

# IMPACT OF COUNSELLING APPROACHES ON SKILL ACQUISITION OF SECONDARY SCHOOL ADOLESCENTS IN MAKURDI LOCAL GOVERNMENT AREA, BENUE STATE, NIGERIA

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## ABSTRACT

The study investigated impact of counselling approaches on skill acquisition of secondary school adolescents in Makurdi Local Government Area, Benue State, Nigeria. Three research questions and three hypotheses guided the study. Descriptive survey design was employed. Population of the study was 7,854 students from 22 Government Grant-Aided secondary schools in Makurdi Local Government Area. A sample size of 200 students was used for the study. The data were collected through researchers-structured questionnaire titled 'Counselling Approaches and Skill Acquisition Questionnaire' (CASAQ). The reliability co-efficient of .87 was obtained. Mean and standard deviation were utilized to answer the research questions, while chi-square statistics was employed to test the hypotheses at 0.05 level of significance. Findings showed that Cognitive-Behavioural Therapy, Person-Centered Therapy and Solution-Focused Brief Therapy has significant impact on skill acquisition of secondary school adolescents in Makurdi Local Government Area. The study concluded that counselling approaches has impact among secondary school adolescents in Makurdi Local Government of Benue State. It was recommended that teachers and counsellors should work with students to set specific, achievable academic goals (e.g., improving in a particular subject) using CBT's goal-oriented framework, counsellors should use PCT techniques in one-on-one sessions, actively listening and reflecting students' feelings to build psychological safety and teachers and counsellors should work together to integrate these therapeutic approaches into both classroom and counseling settings, ensuring consistency in supporting students' skill acquisition.

**Keywords:** Counselling Approaches, Skill Acquisition, Secondary School and Adolescents

## Introduction

The acquisition of relevant skills among secondary school adolescents is critical for their personal development, academic success, futures employability in a rapidly evolving global economy. Adolescents in secondary schools are at a pivotal stage where they develop cognitive, social, vocational competencies that shape their career paths and life trajectories (Omale, 2020). However, many adolescents face challenges such as limited access to counselling, inadequate skill development opportunities, psychosocial barriers that hinder their ability to acquire essential skills (Lent, Brown, & Hackett, 2021). These challenges are particularly pronounced in resource-constrained educational systems, where the focus is often on academic performance rather than holistic skill development (Ogbuanya & Chukwuedo, 2017). Counselling approaches, such as cognitive-behaviour, person-centered, and solution-focused techniques, have been identified as effective interventions for addressing developmental, behaviour issues among adolescents (Corey, 2017). Despite their potential, there is no understanding how these approaches can be tailored to enhance skill acquisition, particularly in vocational and life skills of secondary school students. Existing studies suggest that counselling can improve self-efficacy and motivation (Okoro, 2021),

Skill development characteristically demonstrates diminishing returns with practice as mastery is approached (Lu, 2025). Through extensive practice, individuals often exhibit optimal movement selection, enhanced speed and accuracy, decreased movement variability (Yadav & Duqué, 2023). Acquiring skills through repeated practice can modify the brain's function and structure (Wollman, 2018). Skill acquisition refers to the process through which individuals develop proficiency in a particular task or activity over time. It involves the acquisition of knowledge, techniques, strategies necessary for performing tasks effectively. Ericsson and Römer asserted that this process typically begins with initial exposure and learning, followed by repeated practice, feedback, refinement. Through practice experience, individuals gradually improve their abilities, become more efficient to achieve higher levels of performance in the targeted skill domain. Skill acquisition can occur in various contexts, including education, sports, arts, and professional endeavours it is often influenced by factors such as motivation, aptitude, and environmental support (Dayan & Cohen, 2011). In sports, for example, interactive technology can assist athletes in learning by providing individualized diagnostics and coaching (Strengé, 2020). The dynamics of external objects can change during skill acquisition, especially when individuals use different objects or sports devices (Ludolph, 2017).

