

Cognitive Remediation and the Practice of Guidance Counselling: Case of Guidance Counsellors in Some Government Secondary Schools in the Town of Maroua

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Abstract

This research work focuses on cognitive remediation and the practice of guidance counselling among guidance counsellors in some of the general education high schools in the city of Maroua. We started from the observation that guidance counsellors do not conduct their professional practices in a reflective manner. Thus the main question that informed this article is the following: does cognitive remediation influence the practice of counselling in the said high schools of the city of Maroua? To this question we put forward the following general hypothesis: cognitive remediation influences the practice of counselling. The theoretical framework allowed us to mobilize work on cognitive load, self-determination, cognitive flexibility and personal efficiency. The method used combines the quantitative and the qualitative. The data collection tools, which are the questionnaire and the interview guide, enabled us to collect data respectively from guidance counsellors in high schools and those in the regional delegation. The data analysed using the pro-software SPSS in its version 20.0 led us to obtain the following results which the awareness in its activities, the self-evaluation of its methods and the use of its cognitive flexibility improve the practice of counselling. On the strength of this, he will invest his best in his daily professional practices and support as many of his clients as possible.

Keywords: cognitive remediation, flexibility, self-determination, cognitive load, counselling orientation.

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RESUME

Ce travail de recherche porte sur la remédiation cognitive et la pratique de l'orientation conseil chez les conseillers d'orientation de quelques des lycées d'enseignement général de la ville de Maroua. Nous sommes parti du constat suivant lequel les conseillers d'orientation ne menaient pas leurs pratiques professionnelles de façon réflexive. Ainsi la question principale qui a instruit le présent article est la suivante : la remédiation cognitive influence-t-elle la pratique de l'orientation conseil dans lesdits lycées de la ville de Maroua ? À cette question nous avançons l'hypothèse générale qui suit : la remédiation cognitive influence la pratique de l'orientation conseil. Le cadre théorique nous a permis de mobiliser les travaux sur la charge cognitive, l'autodétermination, la flexibilité cognitive et l'efficacité personnelle. La méthode employée allie le quantitatif et le qualitatif. Les outils de collecte des données que sont le questionnaire et le guide d'entretien, nous ont permis de recueillir des données respectivement auprès des conseillers d'orientation dans les lycées et ceux de la délégation régionale. Les données analysées à l'aide du pro-logiciel SPSS dans sa version 20.0 nous a conduit à l'obtention des résultats suivants lesquels la prise de conscience dans ses activités, l'autoévaluation de ses méthodes et l'usage de sa flexibilité cognitive améliorent la pratique de l'orientation conseil. Fort de cela, il s'investira au mieux dans ses pratiques professionnelles au quotidien et accompagnera le plus grand nombre de ses clients.

Mots clés : remédiation cognitive, flexibilité, autodétermination, charge cognitive, orientation conseil.

INTRODUCTION

Guidance counselors encounter several difficulties in the practice of counseling, whether these are the difficulties related to the means necessary for the exercise of their profession, whether it is even any other type of material difficulties. But more often than not, the difficulties which they encounter can also be due to causes which are specific to them, due to their behavior. Many of them fail to realize their difficulties, do not want to question their practice of counseling, do not often even think of reviewing the way they practice their profession. All of these factors most often impact their practice of counselling. All these reasons have contributed to our choosing in the context of our article to reflect on the impact of cognitive remediation on the practice of counseling in some high schools in the city of Maroua. This reflection will revolve around the issue, the theoretical orientations, the methodology and the results.

PROBLEM

In this articulation we will identify the context and the justification of this study, formulate the problem, the

questions, the objectives and the research hypotheses.

The concept of cognitive remediation has long been understood in its pathological sense and less developed in its sense of normal behavior. Our research is not part of an orientation that would aim to take charge of mental pathologies but to assess the professional's ability to look at himself, to scrutinize his behavior, to self-assess and to regulate this behavior in order to improve its professional practices

According to some authors, cognitive-behavioral remediation is seen as the ability to think about one's own mental states, the ability to scrutinize one's thoughts and feelings. Specific measures have been developed to assess the subject's awareness of his own functioning, of the erroneous nature of his beliefs, in the field of hallucinations (Laroi, DeFruyt et al. 2005) or of positive manifestations more generally (cognitive insight, for a reviewed, see Riggs, Grant et al.2010).subsequently, other tools made it possible to measure metacognitive functions, described as the ability to access internal mental states (in particular emotions, i.e. the identification function), and to use this knowledge (of oneself and of others) to cope with psychological events. Madalia and Saperstein (2011), in their work distinguish two types of motivations that promote cognitive remediation, namely: extrinsic motivation which is linked to behaviors satisfying an external demand or a possible reward (financial in particular). Intrinsic motivation (IM) refers to behaviors that are engaged for themselves or for the pleasure and satisfaction that they will provide, because they have feelings of competence and self-determination.

