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Original Research Article

Utilization of Rational-Emotive Behavioural Therapy for Resolving Conflict among Teachers in Secondary Schools in Enugu State

ASOGWA, Solomon Chinago (PhD)[1]*, Anayo-Onoh, Ginika Chiesonu[2]

[1]Department of Guidance and Counselling, Faculty of Education, Enugu State University of Science and Technology, Agbani, Enugu State, Nigeria
[2]Department of Educational Management, Faculty of Education, Enugu State University of Science and Technology, Agbani, Enugu State, Nigeria

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Abstract: The purpose of this study is to determine the extent to which Rational Emotive Behavioural Therapy is utilized by guidance counsellors for resolving conflict among teachers in secondary schools in Enugu State. Two research questions guided the study while two null hypotheses were tested at .05 level of significance. Descriptive survey research design was utilized for this study. The entire population of 55 secondary school Guidance counsellors in the 298 public secondary schools in Enugu State was used for the study. No sampling was done because the population is manageable. A structured questionnaire was used for data collection. The reliability of the instrument was determined using Cronbach Alpha Reliability Estimate. 55 copies of questionnaire were administered by the researchers with the help of six research assistants that were properly briefed on the content of the questionnaire and its mode of administration to ensure that the questionnaire was properly administered. Out of the 55 copies of the instrument distributed to the respondents only 48 copies were correctly filled and returned while 7 copies were not returned. The data collected was analyzed using Mean ($\bar{x}$) and Standard Deviation (SD) to answer the research questions. However, each of the null hypotheses was tested using t-test statistic at .05 level of significance. Based on the findings of the study it was concluded that Guidance counsellors to a great extent utilized cognitive restructuring and coping technique for resolving conflict among secondary school teachers in Enugu State. Similarly, the findings revealed that there was no significant difference between the mean scores of male and female guidance counsellors on the extent to which cognitive restructuring technique and coping technique was utilized for resolving conflict among secondary school teachers in Enugu State. The researchers recommended among others that efforts should be made by the Counselling Association of Nigeria, Enugu State Chapter at ensuring that guidance counsellors utilize Rational Emotive Behavioural techniques for resolving conflict among secondary school teachers in Enugu State.

Keywords: Conflict, Teachers, Secondary School, Cognitive Restructuring, Coping Technique.

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INTRODUCTION

Rational Emotive Behavioural Therapy is a therapeutic approach to reducing undesirable behaviours by identifying and changing the behaviours' precursors: thoughts, beliefs, and feelings. It was developed based on the principle that one's thoughts or beliefs determine one's feelings, and one's feelings, in turn, determine one's behaviour. Further, repeated behaviours, both productive and unproductive, become one's life habits. Based on this principle, undesirable, unproductive, negative, stressful or irrational behaviours are products of feelings that are responses to irrational thoughts or beliefs. Behaviours that are not in the individual's best interest need to be eliminated or changed into productive, positive, rational behaviours (Jorn, 2016). REBT was originally called 'Rational Therapy'. It was propounded by Albert Ellis, in the mid-1950s. It was changed to 'Rational-Emotive Therapy' and again in the early 1990's to 'Rational Emotive Behavioural Therapy'. REBT is one of a number of 'cognitive-behavioural' therapies, which, although developed separately, have many similarities – such as Cognitive Therapy (CT), developed by Psychiatrist Aaron Beck in the 1960's.

***Corresponding Author:** ASOGWA, Solomon Chinago
Department of Guidance and Counselling, Faculty of Education, Enugu State University of Science and Technology, Agbani, Enugu State, Nigeria

REBT and CT together form the basis of the family of psychotherapies known as 'Cognitive-Behavioural Therapy'. Over the past half-century, REBT has developed significantly, and continues to change.

The goal of Rational Emotive Behavioural Therapy in resolving conflict among teachers in secondary school, is to show the teacher how misinterpretation of events that cause problems or conflicts; and to help teachers see things in a more rational manner and aid them in the process of adjustments. According to Christine (2022), "Rational Emotive Behavioural Therapy is a form of humanistic psychology that helps individuals live happier, more productive, more self- actualizing and more creative existences." Lisa (2021), insightfully suggested that, Rational Emotive Behavioural Therapy is a form of cognitive behavioural therapy that emphasizes reorganizing cognitive and emotional functions, redefining problems, and changing attitudes in order to develop more acceptable patterns of behaviour. Some authors like Amazu (2016), and Ubaka (2018), have written on the Rational Emotive Behavioural Therapy, these authors are of the views that REBT can help in resolving conflict among secondary school teachers. Okorafor (2017), posited that REBT help individuals to understand that wishes and wants are not entitlements to be demanded. Thinking that involves the words must, should, ought, have to, and need are demands, not an expression of wants or desires. Ugwu (2020), revealed that REBT helps people avoid squabbles when wants and desires are not met. REBT espouses acceptance and tolerance of self and of others in order to achieve life goals (Alimba, 2016). Odi (2019), noted that REBT stresses the appropriateness of the emotional response to the situation or event. A situation or event need not elicit more of a response than is appropriate. Alimba (2016), further stated that REBT uses three main types of techniques, which correspond with conflict resolution. A therapist might use a slightly different combination of techniques depending on both their past clinical experiences and your symptoms. These techniques according to Alimba (2016), include; problem-solving technique, cognitive restructuring technique and coping techniques. The focus of this study is on cognitive restructuring technique and coping techniques.

