This can be particularly helpful for adolescents who struggle with verbal communication (Wolkoff, 2014). Adolescents at the stage of development usually tend to be guided by the Peer group therapy allows adolescents to connect with others facing similar challenges. This can provide a sense of validation, belonging, and support, as well as opportunities to learn new skills from peers (Corey, 2017).

This study explores the counselling approaches employed in fostering skill acquisition among adolescents. The study will look for effective counselling approaches through a critical analysis of the existing literature and empirical evidence on how such approaches work among adolescents. The approaches that will add to the development of evidence-based counselling practices that meet the particular needs of adolescent clients will be useful (Dadds et al, 2021). Skill development encompasses problem-solving, decision-making, communication, inter-relating, and emotional intelligence, among others (Ramala & Madhumathi, 2023). Such skills are necessary in the building of resilience among adolescents to enable them to enter into healthy relationships and achieve goals both at personal and academic levels. Kazdin, (2019) agreed that such skills can be developed through appropriate counselling intervention which can enable adolescents to acquire such skills and use them appropriately in different life domains. While cognitive-behavioural, solution-focused brief, and person-centred therapies have been employed (Dameron, 2016), comparative research on their effectiveness in skill development remains limited. Thus, This systematic review, therefore, aims to identify the promising practices in counselling and factors that influence outcome variability, which in turn will inform the construction of evidence-based interventions enabling the counsellors to make appropriate choices for adolescent clients and contribute to the development of skill-building programs enhancing adolescent well-being and potential.

In the study conducted by Aluede and Ikechukwu, (2021) titled: School Counsellor's Roles in Minimising Adolescents' Attrition from Schools highlight the critical issue of adolescent school dropout rates

in Nigeria, emphasizing the need for effective interventions. It identified key factors contributing to dropout, including financial constraints, personal characteristics, societal pressures, and home environment. Given the complex nature of these factors, the study posits the school counsellor as a pivotal figure in minimizing dropout rates. By offering financial advice, emotional support, and career guidance, counsellors can address various student needs. Furthermore, collaboration with parents, communities, and other professionals is essential for creating a comprehensive support system. The study emphasizes the importance of value orientation, career education, and early intervention programs to foster resilience and academic persistence among adolescents. Chinwe's (2022) study examined the relationship between skill acquisition and entrepreneurship education in Anambra State's public universities. The research focused on how technical innovation, creativity, and opportunity recognition impact graduate skills. Employing a quantitative approach with 218 student respondents, the study found a positive correlation between financial and business skills with entrepreneurial education programs. However, marketing skills showed no significant impact. The research concluded that enhancing skill acquisition through intensified training can boost entrepreneurial ventures and recommended collaborative efforts to improve entrepreneurship education in tertiary institutions.

In the study carried out by Smith et al., (2023) titled *Effectiveness of Different Counselling Approaches for Promoting Resilience in Adolescents*. The study examines how different counselling approaches like CBT and ACT can equip adolescents with skills to navigate challenges and build resilience. It suggests a connection between skill development and increased resilience in adolescents. However, Jones et al. (2022) carried out a study on *Technology-Assisted Cognitive Behavioural Therapy for Anxiety in Adolescents: A Systematic Review and Meta-analysis*. The study focuses on a specific CBT approach delivered through technology. It analyse research on the effectiveness of technology-assisted CBT in reducing anxiety among adolescents. And found that CBT plays an important role in reducing the anxiety among adolescents and that have greatly help them to develop skills and careers in their day-to-day activities.

In another related development Brown et al. (2021) carried out a similar study titled *the Role of Group Therapy in Promoting Social and Emotional Learning (SEL) in Adolescents*. It further explores group therapy as a method for enhancing social and emotional skills in

adolescents. The study highlights the positive impact of group dynamics on developing critical SEL skills. However, Lee et al. (2020) posits in their study titled Culturally Responsive Counselling Approaches for Skill Development with Diverse Adolescent Populations that the importance of cultural considerations in counselling. Have been addressed. They examined culturally responsive approaches that cater to the unique needs and backgrounds of diverse adolescent populations. in addition to the aforementioned Miller et al. (2019) in their study titled the Long-Term Effects of School-Based Social Skills Training Programs for Adolescents: A Meta-Analysis, investigates the long-term effectiveness of social skills training programs implemented in schools. Their findings suggest these programs have lasting positive effects on adolescent social skills development.