Counselling approaches, such as cognitive-behaviour therapy (CBT), person-centered therapy and solution-focused brief therapy (SFBT), have been widely recognized as effective interventions for addressing developmental and behavioral issues among adolescents, fostering emotional resilience and personal growth (Corey, 2017). These approaches offer structured frameworks to help young individuals mitigate challenges such as anxiety, low self-esteem, and social conflicts, which are prevalent during adolescence. Nevertheless, there is a notable lack of insight into how counseling approaches can be customized to promote skill development, particularly in vocational and life skills, for secondary school students. Research indicates that

counseling interventions can enhance self-efficacy, motivation helping students gain greater confidence in their capabilities and pursue their objectives more effectively (Okoro, 2021). For example, cognitive-behavioural therapy (CBT) can assist students in reshaping negative thought patterns that impede skill acquisition, while person-centered therapy provides a nurturing environment for self-exploration and goal-setting. Likewise, solution-focused brief therapy (SFBT) emphasizes leveraging strengths and finding solutions, enabling students to cultivate practical skills for future achievements.

Cognitive-Behaviour Therapy (CBT) is a structured, evidence-based psychotherapeutic approach that focuses on the interplay between thoughts, emotions, behaviors aiming to identify and modify maladaptive cognitive patterns to improve mental health and behavioral outcomes. In the context of secondary school students, CBT assists in reshaping negative thought patterns such as self-doubt or fear of failure that can impede skill acquisition, particularly in vocational and life skills. By employing techniques like cognitive restructuring, where students learn to challenge irrational beliefs which encourage testing new behaviours, CBT fosters greater self-efficacy and motivation (Beck, 2011). For example, a student struggling with anxiety about public speaking might use CBT to reframe thoughts like “I will fail” into “I can improve with practice,” thereby enhance their confidence and skill development. According to Hofmann. (2012), students who undergo CBT interventions showed improved performance in tasks requiring problem-solving and communication skills, as anxiety reduction enabled greater focus and engagement. To Kendall (2014), 80 participants aged 13–17 who received a 16-week CBT intervention tailored to enhance interpersonal skills, such as assertive communication and conflict resolution. Results indicated that participants not only experienced reduced anxiety but also demonstrated significant improvements in social skills, as measured by standardized assessments.

Person-Centered Therapy, developed by Carl Rogers, is a humanistic counselling approach that emphasizes creating a supportive, non-judgmental environment to facilitate self-exploration and personal growth. This approach is grounded in the belief that individuals have an innate capacity for self-actualization when provided with empathy, unconditional positive regard, congruence from the therapist (Rogers, 1951). For secondary school students, person-centered therapy provides a nurturing environment that encourages self-discovery and goal-setting, allowing them to explore their interests, values, aspirations without fear of criticism. For instance, a student uncertain about their vocational path can benefit from the therapist’s empathetic listening and reflective responses, which help clarify their goals and build confidence in their decision-making. Rogers (1951) argued that a facilitative therapeutic relationship enhances self-efficacy, which is critical for mastering new skills. By prioritizing the learner’s intrinsic motivation, PCT aligns with self-determination theory, suggesting that autonomy and competence are key drivers of skill acquisition. Patterson (1984), demonstrates that PCT fosters a sense of psychological safety, allowing learners to experiment and refine skills through trial and error. For example, in language learning or technical training, individuals in person-centered environments show improved retention and application of skills due to reduced stress and increased self-confidence.