Cognitive restructuring is a technique that helps people change the way they think. It is part of numerous types of psychotherapy. Cognitive restructuring involves adjusting unhelpful beliefs by identifying and challenging them (Ziwn, 2022). Ziwn, added that an example of cognitive restructuring technique is helping people feel differently about things that worry or frustrate them. Thus, a person can use cognitive restructuring techniques in daily life to resolve conflict. According to Clark (2018), cognitive restructuring, or cognitive reframing, is a therapeutic process that helps the client or an individual discover, challenge, and modify or replace their negative, irrational thoughts. Clark further revealed that many of our problems are caused by faulty ways of thinking about ourselves and the world around us thus the need for cognitive restructuring. Mills, Reiss, & Dombeck (2018), stated that cognitive restructuring aims to help people reduce their stress through cultivating more positive and functional thought habits. Odi (2019), asserted that in changing irrational beliefs, techniques under cognitive restructuring include; logical or rationalizing techniques, guided imagery and visualization, reframing, or looking at events in a different way, humor and irony, exposure to a feared situation, and disputing irrational thoughts. Study by Ukwueze (2019), found that cognitive restructuring technique was an adaptable and flexible tool that could help a wide range of people dealing with all kinds of problems, whether the problems were due to outside factors, internal issues, or both. Based on this it is believed that cognitive restructuring technique could be useful for resolving conflicts. However the extent to which it is utilized for resolving conflict among teachers in secondary schools in Enugu State creates a gap which this study hope to fill. Close to cognitive restructuring technique is Coping techniques.

Coping is defined as the thoughts and behaviours mobilized to manage internal and external stressful situations. It is a term used distinctively for conscious and voluntary mobilization of acts, different from 'defense mechanisms' that are subconscious or unconscious adaptive responses, both of which aim to reduce or tolerate stress conditions (Yuliana, 2021). According to Zaman and Ali, (2019), when individuals are subjected to a stressor, the varying ways of dealing with it are termed 'coping technique,' which are a set of relatively stable traits that determine the individual's behaviour in response to conflict. These are consistent over time and across situations. Yang (2021), posited that coping techniques can help you better manage the emotional consequences of irrational thoughts. Ukwueze (2019), stated that in using coping various therapeutic measure are utilized which may include; relaxation, hypnosis, and meditation. Ukwueze, added that regardless of the measure used, the therapist may also likely give the individual some work to do between sessions. This gives an individual a chance to use the skills learnt in a session to their daily activities. For example, an individual might be asked to write down how he or she feels after experiencing something that usually makes them feel anxious and think about how their response made them feel. Study by Yang (2021), revealed that secondary school teachers' coping methods buffered the effects of conflict on their psychological well-being and conflict management skills. Similarly, the findings by Bahari, Ferlis and Lin, (2016), reported that the majority of causes of teacher conflict had a weak positive association with their coping techniques, whereas the majority of conflict effects had a weak negative link with their coping tactics.

Conflict is an activity that takes place when conscious beings wish to carryout mutually inconsistent acts concerning their wants, needs and obligations. According to Rahim (2015), conflict is an interactive process manifested in incompatibility, disagreement or differences within social entities. Uya (2018), defined conflict as a situation in which there are incompatible goals, cognition or emotion within or between individual and groups that led to opposition. Ibrahim (2017), perceived conflict as a situation in which two or more values, perspectives and opinions are contradictory in nature and have not been agreed upon. Simon (2017), viewed conflict as any divergence of interests, objectives or priorities between individual, groups or organizations that do not conform with requirements of a task, activity or process. In the opinion of Onwachekwa (2017), conflict is defined as steaming form that the fact that parties must share scarce resources or work activities which create various status, goals or values. Amazon (2017), described conflicts as form of socialization, in that, institutions have goals that employees need to adopt at the expense of their interest. This implies that conflicts come into existence whenever the interest group finds it practically impossible that their needs are to be fulfilled or actualized. The definitions of conflicts above show that conflict is a struggle over resources or ideas between two or more parties caused by the perceptions of the contending parties when they cannot have their desire. Such situations are not far from the experiences of conflict among individuals within the secondary schools. Ubaka (2018), asserted that the school as a social institution is a conflict-ridden environment and has been classified as the highest conflict brewing organisation. Conflict is an ever-present phenomenon in all social organisations, but conflict manifesting in the school far surpasses those emerging from other organisations. For instance Lippitt (2019), asserted that conflict management in schools commanded nearly 49% of the attention of schools as compared to 24% in other management positions. This idea gives insight into the fact that conflict is more pervasive in the school than any other social organisation, especially the secondary schools.