### **Problem Statement**

The study highlights the critical need for effective counselling approaches to facilitate skill acquisition among adolescents. Despite the pivotal role of skills in shaping adolescents' future, many young people struggle to develop essential competencies. It is important to note that this study is to identified an urgent need for the identification of appropriate counselling approaches to enhance skill acquisition among adolescents. Insofar as skills are significant in enhancing the future success of adolescents, many youths do have difficulties in developing these necessary competencies. In Nigerian context presents unique challenges and opportunities for adolescent skill development. Factors such as cultural norms, socioeconomic disparities, and limited access to quality counselling services may influence the effectiveness of counselling approaches. Therefore, there is a need to explore the applicability and adaptation of counselling strategies to the specific needs of adolescents in Nigeria, by addressing this research gap, this study seeks to contribute to the development of evidence-based counselling practices for promoting skill acquisition among adolescents in Nigeria. The findings of this study will inform the development of targeted counselling interventions, enhance the training of counsellors, and ultimately improve the overall well-being and future prospects of Nigerian adolescents.

Furthermore, this study will identify the gap in understanding how different counselling approaches can be used to enable the acquisition of necessary skills among adolescents, leading to personal, academic, and vocational success. The study therefore seeks to identify appropriate interventions that could help in the effective development

of skills, facilitating self-efficacy and, essentially, preparing adolescents for the challenges and opportunities that face them during adulthood. While the development of skills is an area of concern, the study will explicitly targeted to those specific approaches in guidance and counselling which work best in facilitating skill acquisition in adolescents within Nigeria. While counselling has been generally recognized as one of the most valuable interventions in adolescent development, the best counselling strategies that enhance the acquisition of skills.

### **Research Objectives**

The main objective of this study is to determine Counselling Approaches for Skills Acquisition among Adolescents and the specific objectives are to:

1. Compare the effectiveness of difference counselling approaches for promoting skill development among adolescents.
2. Examine the role of a collaborative approach in counselling for adolescent skill development.
3. Explore the perceived effectiveness of integrative counselling for adolescent skill development among counsellors in Nigeria.

### **Research Questions**

1. Is there any difference in counselling approach used (e.g., CBT, DBT, and Family Therapy) for promoting skill development among adolescents?
2. Is there any role of collaborative counselling approach, where the counsellor and adolescent work together to set goals and develop strategies, contribute to greater skill development in adolescents compared to a more traditional, directive approach?
3. To what extent do counsellors in Nigeria perceive integrative counselling (combining elements from various approaches) as an effective approach for developing skills among adolescents?

### **Null Hypotheses**

H<sub>01</sub>: There is no significant relationship in counselling approaches for promoting skill development among adolescents in Nigeria.

### **Methodology**

The study adopted a mixed-methods, quantitative and qualitative survey research design. Sampling in quantitative and qualitative

research is a critical component that involves selecting a representative subset of individuals or cases from a larger population and employing sampling techniques based on probability theory (Hossan et al, 2023). Convenience Sampling is a non-probabilistic technique of data collection where subjects are selected from the population based on their accessibility and availability of data (Victor et al, 2024). Its simplicity and speed make it a commonly used method in various research fields. The researcher can quickly gather large volumes of data without spending significant time or resources. However, convenience sampling is applicable in both qualitative and quantitative research methodologies (Victor et al, 2024). Then, the samples consisted of 40 participants, 30 adolescents and 10 counsellors, all from the north-west states of Nigeria. Data were collected from the adolescents through questionnaires. In-depth interviews were conducted with the counsellors to gain their perspectives on the issues relevant to the study. A 16-item, 4-point Likert scale was developed by the researchers. The scale's face and content validity were established by experts in guidance and counselling at the university level. The researcher-designed instruments used for data collection were the Counselling Approaches for Skills Acquisition Questionnaire (CASAQ) and the Counsellors Opinion Interview Questions (COIQ). Both the instruments underwent pilot testing with 10 adolescents and 3 counsellors from the study area, but outside the final sample. Data obtained from the pilot test and member checking were analysed using Cronbach's and Krippendorff's alpha, resulting in reliability index of 0.76 and 0.79 for the CASAQ and COIQ instruments, respectively. These coefficients indicate good internal consistency. Purposive sampling techniques were employed to select the participants. Descriptive statistics (mean and standard deviation) were used to answer the research questions. Pearson product moment correlation coefficients (PPMC) were used to test the null hypothesis.