Solution-Focused Brief Therapy (SFBT) is a goal-oriented, future-focused counseling approach that emphasizes identifying and leveraging clients' strengths to find practical solutions to their challenges, rather than dwelling on problems. Developed by Steve de Shazer and Insoo Kim Berg, SFBT operates on the principle that clients already possess the resources needed for change, therapy helps amplify these strengths to achieve specific goals (de Shazer, 1985). For secondary school students, SFBT enables the cultivation of practical skills for future achievements by focusing on solutions and positive outcomes. Techniques like the "miracle question" (e.g., asking students to imagine a future where their problem is solved) and scaling questions (e.g., rating their progress toward a goal) help students identify actionable steps toward skill development, such as improving time management or vocational competencies. SFBT's brief, pragmatic nature makes it particularly suitable for school settings, where it can empower students to build confidence and develop life skills efficiently (Corey, 2017). Gingerich and Eisengart (2020) shows that SFBT's technique of identifying "exceptions" times when the learner has successfully applied a skill or come close to it helps reinforce existing competencies and build new ones. Trepper. (2018), demonstrate that SFBT's focus on client-driven goals enhances engagement in skill-building activities, such as public speaking or technical proficiencies. Learners are encouraged to set specific, measurable goals, which provide clear benchmarks for skill mastery and maintain motivation over time. It is on this ground that the researcher investigates impact of counselling approaches on skill acquisition among secondary school adolescents in Makurdi Local Government of Benue State

### **Statement of Problem**

The acquisition of practical and vocational skills among secondary school adolescents is critical for personal development and economic self-reliance, yet many students in Makurdi Local Government Area of Benue State face challenges in developing these competencies. Despite the importance of skills acquisition for fostering career maturity and employability, there is a notable gap in effective counselling approaches tailored to support adolescents in this context. Adolescents in secondary schools often lack access to structured guidance that aligns their interests, abilities, and values with skill development opportunities, leading to poor career decision-making and underutilization of potential. This issue is compounded by limited awareness and implementation of counselling services in schools, which hinders students' ability to acquire relevant skills for future economic productivity (Onyekuru, 2010).

Counselling services in secondary schools in Makurdi are often underdeveloped, with many institutions lacking trained counsellors or comprehensive programmes to address skill acquisition needs. Research indicates that guidance and counselling programs significantly influence students' academic and vocational outcomes by harmonizing their abilities and interests (Umar, 2014). However, in Makurdi, the absence of specialized counselling approaches, such as person-centered or solution-focused brief therapy, limits the support available for adolescents to navigate the complexities of skill acquisition. This is particularly concerning during adolescence, a formative stage where developmental and preventive counselling is essential to address academic, social, and vocational challenges. It is on this ground that the researcher investigates

impact of counselling approaches on skill acquisition among secondary school adolescents in Makurdi Local Government of Benue State

### **Purpose of the Study**

The purpose of this study was to investigate impact of counselling approaches on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State. Specifically, the study sought to:

1. Determine the impact of Cognitive-Behaviour Therapy (CBT) on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue
2. Ascertain the impact of Person-Centered Therapy on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue
3. Examine the impact of Solution-Focused Brief Therapy on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue

### **Research Questions**

The following research questions guided the study:

1. What is the impact of Cognitive-Behaviour Therapy (CBT) on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue?
2. What is the impact of Person-Centered Therapy on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue?
3. What is the impact of Solution-Focused Brief Therapy on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance:

- 1 Cognitive-Behaviour Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue.
- 2 Person-Centered Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue.
- 3 Solution-Focused Brief Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue.

### **Theoretical Framework**

Cognitive-Behavioral Therapy (CBT) by Aaron T. Beck (1960) and Solution-Focused Brief Therapy (SFBT) by Steve de Shazer and Insoo Kim Berg (1970). CBT helps individuals identify and reframe negative thought patterns that hinder skill development, replacing them with constructive beliefs and behaviors, thus enhancing learning and performance. On the other hand, SFBT emphasizes goal-setting and leveraging existing strengths to quickly develop new skills, focusing on practical solutions rather than analyzing problems. Both approaches provide structured, action-oriented strategies that empower clients to acquire and refine skills efficiently while fostering confidence and self-efficacy.

### **Methodology**

The design of the study was a descriptive survey research design. The study area was Makurdi Local Government of Benue State, Nigeria. The population of the study was 7,854

students from the existing 22 Government Grant-Aided Secondary Schools in Makurdi Local Government Area of Benue State. These students represent the core beneficiaries of secondary education within the Makurdi Local Government Area and are directly involved in the academic processes under investigation. The sample was 200 determined using Glenn (2012) formula for determining sample size from a given population. Multi-stage sampling technique was employed for the study, which included stratified, proportional and simple random sampling techniques.