Thus, cognitive remediation which aims at the acquisition of skills, the ability to learn (new strategies, new skills) depends on cognitive capacities, of course, but also on the subject's motivation and institutional techniques. This motivation allows the guidance counselor to optimize counseling methods for better adaptation of students. according to Madalia and Richarson, (2005), for a better engagement of learning activities one can make use of self-competency which allows to optimize the feeling of personal competence by making experiments about the successes in the preceding tasks and by granting a value at the current task. in addition, the evaluation of the characteristics of the task, the concreteness of the goals to be achieved, the temporal proximity of success are all factors likely to influence the feeling of personal competence. guidance counseling in general and therefore the guidance counselor in particular are the engines of learner success. hence the need to pay great attention to it, particularly in terms of the methods and techniques used by guidance counselors in service, thus facilitating the exercise of the profession which is theirs. but it remains true that in this practice, some of them encounter difficulties of various kinds. on the other hand, there is no longer any need to demonstrate that cognitive remediation in the context of training and education, especially when reference is made to cognitive education, is of more than one interest to educators in general and the guidance counselor in particular insofar as this the latter is called upon all the time to think about his methods and to regulate them in order to act better it is regrettable, however, that the emphasis is not on cognitive remediation and cognitive education as a means of resolving the difficulties that guidance counselors may encounter in the performance of their profession. this is the case in the Cameroonian context in general and the city of Maroua in particular. Guidance counselors who sometimes find it difficult to carry out the job of supporting learners and the professionals for whom they are responsible. in fact, during the pre-survey that we carried out during the week of February 10 to 14, 2020 with around fifteen guidance counselors from the said city, in particular at the Lycée de Maroua Domayo, the Bilingual Lycée de Maroua and the Lycée Classique de Maroua, we asked them a certain number of questions, including whether they encountered difficulties in the practice of counseling. as a result, a good number of them, around 55%, do indeed encounter difficulties which prevent them from successfully supporting the clients (students and professionals) for whom they are responsible. some have tried to give a reason for these difficulties by putting forward the idea that they could not make themselves understood to learners and even in some cases even to colleagues. others put forward the idea of not mastering the psycho-technical tests they had at their disposal, or even the fact that they had never thought of evaluating their practices. all these difficulties constitute an obstacle to the success of counseling guidance, and therefore a factor favorable to the failure of learners.

Hence the need to linger and focus on the issue of the practice of counseling, which is important not only for the academic success of students, but also for their support and their socio-professional integration. it is indeed an essential factor in the success of learners such as underline certain authors and even certain institutions such as UNESCO, which has made counseling guidance a fundamental issue in the education sector for the educational and professional success of learners. The question is all the more interesting as one can realize the enormous gap which often exists between all the texts which govern the practice of counseling and the reality on the ground which is quite different.

This is what Okene (2009) tries to explain, he who draws the contrast between the actual practice of educational, university and vocational guidance in education, vocational training and work settings, and the many writings that exist on the question. which is not without consequences; this is why it suggests possible solutions, including improving the quality of the human resources assigned to this activity. still others, such as Mekondjou and Djomo (2015), even go so far as to make the guidance counselor "a compass for life" insofar as in addition to helping the learner to choose the course himself, the school, academic and professional training

that matches his profile, he helps the latter also better adapt to said training and solve any problems that may affect their personal development and their integration into working life.

This sufficiently demonstrates that the practice of counseling is of concern to most education systems in the world, and that of Cameroon in particular. This is why the emphasis is placed in particular during the National Days of School Guidance on the contribution of the guidance counselor in the lives of learners; hence the efficient practice of counseling. Cognitive remediation in itself is first of all of utmost importance in solving a number of problems both in health and psycho-educational terms; it could just as well be in the context of the practice of counseling. This is what leads us to reflect on the problem of the influence of cognitive remediation on the practice of counseling.