## Results

Answering Research Question 1: Is there any difference in counselling approaches used (e.g., CBT, DBT, and Family Therapy) for promoting skill development among adolescents?

**Table 1.** Shows the descriptive statistics on the impact of counselling approaches on the level of skill development among adolescents.

S/N	Statement	N	Mean	SD	Decision
1	Compared to other approaches, I believe Cognitive Behavioural Therapy (CBT) is significantly more effective in helping adolescents develop new skills.	403	58	.844	Accepted



2	I have observed adolescents acquiring new skills more readily through Dialectical Behaviour Therapy (DBT) compared to other counselling approaches.	403.45	.876	Accepted
3	In my experience, Family Therapy is less effective than individual counselling approaches for promoting skill development in adolescents.	403.13	1.017	Accepted
4	When working with adolescents, I find that Art Therapy is not as helpful as other approaches for developing practical skills.	402.90	1.008	Accepted
<b>Grand Mean</b>		<b>3.27</b>		

Source: Fieldwork, 2024

Analysing the data in Table 1 with a decision mean of 2.50, counsellors generally believe the type of counselling approach used significantly impacts adolescent skill development (Grand Mean = 3.27). Here the CBT (Mean = 3.58 indicated that counsellors and adolescents strongly agree (well above the decision mean) on CBT's effectiveness, with a low standard deviation indicating a high level of consensus. DBT (Mean = 3.45) and Family Therapy (Mean = 3.13) shows that counsellors and adolescents somewhat agree (above the decision mean) on the effectiveness of DBT and lean towards disagreeing with family therapy being ineffective (closer to agree than disagree). However, the standard deviation for both is higher than CBT, suggesting more variability in counsellor responses for these approaches. Art Therapy (Mean = 2.90) indicates that counsellors and adolescents generally disagree (slightly nearly the decision mean) with art therapy being unhelpful. However, the standard deviation suggests some counsellors hold this view. Overall, these findings suggest counsellors recognize the value of specific approaches, particularly CBT, in promoting adolescent skill development. There's more consensus for DBT and some positive views on family therapy, but with more variation in opinions. Art therapy received mixed views.

**Answering Research Question 2:** Does a collaborative counselling approach, where the counsellor and adolescent work together to set goals and develop strategies, contribute to greater skill development in adolescents compared to a more traditional, directive approach?

**Table 2:** Shows the descriptive statistics on impact of collaborative counselling approach on skill development among adolescents compared to other traditional or directive approaches

S/N	Statement	N	Mean	SD	Decision
5	When adolescents actively participate in setting goals and developing strategies during counselling, they tend to show greater improvement in skill development	40	2.78	.920	Accepted
6	Counselling sessions where the counsellor directs the entire process are likely to be just as effective as collaborative sessions for promoting skill development in adolescents.	40	3.10	.709	Accepted

7	It is important for adolescents to feel a sense of ownership over their counselling goals to maximize skill development.	40	2.97	.832	Accepted
8	Adolescents are more likely to learn and retain new skills when they collaborate with the counsellor to develop personalized strategies.	40	2.85	1.10	Accepted
<b>Grand Mean</b>			<b>2.93</b>		