The secondary school level is one aspect of educational institutions in Nigeria that is designed specifically to train and prepare students for middle-level services in both manufacturing and service industries. One of the objectives of secondary education according to Atuyi (2019), is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. It must be emphasized that secondary education in Nigeria is for six years duration, junior secondary school (3 years) and senior secondary school (3 years). The broad goal of secondary education as stated in the National Policy on Education is to prepare the individual citizen for useful living within the society and preparation for higher education (FRN, 2013). Within the framework of the National Policy on Education (FRN, 2013), secondary schools shall last for six years, broken into two distinct parts that are perfectly correlated with the ground works of the first three years – Upper Basic Education, which is the last part of the 9-Year basic education, dovetailing into the next three years of Senior Secondary School (S.S.S). Secondary education in Nigeria, therefore, is aimed at preparing the individual for useful living within the society and preparation for higher education. Unfortunately, in recent times secondary schools are faced with enormous social vices that challenge it material and human resource management as well as threaten its ability to achieve the goals and objectives of secondary education. Significant among these challenges, is conflict among the secondary school teachers. Thus, secondary school teachers are significant factors in this study.

A teacher is described as a professional who imparts skills, knowledge, information and attribute among others into the students (Ubaka, 2018). He is accorded an important place in the learning process. Ayers (2024), stated that a good teacher is not just a matter of specific techniques or styles, plan or action that teaching is primarily a matter of love the teacher has for the students and vice versa. Ayers stressed that a good teacher is one who touches the students' heart, understands and cares about the students as persons, instills confidence and makes learning a challenge. Aleke (2016), stated that teachers stimulate the interest of the learners by creating a learning situation that enables students to participate actively in the teaching/learning process. On the contrary, Aleke noted that most teachers are carefree towards their emotions and interaction with their fellow teachers and students as well. Nwasor (2017), saw teachers as those that make strident efforts to improve human capital development in the school. This is to say that teachers are those that help the academic, social and emotional development of students. Teachers control many of the qualities that make good climate for learning within the classroom. Babalola (2016), noted that a teacher must plan ahead to setup a worthwhile learning situation and should constantly strive to develop an opponent climate for learning. Makaye and Ndofirepi (2017) stressed that school conflicts often disturb the tone and climate of school and ultimately impact negatively on the performance of both teachers and students. Since teachers are the most important entity in school administration, whatever jeopardizes their productivity will in the long-run compromise the achievement of the goals of education in a country. This makes it highly paramount for teacher education to keep teachers abreast of and equipped them with the intricacies of conflict dynamics and its conflict management strategies in order to help them cope with the complexities of their jobs. Alimba (2016), posited that teachers deal with a lot of conflict in the school. Some of these conflicts are teacher-student conflict (TSC); principal-teacher conflict (PTC); teacher-teacher conflict (TTC); teacher-parent conflict (TPC); teacher-school board conflict (TSBC); and teacher-community

conflict (TCC). Teachers constantly confront these conflicts in the course of discharging their assigned duties in school. The focus of this study is on teacher-teacher conflict which refers to conflict among teachers themselves, particularly in secondary school.

Teacher-teacher conflict (TTC) is conflict that takes place between a teacher and another teacher. Spaulding and Burleson (2020), considered some of the behaviours that can attract teacher–teacher conflict as: bullying, derogatory comments, gossip, disrespect of authority, harassment, predetermined expectations of others, discord between individuals and groups and angry outbursts. Jonkman (2016), identified communication barriers, role ambiguity, unclear expectations or rules, unresolved prior conflicts, conflicting interests, disagreement on task and content issues as some of the factors that can lead to conflict situations among teachers in schools. Achoka (2019), considered structural factors such as the size of the school, school bureaucratic characteristics like the degree of specialization, dissatisfied educators and principals' authoritarian outlook, and low self-esteem as factors responsible for school related conflict. Apart from the above factors, principals displaying preferential treatment and being impartial in dealing with issues relating to teachers will breed jealousy, envy, and hatred among teachers. These vices are cardinal elements that drive conflict among teachers in school.