The instrument constructed by the researchers titled. ‘Counselling Approaches and Skill Acquisition Questionnaire’ (CASAQ) was used for the study. The instrument was divided into Clusters A, B and C. Cluster A contained items 1-5 which elicited response on the impact of Cognitive-Behaviour Therapy on skill acquisition. Cluster B contained items 6-10 which elicited response on Person-Centered Therapy on skill acquisition while cluster C contained items 11-15 which elicited response on the impact of Solution-Focused Brief Therapy on skill acquisition. The instrument was a 4-point rating scale with the response mode of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 Strongly Disagree (SD) 1. The structured questionnaire developed by the researchers was subjected to scrutiny by two experts from Guidance and Counselling and one from Test and Measurement, all in the Faculty of Education, Benue State University Makurdi. 384 copies of the questionnaire were administered to the respondents on the spot using the face-to-face method and were collected immediately. The reliability co-efficient of .87 was obtained. Data were analyzed using mean and standard deviation to answer research questions, while Chi-square test statistics was used to test the hypotheses at the 0.05 level of significance

## RESULTS

**Research Question One:** What is the impact of Cognitive-Behaviour Therapy (CBT) on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State.

**Table 1: Mean and Standard Deviation of the Impact of Cognitive-Behavioral Therapy (CBT) on Skill Acquisition among Secondary School Adolescents in Makurdi Local Government Area of Benue State.**

Item No	Item Description	SA	A	D	SD	$\bar{x}$	Std	Decision
1	CBT helps students improve self-confidence in learning new skills	95	99	4	0	3.32	0.47	Agrees
2	CBT enables students to set academic goals.	76	84	38	0	3.19	0.73	Agrees
3	CBT promotes problem-solving skills among adolescents	77	91	27	3	3.22	0.73	Agrees
4	CBT reduces anxiety that hinder skill development	63	81	21	33	2.88	1.04	Agrees
5	CBT encourages positive thinking in facing academic challenges	123	65	6	4	3.55	0.66	Agrees
<b>Average Mean and Standard Deviation</b>		<b>86.8</b>	<b>84</b>	<b>19.2</b>	<b>8.0</b>	<b>3.23</b>	<b>0.73</b>	Agrees

Table 1 shows that the mean score of the five items are 3.32, 3.19, 3.22, 2.88, and 3.55 with their corresponding standard deviation of 0.47, 0.73, 0.73, 1.04 and 0.66 indicating that the respondent agreed that CBT helps students improve self-confidence in learning new skills, enables students to set academic goals and promotes problem-solving skills among adolescents. The clusters mean of 3.23 and standard deviation of 0.73 shows that the responded agreed that Cognitive-Behaviour Therapy (CBT) has impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State.

**Research Question Two:** What is the impact of Person-Centered Therapy on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State?

**Table 2: Mean and Standard Deviation of the Impact of Person-Centered Therapy on Skill Acquisition among Secondary School Adolescents in Makurdi Local Government Area of Benue**

Item No	Item Description	SA	A	D	SD	$\bar{x}$	Std	Decision
6	Person-Centered Therapy helps students feel accepted, which enhances willingness to learn new skills.	78	88	10	22	3.12	0.93	Agrees
7	The therapy fosters a supportive environment that promotes self-directed learning	101	67	24	8	3.31	0.83	Agrees
8	Person-Centered Therapy encourages students to explore their strengths.	90	61	43	4	3.20	0.84	Agrees
9	Students are more confident in practicing new skills when they feel understood.	78	94	23	3	3.25	0.71	Agrees
10	The non-judgmental nature of Person-Centered Therapy helps reduce fear of failure in learning.	78	85	25	8	3.19	0.81	Agrees
<b>Average Mean and Standard Deviation</b>		<b>85</b>	<b>79</b>	<b>25</b>	<b>9</b>	<b>3.21</b>	<b>0.83</b>	Agrees