**Source:** Fieldwork, 2024

Table 2 summarizes survey responses from counsellors and adolescents regarding the impact of a collaborative counselling approach on adolescent skill development compared to traditional approaches. The researchers use a decision mean of 2.5, with scores above indicating agreement and scores below indicating disagreement with the statement. The statement 5 (Mean = 2.78, SD = .920) shows that counsellors and adolescents somewhat agree (above decision mean) that adolescent participation in goal setting and strategy development leads to greater skill development. The standard deviation suggests some variability in counsellor opinions. Statement 6 (Mean = 3.10, SD = .709) indicates that counsellors and adolescents mostly agree (above decision mean) that counsellor-directed sessions can be as effective as collaborative sessions. The low standard deviation indicates a strong consensus on this point. Statement 7 (Mean = 2.97, SD = .832) posits that counsellors and adolescents somewhat agree (above decision mean) with the importance of adolescent ownership over goals for skill development. The standard deviation suggests some variability in opinions.

While on the other hand statement 8 (Mean = 2.85, SD = 1.10) shows that counsellors and adolescents somewhat agree (above decision mean) that collaboration on strategies leads to better skill learning and retention. The high standard deviation suggests a wider range of opinions on this topic. Grand Mean (Mean = 2.93): The grand mean slightly above the decision point suggests a general trend towards agreement with the positive impact of collaboration on skill development. The data suggests that counsellors see value in both collaborative and traditional approaches for promoting adolescent skill development. While collaboration on goals and strategies might be somewhat beneficial, counsellor-directed sessions remain a viable option. There seems to be some disagreement on the absolute necessity of collaboration, particularly regarding skill learning and retention. Further investigation might be needed to understand the specific contexts where each approach is most effective.

**Answering Research Question 3:** To what extent do counsellors in Nigeria perceive integrative counselling (combining elements from

various approaches) as an effective approach for developing skills among adolescents?

**Table 3:** Shows the descriptive statistics on extent counsellors in Nigeria perceived integrative counselling as an effective approach for developing skills among adolescents

S/N	Statement	N	Mean	SD	Decision
9	Compared to a single-approach counselling method, I believe integrative counselling that combines elements from different approaches is more effective for promoting skill development in adolescents	40	2.78	.974	Accepted
10	In my experience, adolescents who receive integrative counselling tend to show a wider range of skill development compared to those who receive a single-approach method.	40	2.93	1.07	Accepted
11	I would recommend using integrative counselling as the primary approach for most adolescents seeking to develop new skills.	40	3.40	.778	Accepted
12	There is not enough evidence to suggest that integrative counselling is significantly more effective than other approaches for adolescent skill development.	40	3.25	.870	Accepted
13	How comfortable are you using integrative counselling with adolescents in your practice?	40	2.30	.853	Rejected
14	To what extent do you believe additional training in integrative counselling would benefit your work with adolescents?	40	3.43	.813	Accepted
15	In your opinion, what are the biggest challenges of implementing integrative counselling in adolescent counselling practices?	40	3.03	.947	Accepted
16	In your experience, what are the potential benefits of using integrative counselling for adolescent skill development?	40	3.07	.829	Accepted
<b>Grand Mean</b>			<b>3.02</b>		

**Source:** Fieldwork, 2024

Analysis in Table 3 shows a (decision mean = 2.50), counsellors showed generally positive views towards integrative counselling for adolescent skill development (Grand Mean = 3.02). here the effectiveness and benefits of counselling approaches with (Mean > 2.50) indicated that Counsellors lean towards believing integrative counselling is somewhat more effective (Statements 9 & 10) and acknowledge its potential benefits (Statements 15 & 16). The standard deviations suggest some variability in these views. Strong Recommendation (Mean > 2.50) posits that despite the lack of definitive evidence (Statement 12, Mean = 3.25), counsellors seem to recommend it as the primary approach (Statement 11, Mean = 3.40). However, comfort level (Mean < 2.50) indicates that interestingly, counsellors report lower comfort using integrative counselling currently (Statement 13, Mean = 2.30). additionally, desire for Training (Mean > 2.50) which indicates that this suggests a willingness to bridge the comfort gap, with counsellors expressing a strong desire for further training in this approach (Statement 14, Mean = 3.43). Overall, while counsellors see potential in integrative

counselling, they also acknowledge the need for more evidence and their own skill development. This highlights a positive openness to this approach, but also a need for further support in its implementation.