The fact that teachers are involved in numerous conflicts in school demand a more careful approach for resolving conflict within the secondary school at any particular time to ensure effective and positive mitigation. Ukwueze (2019), noted that though conflict may impede the attainment of one goal, the consequence may be beneficial if they produce new information which in turn enhances the decision making. Thus, the need for application of psychological based measures for resolving conflict among teachers in secondary schools. Consequently, Alimba (2016), stated that one efficient psychological based measure for resolving conflict is the Rational Emotive Behavioural Therapy (REBT). Some authors like Alimba (2016), and Ubaka (2018), have written on the issue of conflict among teachers and its alarming degree of complexity and sophistication. These authors are of the view that conflict among secondary school teachers undermines the attainment of the goal of secondary education. Therefore there is need to explore a more therapeutic method such as Rational Emotive Therapy for resolving conflict among teachers in Enugu State. Consequently, Rational Emotive Behavioural Therapy is assumed effective in resolving conflict among teachers in secondary schools, however, it is not certain on the extent to which male and female secondary school counsellors utilize Rational Emotive Behavioural Therapy in resolving conflict among teachers in secondary schools in Enugu State. Thus, the gender of the school counsellor is a variable of serious concern in this study.

Gender is the biological sex of individuals in terms of being male, female or another identity such transgender which are dependent on societal acceptance. It is described as a socially learned behaviour and expectation associated with male and female (Azikiwe, 2017). Egbo (2021), asserted that in Nigerian society, there are differences and inequalities between women and men in responsibilities assigned, activities taken, access to and control over resources as well as possession of leadership qualities. Male and female counsellors do not differ in their approach to conflict in schools (Ike, 2023). Asogwa (2023), found that male counsellors differ in their day-to-day counselling activities from their female counterparts. For Odi (2019), female counsellors apply cognitive restructuring technique for conflict resolution than the male counsellors in secondary schools. On the contrary, Nweke (2017), revealed that male counsellors adopt coping techniques than the females counsellors. Aleke (2016), noted that male and female counsellors do not differ significantly in the techniques utilized for conflict resolution in work places. Ayogu (2023), argued that gender does not influence counsellors' effectiveness in secondary schools. This issue of gender has gained much attention with little or no conclusion, especially as regards to utilization of Rational Emotive Behaviour Therapy for resolving conflict among teachers in secondary schools in Enugu State.

Considering the fact that utilization of Rational Emotive Behavioural Therapy for resolving conflict among teachers in secondary schools is vital to staff and students' progress and achievement in the secondary schools, yet the extent to which it is utilized for resolving conflict among teachers in secondary schools in Enugu State is yet unknown. Literatures available to the researchers did not show any recent work and empirical evidence on extent to which Rational Emotive Behavioural Therapy is utilized for resolving conflict among teachers in secondary schools in Enugu State. This created a gap and problem that necessitated this study. Hence the researchers considers it necessary and timely to ascertain the extent to which Rational Emotive Behavioural Therapy is utilized for resolving conflict among teachers in secondary schools in Enugu State.

Statement of the Problem

It has been realized that conflict in secondary schools in Enugu State is on the increase, particularly among teachers. The society has become more complicated and complex as a result of civilization and industrialization and this complexity has crept into the school system. This may explain why the degree of conflict among secondary schools teachers has escalated exponentially and the structure of education at the verge of utter collapse. Consequently, there is the need to determine ways which could be used in resolving conflict among secondary schools teachers. Utilization of Rational Emotive Behavioural Therapy (REBT) techniques in resolving conflict in schools could yield

productive results necessary to achieve school goals and objectives as well as checkmating mal-adjusted behavioural patterns among secondary school teachers. It is well known that when there are no defined procedures to utilize in resolving conflict in secondary schools in order to maximize good impacts while reducing negative effects, it becomes glaring. This is significant because ineffective and inefficient conflict resolution in secondary schools will almost certainly lead to ineffectiveness and inefficiency in the schools, particularly in the areas of academic proficiency, as well as the constant closure of secondary schools. Stakeholders in Education have proposed several ways of resolving conflict, however, no strategy to the knowledge of the researchers is targeted towards utilization of Rational Emotive Behavioural Therapy for resolving conflict among secondary school teachers in Enugu State. This calls for a serious concern as the gap created by this is long overdue. It is therefore against this background that the researchers is motivated to investigate the extent to which Rational Emotive Behavioural Therapy is applied for resolving conflict among secondary school teachers in Enugu State.

Purpose of the Study

The purpose of the study is to determine the extent to which Rational Emotive Behavioural Therapy is utilized for resolving conflict among teachers in secondary schools in Enugu State. Specifically, the study sought to;

1. Examine the extent to which cognitive restructuring technique is utilized for resolving conflict among secondary school teachers in Enugu State.
2. Ascertain the extent to which coping technique is utilized for resolving conflict among secondary school teachers in Enugu State.