The main question of our research is the following: does cognitive remediation influence the practice of counseling of guidance counselors in high schools in the city of Maroua? more specifically, is the awareness of guidance counselors of the good of adopting traditional methods on a daily basis favorable to the practice of counseling guidance? Does Self-Assessment of Guidance Counselor Methods Improve Counseling Practice? Does the cognitive flexibility of the guidance counselor allow the support of a greater number of learners in the practice of counseling?

The general hypothesis is formulated as follows: cognitive remediation influences the practice of guidance counseling of guidance counselors from high schools in the city of Maroua. thus, the awareness of the guidance counselor of the good done by adopting traditional methods on a daily basis is favorable to the practice of counseling guidance. In addition, the self-assessment of the guidance counselor's methods improves the practice of counseling. finally, the flexibility of the guidance counselor allows the support of a greater number of students in the practice of guidance counseling.

As the main objective of this research work, we want to show that cognitive remediation influences the counseling practice of guidance counselors in high schools in the city of Maroua. We have set as specific objectives to show first that the awareness of the guidance counselor of the good effect of adopting classic methods is favorable to the practice of counseling guidance, then that the self-assessment of counseling methods guidance counselling improves the practice of counseling guidance, and finally that the flexibility of the guidance counselor allows a greater number of students to be supported in the practice of counseling guidance.

This work is therefore in line with all other work, and will certainly contribute to the development of other work on the issue. also, our work is insofar as it studies cognitive remediation in a field other than the classic one relating to medicine and mental health that of reflective practice and metacognition applied to counseling orientation. professionally, this article will enable student guidance counselors and even those who aspire to enter this profession to realize in advance that the adoption of the classical process of guidance counseling requires readjustments; this therefore allows you to modify your systems of thoughts, its representations in relation to counseling with a view to being more effective in supporting the majority of young people. still in the same vein, this research allows the self-assessment of classic counseling methods in order to improve the professional performance of student guidance counselors. it also makes it possible to understand that these methods are not always favorable to the support of all learners and to adapt the counseling orientation according to the study population...

As principal objectives of this work, we want to show that cognitive remediation influences the practice of counselling orientation government secondary schools in the towns of Maroua. We fixed as specific objectives to show first that the conceit of the guidance counselling of well done by adopting classical methods favours the practice of guidance counselling orientation, follows that auto evaluation of methods ameliorate the practice of guidance counselling, at the end that the flexibility of guidance counsellor permits the accompaniment of a greater number of students in the practice of guidance counselling.

This work is therefore in script in the same line of all the other works, contributing certainly to the development of other works on this question. Here, we work is on the measure where it studies the cognitive remediation in a particular domain different from all other classical works on the medical plan and that of mental health, and reflexive practice and that of metacognition applied to the guidance counselling. On the professional plan, this article will permits learners of guidance counselling and even to those aspirant integrating this profession to be conscious that classical adoption of the processes of guidance counselling requires re-adjustment; this permit therefore the modify the system of thought, his representation in respect to guidance counselling in the frame of being more effective in the accompanying of the majority of youths. Always in the same order of ideas, this research permit auto-evaluation of classical methods of guidance and counselling at the end to ameliorate the professional performance of guidance and counselling students. She also permit to understand that this method are not always favourable to the accompanying of all the leaners and the adaptation of guidance counselling in function of the population of study.

2- THEORITICAL ORIENTATIONS

In this part, it will be a question for us to make a brief presentation of the theories related to our

communication. .these are the theory of cognitive load developed by John Sweller (1998), the theory of self-determination Deci and Ryan (2000), the theory of flexibility, Tarondo (1999), as well as that of conscience of Piaget (1974).