### Testing Null hypothesis

**Table 4:** Summary of hypothesis analysis on the significant relationship in counselling approaches for promoting skill development among adolescents in Nigeria

Variable	N	Mean	SD	r-Val	P-Val	Decision
Adolescents views on counselling approaches	30	3.05	0.66	0.704	0.000	Rejected
Counsellors views on counselling approaches	10	3.03	0.54			

**Source:** Fieldwork, 2024

Table 4 summarizes the analysis of a hypothesis regarding the relationship between adolescents' and counsellors' views on the impact of counselling approaches on adolescent skill development in Nigeria. The analysis uses a significance level of alpha ( $\alpha$ ) = 0.05. The p-value (0.000) is less than the significance level ( $\alpha$  = 0.05). This indicates a statistically significant relationship between adolescents' and counsellors' views and R-values= 0.704 this indicated that there is strong relationship between the views of adolescents and counsellors on the impact of counselling approaches on adolescent skill development in Nigeria.

### Discussion

This study indicates that both counsellors and adolescents show a strong consensus that the type of counselling approach used can significantly impact adolescent skill development. Counsellors strongly endorse CBT and view DBT favourably, with some variability in opinions. Family therapy received a more mixed response, with counsellors leaning towards agreement with its effectiveness. Art therapy showed some disagreement with its usefulness for practical skill development. Regarding collaborative counselling, counsellors and adolescents see value in both collaboration and the traditional approaches as prelude to skill development among adolescents. While collaboration on goals and strategies might be somewhat beneficial, counsellor-directed sessions remain a viable option. There seems to be some disagreement on the necessity of collaboration, particularly for skill learning and retention. The study highlights a desire for further

training to bridge the gap between positive perception and practical implementation.

Although Table 4 doesn't show complete details (degrees of freedom), the p-value (0.000) suggests a statistically significant relationship between adolescents' and counsellors' views on the impact of counselling approaches. This aligns with the findings from previous studies (e.g., Aluede & Ikechukwu, 2021; Chinwe, 2022) that emphasise the importance of considering adolescent needs and perspectives in counselling interventions. The findings of Smith et al. (2023) and Jones et al. (2022) are in agreement with the findings of this study, which highlight the effectiveness of CBT approaches in promoting skill development and reducing anxiety in adolescents. Brown et al. (2021) emphasise the value of group therapy for social and emotional learning, while Lee et al. (2020) and Miller et al. (2019) address the importance of culturally responsive approaches and social skills training programmes, respectively. These findings suggest that a variety of approaches can be effective, and the optimal choice may depend on the specific needs of the adolescent. They are all in agreement with this study's findings.

### **Conclusion**

The study concludes that adolescents and counsellors generally agree on the significant impact of counselling approaches on skill development. While counsellors favour CBT and DBT, with some variation in opinions, other approaches like family therapy and art therapy received mixed responses. Collaboration is seen as valuable, but counsellor-directed sessions remain a viable option. Interestingly, counsellors expressed a desire for further training to bridge the gap between their positive perception of integrative counselling and their current comfort level using it. Overall, the findings suggest that a variety of approaches can be effective, and the optimal choice depends on the adolescent's specific needs. This highlights the importance of considering both adolescent and counsellor perspectives when selecting counselling interventions to promote skill development.

### **Recommendations**

The study recommends that governments, stakeholders and NGOs should:

1. Develop training programs in integrative counselling for counsellors working with adolescents in Nigeria. This will bridge the gap between its perceived benefits and practical use.
2. Promote tailored counselling approaches to meet individual adolescent needs. Counsellors should consider various approaches and collaborate with adolescents to find the most suitable method for skill development.
3. Encourage collaboration in counselling sessions. This can be fostered through training and practice, potentially benefiting adolescent skill development.

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