Research Questions

The following research questions guided the study;

1. To what extent is cognitive restructuring technique is utilized for resolving conflict among secondary school teachers in Enugu State?
2. To what extent is coping technique is utilized for resolving conflict among secondary school teachers in Enugu State?

Hypotheses

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

1. There is no significant difference between the mean scores of male and female guidance counsellors on the extent to which cognitive restructuring technique is applied for resolving conflict among secondary school teachers in Enugu State.
2. There is no significant difference between the mean scores of male and female guidance counsellors on the extent to which coping technique is applied for resolving conflict among secondary school teachers in Enugu State.

METHOD

Descriptive survey research design was utilized for this study. Descriptive survey research design, according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. A descriptive survey research is concerned with specified population of persons, item or situation, in a defined geographical location. It involves the collection of relevant data for or about the population that enables the description of the person, items or situations the way they are (Alimba, 2016). The descriptive survey research design was considered suitable for the study as it solicited for information from the respondents directly and afforded all the respondents equal chance of being chosen for the study. The population for the study comprised all the 55 secondary school Guidance counsellors in the 298 public secondary schools in Enugu State under the control of Post Primary School Management Board. It was made of 49 female and 6 male Guidance counsellors in the public secondary school Guidance counsellors in Enugu State. The entire population of 55 secondary school Guidance counsellors in the 298 public secondary schools in Enugu State was used for the study. The sample was made up of 6 male and 49 Female Guidance counsellors in the public secondary school Guidance counsellors in Enugu State. No sampling was done because the population was small and manageable.

A structured questionnaire named "Utilization of Rational-Emotive Behaviour Therapy for Resolving Conflict among Teachers Questionnaire (UR-EBTRCTQ), developed by the researcher was used for data collection. The instrument have two sections; A and B. Section A contained the respondents bio- data while section B was divided into two clusters with 34 items, structured to assist the researchers in providing answers to the research questions that guided the study. Cluster 1 is on the cognitive restructuring technique with 16 items, while cluster 2 is on the coping techniques with 18 items. The response format for the instrument was a 4-point scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE). In order to ensure the validity of the instrument, draft copies of the instrument together with the research topic, purpose of the study, research questions, hypotheses and the developed instrument were given to three experts. Two experts were from the Department of Educational Foundations while the other expert was from the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. The initial 24 generated items were increased to 34 items as suggested by the validators, while barrel questions and grammatical errors were corrected as well. The reliability of the instrument

was determined by administering 30 copies of the questionnaire to a sample of 12 male and 18 female Guidance counsellors from public secondary schools in Ebonyi State in a trial test to ascertain the internal consistency of the instrument. The choice of Ebonyi State was dictated by the fact that both states have the same educational characteristics in terms of administration, population and environment. Data collected from the respondents' responses were analyzed using Cronbach Alpha Reliability Estimate to determine the internal consistency of the instrument. The instrument yielded the following reliability coefficient; cluster 1 had .79, while cluster 2 had .69, the overall reliability coefficient was .74, indicating that the instrument is reliable and suitable for the study.

55 copies of questionnaire were administered by the researchers with the help of six research assistants that were properly briefed on the content of the questionnaire and its mode of administration to ensure that the questionnaire was properly administered. Appointments were booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the nature of their job. Out of the 55 copies of the questionnaire distributed to the respondents only 48 copies were correctly filled correctly and returned while 7 copies were not returned. Signifying 91 % return rate. The data collected was analyzed using Mean ($\bar{x}$) with Standard Deviation (SD) to answer the research questions. However, each of the null hypotheses was tested using t-test statistic at .05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). The decision rule; real limit of the mean scores was applied, therefore, the upper and lower limits of the mean is as follows;
Mean scores from 3.50 – 4.49 Very Great Extent (VGE)
Mean scores from 2.50 – 3.49 Great Extent (GE)
Mean scores from 1.50 – 2.49 Little Extent (LE)
Mean scores from 0.50 – 1.49 Very Little Extent (VLE)

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

RESULTS

Research Question 1: To what extent is cognitive restructuring technique utilized for resolving conflict among secondary school teachers in Enugu State?