Cognitive load theory (John Sweller)

This theory explains the failures or successes of people primarily in learning activity but also in problem-solving activity. Cognitive load depends on what is presented and how it is presented. .these two aspects add up because the intrinsic load of a task may be acceptable in working memory, but if to this is added an excessive extrinsic load, the subject will be in cognitive overload (Sweller, Van Merriënboer and Paas, 1998). .we can first distinguish two types of main cognitive loads before adding the germane load

Intrinsic cognitive load is the cognitive load imposed by the characteristics of the task or material. .it is determined by the number of interacting elements that must be processed simultaneously. According to this theory, an item is what is manipulated in working memory as a single processing unit. .if the subject has prior knowledge and appropriate patterns, it is possible for him to group several stimuli and treat them as a single unit (1956). .the number of elements that must be treated simultaneously therefore depends on the level of expertise of the subject, but also on the interaction between these elements. .to illustrate this notion of interaction between elements, Sweller (1999) presents the following example: "suppose five days after the day before yesterday is Friday. What day of the week is tomorrow? Finding the answer, "Wednesday" may take a little while. .in fact, in this phase the different elements interact and must be processed simultaneously, which imposes a significant intrinsic cognitive load. The intrinsic load is linked to the task itself and can only be lightened at the cost of removing parts of it. .however Schnotz (1997) notes that the same task performed by novices or experts will not generate the same cognitive overload. .experts have a greater number of mental diagrams, which can bring together several pieces of information in a single element, taken as a whole by working memory. This would demonstrate that the expertise helps lighten the intrinsic burden.

Extrinsic cognitive load is the cognitive load relating to the organization of the material and the activities performed by the learner on that material not directly related to the construction of schemas. According to De Jong (2010), these cognitive resources can be used to integrate different sources of information or to perform parallel tasks. .it refers to the way in which the information is presented and is strongly linked to the choice of the educational designer who can therefore limit this extrinsic load by purifying the medium but also by promoting a simultaneous demand on the auditory and visual capacities. .the extrinsic load can be changed because it is related to the way the information is presented. It can be alleviated by modifying the material to be learned. .for example, removing unnecessary or redundant elements can lighten the extrinsic load without affecting the intrinsic load. .we can also cite a task that requires the almost simultaneous processing of distant information to be accomplished: the cognitive load will be increased since in the memory of the work, information necessary for the understanding of another must be kept. a co-presentation would reduce the cognitive load

According to Holton (2009), learning is effective only if the learner has sufficient resources to construct a diagram. .However, if the task becomes particularly expensive for working memory due to an unnecessary and excessive extrinsic cognitive load, the learner may lack the cognitive resources necessary for the construction of a diagram. .completing the activity can then interfere with learning. According to Mayer (2008), it arises from the confrontation of the learner with a variable material during his learning. .If he finds himself repeatedly confronted with material of the same type, it has been shown that mental patterns develop, thereby facilitating his future learning. The germane charge should therefore be favored, unlike the other two charges. .it allows the integration of knowledge into long-term memory in the form of mental patterns. Also, when learning, if the intrinsic load and the extrinsic load are reduced, students should be encouraged to develop cognitive patterns. .this essential load is sensitive during learning. It is not automatic and it is through various variables that it will come about

In short, the instructional designer cannot influence the intrinsic load but should ideally limit the extrinsic load and favor the germane load. When a diagram is integrated, it can be automated by repeating actions. .Likewise, note that the theory of cognitive load makes it possible to consider the investment of cognitive resources during school learning. Its ambition is to identify techniques that optimize the use of cognitive resources to improve learning. .however, cognitive load theory is fraught with limitations on two main fronts. On the one hand theoretically in that this theory uses models of working memory and attention to describe the cognitive resources used during learning. .however, these models do not take into account variations in the use of cognitive resources over time. Methodologically, on the other hand, this theory does not provide a reliable measure of cognitive load. .in addition, the measures it proposes do not take into account variations in the load over time

-Piaget's awareness theory

In advancing the idea of a process of awareness, Piaget (1974a) is interested in the mechanisms by which it

is carried out rather than in the different states of consciousness that result from it. These mechanisms of awareness consist of successive abstractions, operating on the basis of the same law. According to this law, awareness is always carried out from the "periphery to the center", from the goals and results to the means and the justifications for these means (Piaget, 1974). Its progression translates into distinct connections, first of all goals and results, then results, goals and means, and finally goals, results, means and causes. Furthermore, awareness consists of "a process of conceptualization reconstructing, then going beyond (...) what was acquired as a scheme of action". This process of conceptualization is developed by successive abstractions, referring to different states of consciousness. The first abstraction is the empirical abstraction which is a material process carried out from the observables on the action. The second, reflective abstraction is a reasoning applied to these observables. The third level of abstraction, reflective abstraction, occurs when reflective abstraction has become conscious and its product becomes an object of conscious reflection and formulation.