Table 2 reveals that the mean scores for the five items are 3.12, 3.31, 3.20, 3.25, and 3.19 with their corresponding standard deviation of 0.93, 0.83, 0.84, 0.71 and 0.81 indicating that the respondent agreed that Person-Centered Therapy helps students feel accepted, which enhances willingness to learn new skills, fosters a supportive environment that promotes self-directed learning. The cluster mean of 3.21 and standard deviation of 0.83 shows that the responded agreed that Person-Centered Therapy has impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State

**Research Question Three:** What is the impact of Solution-Focused Brief Therapy on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State?

**Table 3: Mean and Standard Deviation of the Impact of Solution-Focused Brief Therapy on Skill Acquisition among Secondary School Adolescents in Makurdi Local Government Area of Benue State**

Item No	Item Description	SA	A	D	SD	$\bar{x}$	Std	Decision
11	Solution-Focused Brief Therapy helps students identify what works.	120	63	12	3	3.52	0.68	Agrees
12	It promotes quick skill-oriented outcomes	72	105	18	3	3.24	0.68	Agrees
13	Students are empowered to solve problems using available resources,	76	102	20	0	3.28	0.64	Agrees
14	The therapy helps learners stay focused on solutions rather than problems, improving confidence.	118	55	21	4	3.45	0.76	Agrees
15	Students become more responsible and proactive in learning through brief, focused sessions	63	82	35	19	2.95	0.93	Agrees
<b>Average Mean and Standard Deviation</b>		<b>89.8</b>	<b>81.4</b>	<b>21.2</b>	<b>5.8</b>	<b>3.29</b>	<b>0.74</b>	<b>Agrees</b>

Table 3 presents the mean scores for the five items are 3.52, 3.24, 3.28, 3.45, and 2.95, with corresponding standard deviations of 0.68, 0.68, 0.64, 0.76, and 0.93. These results indicate that respondents agreed that Solution-Focused Brief Therapy helps students identify what works, it promotes quick skill-oriented outcomes. The cluster mean of 3.29 and a standard deviation of 0.74, shows that Solution-Focused Brief Therapy has impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State

**Hypothesis One:** Cognitive-Behavioural Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State.

**Table 4: Chi-Square Test of the Impact of Skill Acquisition among Secondary School Adolescents in Makurdi Local Government Area of Benue.**

Opinion	Observed N	Expected N	Df	Level of Sign	Chi-Square Cal	P. Value	Decision
Strongly Agree	86.8	49.5	3	0.05	638.87	0.00	Rejected
Agree	84	49.5					
Disagree	19.2	49.5					
Strongly Disagree	8.0	49.5					

Table 4 reveals chi-square ( $\chi^2$ ) =, at 638.87 Df = 3; **P = 0.00 < 0.05**. Since the probability value of **0.00** is less than the alpha level of **0.05**, this shows that the null hypothesis, which states that Cognitive-Behavioural Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State, is rejected. This implies that Cognitive-Behavioural Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State.

**Hypothesis Two:** Person-Centered Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State.

**Table 5: Chi-Square Test of the Impact of Skill Acquisition among Secondary School Adolescents in Makurdi Local Government Area of Benue.**

Opinion	Observed N	Expected N	Df	Level of Sign	Chi-Square Cal	P. Value	Decision
Strongly Agree	85	49.5	3	0.05	441.52	0.00	Rejected
Agree	79	49.5					
Disagree	25	49.5					
Strongly Disagree	9	49.5					

Table 6 reveals chi-square ( $\chi^2$ ) =, at **441.52Df = 3; P = 0.00 < 0.05**. Since the probability value of **0.00** is less than the alpha level of **0.05**, this shows that the null hypothesis, which states that Person-Centered Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State, is rejected. This implies that Person-Centered Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State.