Table 1: The Mean and Standard Deviation on the Extent to which Cognitive Restructuring Technique was utilized for Resolving Conflict among Secondary School Teachers in Enugu State

S/N	Extent cognitive restructuring technique is utilized for resolving conflict among secondary school teachers include;	Male Counsellors (6)			Female Counsellors (42)			Overall (48)		
		Mean	SD	Dec	Mean	SD	Dec	Mean	SD	Dec
1	helping teachers to identify their negative thought patterns	2.83	1.17	GE	2.88	1.04	GE	2.88	1.04	GE
2	helping teachers to rationalize their thought patterns	2.83	1.17	GE	2.86	1.03	GE	2.85	1.03	GE
3	involving conflicting individuals in logical reasoning	3.50	.55	VGE	3.38	.62	GE	3.40	.61	GE
4	helping teachers to make guided imagery	3.33	.52	GE	3.29	.60	GE	3.29	.58	GE
5	helping teachers to visualize their thoughts	3.00	1.10	GE	3.05	.96	GE	3.04	.97	GE
6	helping teachers to look at events in a different way	3.50	.55	VGE	3.40	.63	GE	3.42	.61	GE
7	exposing teachers to a feared situation	2.33	1.03	LE	2.29	.97	LE	2.29	.97	LE
8	making use of irony at the face of conflict	2.67	1.03	GE	2.64	1.01	GE	2.65	1.00	GE
9	disputing irrational thoughts among teachers through sports activities	3.50	.55	VGE	3.43	.63	GE	3.44	.62	VGE
10	disputing irrational thoughts among teachers through brain teasers	2.83	.98	GE	2.81	.97	GE	2.81	.96	GE
11	disputing irrational thoughts among teachers through in-service training	3.50	.55	VGE	3.48	.63	GE	3.48	.62	GE
12	assisting teachers in solving their emotional problems	2.83	1.17	GE	2.79	1.09	GE	2.79	1.09	GE
13	closing monitoring of teachers' emotional health	2.00	1.10	LE	2.00	1.01	LE	2.00	1.01	LE
14	involving teachers in memory palaces	3.33	.52	GE	3.48	1.27	GE	3.46	1.20	GE
15	helping teachers develop right attitude towards each other	3.00	1.10	GE	2.88	1.02	GE	2.90	1.02	GE
16	helping teachers in making a cost-benefit analysis	3.00	1.10	GE	2.93	1.07	GE	2.94	1.06	GE
	WEIGHTED AVERAGE	**3.00**		**GE**	**2.97**		**GE**	**2.98**		**GE**

Key: SD = Standard Deviation, VGE (3.50 – 4.00) = Utilized to a Very Great Extent, GE (2.50 – 3.49) = Utilized to a Great Extent, LE (1.50 – 2.49) = Utilized to a Little Extent, VLE (1.00 – 1.49) = Utilized to a Very Little Extent.

Table 1 shows the results obtained from the guidance counsellors on the extent to which cognitive restructuring technique was utilized for resolving conflict among secondary school teachers in Enugu State based on gender. The table shows that male guidance counsellors had mean scores ranging from 2.00 to 3.50, while female guidance counsellors had mean scores that ranged from 2.00 to 3.48. The respondents had cluster means of 3.00 and 2.97, with corresponding standard deviations of .89 and .90 respectively. Overall, the mean scores of the respondents ranged from 2.00 to 3.48, with a cluster mean of 2.98 and a standard deviation of .90. The close range of the standard deviations scores suggests that the respondents exhibited uniformity in their responses. The results show that male and female guidance counsellors to a great extent utilized cognitive restructuring technique for resolving conflict among secondary school teachers in Enugu State.

HO1: There is no significant difference between the mean scores of male and female guidance counsellors on the extent to which cognitive restructuring technique is applied for resolving conflict among secondary school teachers in Enugu State.

Table 2: Mean, SD and t-test Analysis of the Scores of Male and Female Guidance Counsellor on the Extent to which Cognitive Restructuring Technique was utilized for Resolving Conflict among Secondary School Teachers in Enugu State

Gender	N	Mean	SD	df	t-value	Sig. (2tailed)	Decision
Male	6	48.00	4.73	46	.178	.859	NS
Female	42	47.57	5.60				

Table 2 shows that there is no significant difference in the mean scores of male and female guidance counsellor on the extent to which cognitive restructuring technique was utilized for resolving conflict among secondary school teachers in Enugu State. With male (M = 48.00, SD = 4.73 and female counterpart (M = 47.57, SD = 5.60), t(46) = .178, P = .859 (P > 0.05). Therefore, the null hypothesis was not rejected. Thus, there is no significant difference between the mean scores of male and female guidance counsellors on the extent to which cognitive restructuring technique is utilized for resolving conflict among secondary school teachers in Enugu State.

Research Question 2: To what extent is coping technique is utilized for resolving conflict among secondary school teachers in Enugu State?