Reflective abstraction, according to Piaget, is about the operations of the subject. They take place in two stages: a "reflection" which introduces representations of a higher level than that which regulated the activity before this abstraction, and a "reflection" which organizes these new representations. Reflective abstraction introduces reasons for success. It therefore allows the subject to progress from the periphery to the center, will abstract representations from observables of the action and its coordination's attempting to relate results and means in order to understand how he arrived at the result. Which in turn allows him to control it more effectively by using in particular anticipation and even planning. The simple abstraction remains at the level of the connections between means and goals. In other words, reflective abstraction empowers the subject to make a critical judgment, no longer only on the result of an action, but more on the mechanisms or strategies that he has deployed to achieve it. Therefore, this mechanism is a sure indicator of metacognitive activity because it demonstrates a distancing of the subject between what he produced and how he went about doing it. As a result, Piaget highlights two types of regulations.

Initially, this "almost automatic" regulation of the action is only a readjustment that the subject makes step by step, "step by step, forgetting what he has just done and not anticipating the change. continuation", the feedback being determined from outside on the basis of semi-successes or partial failures during trial and error, by a progressive selection of movements bringing the action closer to its goal without any deliberate or intentional choice intervening on the part of the subject except with regard to the initial process orienting it towards this goal. Goal. Which led Piaget to say, as we noted previously, that this adjustment, even automatic and empirical, must certainly give rise to realizations, even of a first degree, if only on the goals and results, but which nevertheless prepare and allow the following, more in-depth, and the progress of regulation. This regulation can then be either of a mechanistic nature, based "on pre-established arrangements" and linear feedbacks, or of a dynamic nature, of a hemostatic nature, the result of "the mutual interaction between the components". In both cases, it tends "towards an equilibrium or a stable state". A second type of regulation takes place, which Piaget calls "active regulation for which the subject has made choices, has intentionally defined goals, an intentionality which is accompanied by a more elaborate awareness, which goes beyond that of the sole goals and outcomes towards a .analysis of the means employed "from the observable on an object (missed result), the subject will therefore seek on which points there has been a lack of accommodation (...), from the observable on the action (its purpose or overall direction), it will focus on the means used and on their possible corrections or replacements. Thus, by a back and forth between object and action, awareness gradually approaches the internal mechanism of the act and extends from the periphery to the center.

The subject will thus progress in the regulation of the action by a back and forth between "awareness" of the observables on the object (goal and result) and awareness of the coordination of the action, that is, that is to say on the means used. The action is thus better and better regulated with the coming into play of the anticipation linked to the progress of conceptualization, the awareness of the object and the action and its coordination's multiplying and deepening by encompassing more and more factors, the subject succeeds in .better and better at relating means and ends and thereby understanding and conceptualizing one's action. The representations he produces of his action are more and more complete and totalizing because they integrate better and better with each other from time to time until they constitute a true conceptualization, conscious and explicable. These regulations which "build" allow in other words, for their part, to open up structures, that is to say "to build new observables on the object" and thus to be able to anticipate new possibilities. Piaget therefore proposes to consider homeostatic regulations which are content to adjust "local" or minor imbalances of homeostatic regulations which themselves have an increasing action, going beyond a previous equilibrium to a higher equilibrium. In short, for Piaget, awareness is a "conceptualization" and a "reconstruction", a process of inner reflection carried out on the basis of the action carried out. This aspect of metacognition must be focused on the goals and outcomes of the subject's action, hence the notions of anticipation, self-assessment and readjustment.

The criticism that can be made against the theory of awareness is based on the fact that Piaget developed his work from the angle of the psychogenetic development of the child. Therefore, we can ask ourselves the question with Vermersch whether we can use the data of genetic psychology to analyse the cognitive functioning of

adults. According to these authors, the real difficulty is that the adult is a very complex whole, hence their questioning of a possible coexistence within the cognitive functioning of the adult of the knowledge resulting from each of the stages crossed by the child. ..