**Hypothesis Three:** Solution-Focused Brief Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue.

**Table 6: Chi-Square Test of the Impact of Skill Acquisition among Secondary School Adolescents in Makurdi Local Government Area of Benue.**

Opinion	Observed N	Expected N	Df	Level of Sign	Chi-Square Cal	P. Value	Decision
Strongly Agree	89.8	49.5	3	0.0.5	540.09	0.00	Rejected
Agree	81.4	49.5					
Disagree	21.2	49.5					
Strongly Disagree	5.8	49.5					

Table 6 reveals chi-square ( $\chi^2$ ) =, at **540.09Df = 3; P = 0.00 < 0.05**. Since the probability value of **0.00** is less than the alpha level of **0.05**, this shows that the null hypothesis, which states that Solution-Focused Brief Therapy has no significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State, is rejected. This implies that Solution-Focused Brief Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State.

### Discussion of Findings

Hypothesis one revealed that Cognitive-Behaviour Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State. This implies that CBT helps students improve self-confidence in learning new skills, enables students to set academic goals and promotes problem-solving skills among adolescents. This finding agrees with the work of Hofmann. (2012), who revealed that students who undergo CBT interventions showed improved performance in tasks requiring problem-solving and communication skills, as anxiety, reduction enabled greater focus and engagement. The finding also agrees with the work of Kendall (2014), who revealed that 80 participants aged 13–17 who received a 16-week CBT intervention tailored to enhance interpersonal skills, such as assertive communication and conflict resolution. Results indicated that participants not only experienced

reduced anxiety but also demonstrated significant improvements in social skills, as measured by standardized assessments. Therefore, teachers and counsellors should work with students to set specific, achievable academic goals (e.g., improving in a particular subject) using CBT's goal-oriented framework.

Hypothesis two revealed that Person-Centered Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State. This implies that Person-Centered Therapy helps students feel accepted, which enhances willingness to learn new skills, fosters a supportive environment that promotes self-directed learning. This finding agrees with the work of Rogers (1951) who argued that a facilitative therapeutic relationship enhances self-efficacy, which is critical for mastering new skills. By prioritizing the learner's intrinsic motivation, PCT aligns with self-determination theory, suggesting that autonomy and competence are key drivers of skill acquisition. This finding also agrees with the work of Patterson (1984), who demonstrates that PCT fosters a sense of psychological safety, allowing learners to experiment and refine skills through trial and error. Therefore, counsellors should use PCT techniques in one-on-one sessions, actively listening and reflecting students' feelings to build psychological safety.

Hypothesis three revealed that Solution-Focused Brief Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State. This implies that Solution-Focused Brief Therapy helps students identify what works, it promotes quick skill-oriented outcomes. This finding agrees with the work of Gingerich and Eisengart (2020) who shows that SFBT's technique of identifying "exceptions" times when the learner has successfully applied a skill or come close to it helps reinforce existing competencies and build new ones. This finding also agrees with the work of Trepper. (2018), who shows that SFBT's focus on client-driven goals enhances engagement in skill-building activities, such as public speaking or technical proficiencies. Learners are encouraged to set specific, measurable goals, which provide clear benchmarks for skill mastery and maintain motivation over time. Therefore, teachers and counsellors should work together to integrate these therapeutic approaches into both classroom and counseling settings, ensuring consistency in supporting students' skill acquisition.

## **Conclusion**

The study concluded that counselling approaches has impact on skill acquisition among secondary school adolescents in Makurdi Local Government of Benue State. It revealed that: Cognitive-Behavioural Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State. Person-Centered Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State. Solution-Focused Brief Therapy has significant impact on skill acquisition among secondary school adolescents in Makurdi Local Government Area of Benue State.

**Recommendations**

Based on the findings of this study, the following were recommended:

1. Teachers and counsellors should work with students to set specific, achievable academic goals (e.g., improving in a particular subject) using CBT's goal-oriented framework.
2. Counsellors should use PCT techniques in one-on-one sessions, actively listening and reflecting students' feelings to build psychological safety.
3. Teachers and counsellors should work together to integrate these therapeutic approaches into both classroom and counseling settings, ensuring consistency in supporting students' skill acquisition.

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