Table 3: Mean and Standard Deviation on the Extent to which Coping Technique was utilized for Resolving Conflict among Secondary School Teachers in Enugu State

S/N	Extent coping technique is utilized for resolving conflict among secondary school teachers include;	Male Counsellors (6)			Female Counsellors (42)			Overall (48)		
		Mean	SD	Dec	Mean	SD	Dec	Mean	SD	Dec
17	involving teachers in deep muscle relaxation	3.50	.84	VGE	3.36	.88	GE	3.38	.87	GE
18	encouraging healthy interpersonal relationship among teachers	3.17	.75	GE	3.10	.79	GE	3.10	.78	GE
19	helping teachers who have inefficient social skills to develop them	3.17	.75	GE	3.07	.75	GE	3.08	.74	GE
20	helping teachers to develop positive self-image	1.83	.98	LE	1.90	.91	LE	1.90	.90	LE
21	helping teachers to develop the skills of decision making	3.33	.52	GE	3.26	.63	GE	3.27	.61	GE
22	planning some sequence of behaviours for conflicting individuals to follow in school	2.83	1.17	GE	2.86	1.05	GE	2.85	1.05	GE
23	helping teachers to develop positive image of others	2.33	1.21	LE	2.21	1.07	LE	2.23	1.08	LE
24	using recreational activities to enhance social life among teachers in school	3.17	.41	GE	3.10	.53	GE	3.10	.52	GE
25	Enhancing interpersonal communication skills among teachers in school	2.83	1.17	GE	2.71	1.09	GE	2.73	1.09	GE
26	helping teachers to accept one's unique endowment	3.17	.75	GE	3.05	.76	GE	3.06	.76	GE
27	helping teachers to achieve emotional independence to others	3.33	.52	GE	3.26	.63	GE	3.27	.61	GE

S/N	Extent coping technique is utilized for resolving conflict among secondary school teachers include;	Male Counsellors (6)			Female Counsellors (42)			Overall (48)		
		Mean	SD	Dec	Mean	SD	Dec	Mean	SD	Dec
28	involving conflicting individuals in humorous activities	3.00	1.10	GE	2.93	1.07	GE	2.94	1.06	GE
29	organizing conflict management seminar for teachers	3.33	1.21	GE	3.26	1.13	GE	3.27	1.12	GE
30	providing clear guideline for teachers on expected positive behaviour in school	2.83	1.47	GE	2.74	1.38	GE	2.75	1.38	GE
31	using story-telling to divert teachers from conflicts	3.33	.52	GE	3.21	.61	GE	3.23	.59	GE
32	helping teachers to make emotional expressions	3.50	.55	VGE	3.36	.66	GE	3.38	.64	GE
33	assisting teachers to exploit good lifestyle	3.33	.52	GE	3.21	.61	GE	3.23	.59	GE
34	helping teachers to maintain boundaries	3.50	.55	VGE	3.36	.66	GE	3.38	.64	GE
	WEIGHTED AVERAGE	**3.08**		**GE**	**3.00**		**GE**	**3.00**		**GE**

Key: SD = Standard Deviation, VGE (3.50 – 4.00) = Utilized to a Very Great Extent, GE (2.50 – 3.49) = Utilized to a Great Extent, LE (1.50 – 2.49) = Utilized to a Little Extent, VLE (1.00 – 1.49) = Utilized to a Very Little Extent.

Table 3 shows the results obtained from the guidance counsellors on the extent to which coping technique is utilized for resolving conflict among secondary school teachers in Enugu State based on gender. The table shows that male guidance counsellors had mean scores ranging from 1.83 to 3.50, while female guidance counsellors had mean scores that ranged from 1.90 to 3.36. The respondents had cluster means of 3.08 and 3.00, with corresponding standard deviations of .83 and .85 respectively. Overall, the mean scores of the respondents ranged from 1.90 to 3.38, with a cluster mean of 3.00 and a standard deviation of .84. The close range of the standard deviations scores suggests that the respondents exhibited uniformity in their responses. The results show that male and female guidance counsellors to a great extent utilized coping technique for resolving conflict among secondary school teachers in Enugu State.

HO_2: There is no significant difference between the mean scores of male and female guidance counsellors on the extent to which coping technique is applied for resolving conflict among secondary school teachers in Enugu State.

Table 4: Mean, SD and t-test Analysis of the Scores of Male and Female Guidance Counsellors on the Extent to which Coping Technique was utilized for Resolving Conflict among Secondary School Teachers in Enugu State

Gender	N	Mean	SD	df	t-value	Sig. (2tailed)	Decision
Male	6	48.67	4.27	46	.449	.655	NS
Female	42	47.38	6.78				

Table 4 shows that there was no significant difference in the mean scores of male and female guidance counsellors on the extent to which coping technique is utilized for resolving conflict among secondary school teachers in Enugu State. With male (M = 48.67, SD = 4.27 and female counterpart (M = 47.38, SD = 6.78), t(46) = .449, P = .655 (P > 0.05). Therefore, the null hypothesis was not rejected. Thus, there was no significant difference between the mean scores of male and female guidance counsellors on the extent to which coping technique was utilized for resolving conflict among secondary school teachers in Enugu State.