The theory of self-determination (Deci and Ryan 2000)

This theory stipulates that every human being must satisfy the three specific needs which are the need for autonomy, that of the feeling of competence and finally the need of social affiliation in order to develop, evolve and have a good psychological health, which would allow everything .teacher to be engaged. the satisfaction of these needs therefore leads to several advantages, including better performance, greater persistence in the face of obstacles, higher quality motivation, better psychological health, better learning and more efficient coping (Deci and Ryan .2000).The articulation of these three states leads these authors to opt for a vision of motivation by distinguishing three states which can be classified on a continuum of self-determination. Intrinsic motivation characterizes individuals whose behaviours are guided by motives of an instrumental nature, work becoming the means to reach an end. .motivation characterizes individuals who perform work mechanically and who do not perceive a connection between their efforts, their actions and the results they obtain. Thus a person is intrinsically motivated when performing activities voluntarily and out of interest in the activity itself in order to satisfy their need for self-determination and skills. Extrinsic motivation is characterized by the fact that a person performs an activity to get something pleasant out of it or to avoid something unpleasant, but not for the activity itself. .motivation characterizes a person who does not perceive any relationship between his actions and the result obtained. However, it should be noted at this level that there are different levels of self-determination in extrinsic motivation. We can cite among others:

Eextrinsic motivation with external regulation: Here behaviour is regulated by external sources of control perceived as corrective sources imposed on the individual;

Eextrinsic motivation with introjected regulation: The person has at this level a limited control of his actions resulting from the interiorization of constraints imposed on him by unformulated pressures on self-esteem, the feeling of guilt or of shame ;

Eextrinsic motivation with identified regulation: The constraint is externalized for the pursuit of an objective chosen by the individual;

Extrinsic motivation with integrated regulation: The internalization of the external motives of the behaviour at this level increases and the identification between the activity and the aim pursued is not conditional in the eyes of the person.

There is thus a link between the conditions which support autonomy, competence and interpersonal affiliation and the phenomenon of intrinsic motivation. .Similarly, environments that promote the satisfaction of basic needs also promote better internalization and better integration of cultural practices. There is also a link between basic needs and well-being. In fact, the conditions which contribute to autonomy, competence and relationships with others not only stimulate motivation and integration processes, but they also have an impact on the physical and psychological health of individuals.

According to the theory of self-determination, the satisfaction of the three psychological needs is an important mechanism in explaining how motivation develops and maintains itself. .three main sources of meeting psychological needs are identified: remuneration, work organization and support for meeting psychological needs in hierarchical relationships. .if basic needs are neglected, there will be a negative impact on growth, integrity and well-being in all contexts. .level of development, context and culture are factors that continually influence the ways in which these needs are expressed and the means to meet them. Differences in social support and social structures cause different levels of needs satisfaction.

Deci and Ryan's theory of self-determination is important to this research because of its central idea of knowing that individual behavior is motivated by the need for autonomy, competence and affiliation. .it helps to explain the phenomenon of the engagement of a guidance counselor in general and guidance counselors in particular at work by analyzing the different types of motivation, namely, intrinsic, extrinsic or motivation. however, the theory of self-determination has had limitations in being able to explain the entire motivational process in the process of hiring the guidance counselor at work. It is therefore important to supplement with Albert Bandura's theory of self-efficacy.

The theory of personal efficiency (Bandura 1997)

She was born in 1997 and postulates that the belief system on one's self-efficacy or sense of personal efficacy is at the basis of motivation, well-being and human achievement. In this theory, he considers individuals not as reactive and destitute organisms faced with the constraints of social and psychological life but as being products and creators of their environment, their behaviors and their actions, these factors interacting between them in a process that Beauchamp (2008) would later call reciprocal triadic causality. For Bandura, if people are not convinced that after putting in a certain amount of effort they will have the desired results, they will have no

reason to act and persevere in the face of difficulties. .these results exert an influence which can be either positive or negative on the way of thinking of the individual or of a group of individuals. Individuals are therefore at the center of the functioning of their lives and have the ability to control and regulate their actions. .this has been called the principle of a gentility. the self-efficacy of Bandura is linked according to certain authors such as (Jewett and Lavalley, 2008, p.196) to "a person's perception of his capacity to perform tasks independently of others" because, according to this theory, personal effectiveness largely influences the choice of .individuals with regard to the chosen activity and the means implemented to practice it. Bandura mentions in his work that the personal effectiveness shown by an individual results from four main experiences:

The active mastery experience

It reports previous successes and failures resulting in an increase and decrease in the sense of self-efficacy, respectively (Chapman and Tumer, 1997). .it is one of the influential sources from which the feeling of personal self-efficacy derives its content because it is based on the personal mastery of the tasks to be performed. . The more successful an individual is in experimenting with a given behavior the more they will be led to believe in their personal abilities to accomplish a given task.