DISCUSSION OF FINDINGS

The findings of this study were discussed in line with the research questions that guided the study and hypotheses tested.

Utilization of Cognitive Restructuring Technique for Resolving Conflict among Secondary School Teachers in Enugu State

The study revealed that Guidance counsellors to a great extent utilized cognitive restructuring technique for resolving conflict among secondary school teachers in Enugu State. This finding is an indication that secondary school guidance counselors in Enugu State utilized cognitive restructuring technique for resolving conflict among secondary school teachers in Enugu State. The finding is in line with Ukwueze (2019), which found that cognitive restructuring technique was an adaptable and flexible tool that could help a wide range of people dealing with all kinds of problems, whether the problems were due to outside factors, internal issues, or both. The finding is consonance with Mills, Reiss, and Dombeck (2018), which stated that cognitive restructuring aims to help people reduce their stress through cultivating more positive and functional thought habits.

Similarly, the finding showed that there was no significant difference between the mean scores of male and female guidance counsellors on the extent to which cognitive restructuring technique was utilized for resolving conflict among secondary school teachers in Enugu State. This is an indication that male and female guidance counsellors utilized cognitive restructuring technique for resolving conflict among secondary school teachers in Enugu State. This finding disagrees with Ike (2023) which posited that male and female counsellors do not differ in their approach to conflict in schools. The finding equally disagrees with Asogwa (2023), who found that male counsellors differ in their day-to-day counselling activities from their female counterparts. The however is in line with Odi (2019), who posited that female counsellors apply cognitive restructuring technique for conflict resolution than the male counsellors in secondary schools. Being that many of our problems are caused by faulty ways of thinking about ourselves and the world around us, there is need for in-service training of guidance counsellors on cognitive restructuring for resolving conflict among secondary school teachers in Enugu State.

Utilization of Coping Technique for Resolving Conflict among Secondary School Teachers in Enugu State

The finding showed that guidance counsellor to a great extent utilized coping technique for resolving conflict among secondary school teachers in Enugu State. There is no significant difference between the mean scores of male and female guidance counsellors on the extent to which coping technique is utilized for resolving conflict among secondary school teachers in Enugu State. The finding is an indication that guidance counsellors utilized coping technique for resolving conflict among secondary school teachers in Enugu State. This finding do not align with Yang (2021), which revealed that secondary school teachers' coping methods buffered the effects of conflict on their psychological well-being and conflict management skills. Similarly, the findings disagree with Bahari, Ferlis and Lin, (2016), who reported that the majority of causes of teacher conflict had a weak positive association with their coping techniques, whereas the majority of conflict effects had a weak negative link with their coping tactics. The finding at the level of gender, disagreed with Nweke (2017), who revealed that male counsellors adopt coping techniques than the females counsellors. The finding however agree with Aleke (2016), who noted that male and female counsellors do not differ significantly in the techniques utilized for conflict resolution in work places. Considering that coping techniques can help to manage the emotional consequences of irrational thoughts there is need for periodic seminars to enhance the guidance counsellors practice and skills on coping techniques for resolving conflict among secondary school teachers in Enugu State.

Educational Implication of the Findings

The implications of the findings are that;

Utilization of cognitive restructuring technique and coping technique for resolving conflict among secondary school teachers in Enugu State will go a long way to promote conducive atmosphere for teaching and learning in secondary schools in Enugu State. The finding of this study would assist the guidance counsellors improve their skills and abilities in utilizing cognitive restructuring technique and coping technique for resolving conflict among secondary school teachers in Enugu State. This will help the guidance counselors to be at tune with the latest conflict resolution methods and practice, thereby, enhancing their effectiveness in secondary schools in Enugu State. Utilization of cognitive restructuring technique and coping technique in secondary school in Enugu State will enhance guidance counsellors' efficiency and commitment.

This study shall help to increased awareness of counselling in secondary schools in Enugu State and basically improve individuals knowledge of Rational Emotive Behavioural therapy among staff and students in secondary schools in Enugu State. This will help reduce the occurance of conflicts in the school environment.

The findings of this study will instigate actions such as counsellors' periodic workshops, seminars and in-service training which will help accelerate close up of the gap and increase efficiency and effectiveness in counselling activities and programmes in secondary schools in Enugu State.

Recommendations

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

1. Efforts should be made by the Counselling Association of Nigeria, Enugu Chapter at ensuring that guidance counsellors utilize Rational Emotive Behavioural techniques for resolving conflict among secondary school teachers in Enugu State.
2. Periodic workshops, conferences and seminars should be organized guidance counsellors in Enugu State to equip the guidance counsellors on utilization of Rational Emotive Behavioural techniques for resolving conflict among secondary school teachers in Enugu State.

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