The vicarious experience or message

It is watching a peer take action and believing that you have the capacity to do the same (Shunk & Hanson, 1989). It is therefore a learning process based on social comparisons or observation. .However, it should be noted at this level that this mode of operation does not always produce positive effects because in some cases the observation of the failure of a peer can rather call into question its own effectiveness.

Verbal persuasion

It can only be done by a reliable person who is credible or important in the eyes of the subject in order to convince him of his skills. .it therefore means that an individual through suggestions, warnings and advice can be made to believe that he has the potential to perform a task that he once thought was beyond his competence.

Physiological and emotional states

A specific psychological state can induce a positive or negative feeling of personal effectiveness. .When a person associates an aversive emotional state such as anxiety with poor performance of the requested behavior, it can cause them to doubt their personal competence to accomplish that behavior and thus lead to failure. .on the other hand, people will be more inclined to believe in success if they are not embarrassed by an aversive state.

The first experience therefore contains the successes and failures of the past, the second results from the normative comparison made by an individual with his fellows in an identical situation, the third refers to the fact that through a process of questions, suggestions and advice, the Individuals can be comforted in beliefs in their potential and strengths to perform a task brilliantly. .the last one shows that an individual suffering from psychological problems would be more able to question their potentialities than another without any psychological problem.

According to this theory everyone has the capacity to self-regulate and to be able to have control over their daily actions. .however, it should be noted that people with a strong sense of self-efficacy encounter fewer problems when it comes to positioning themselves as an actor in their actions. Self-efficacy is according to Schunk and Pajares, (2005, p.118) "... a person's belief in what he is able to do and not what he can do. "And therefore the stronger the person the more likely a person is to be successful in whatever he or she sets out to do. .this theory turns out to be important insofar as a high sense of self-efficacy on the part of the guidance counselor makes it possible to carry out his profession better on a daily basis. However, she knows a few limits. .In this regard, we can mention the fact that the scales for measuring the feeling of personal effectiveness in the teacher appear to us insufficient to approach the complexity and the diversity of the teaching profession, and consequently are not well suited to the evaluation. a sense of competence trainees at the end of training. Hence the proposition made by Bandura (2005) on the clarification that effectiveness beliefs should be measured in terms of capacity assessment in relation to a specific area of activity. .as another limitation, one can note the fact that the feeling of personal effectiveness as an indicator of the effectiveness of a training does not in any way guarantee the real existence of competence.

Tarondo's cognitive flexibility theory (1999)

Tarondeau (1999a) defines flexibility in terms of "the ability to transform in order to improve its integration into the environment and thus increase its probability of survival". .he adds in the same sense that "the flexibility of a system placed in an uncertain environment is defined and measured: 1) by the number of states that it is likely to take in order to achieve the purposes prescribed for it; 2) by the cost and the time consumed during the .changes of state "(Tarondeau, 1999a; 1999b).reix (1997) defines flexibility as follows: "1) flexibility is a means of dealing with uncertainty; 2) it reflects the company's ability to respond to new conditions, to develop a

capacity for learning by using information additional; 3) it can be expressed in terms of the extent of the potential scope of possible decisions or in terms of the ease of change of state; 4) its value is comparable to an option value ". Much more always in the same vein, Gerwin (1987, 1993) notes that flexibility is the response of adaptation to the uncertainty of the environment, and more precisely as a set of responses to different manifestations of uncertainty. .de Toni and Tonchia (1998) understand that flexibility is understood as: 1) the characteristic of the relationship between a system and its environment, where it operates in terms of dampers of uncertainty; 2) the degree of homeostatic control of a system, that is, as a degree of adaptation cybernetics, 3) the capacity for change and adaptation.

3- METHODOLOGY

This point will therefore allow us to present in turn the type of research, the study population, the sample and the sampling method, the data collection instrument and the data analysis method.

This research is both quantitative and qualitative. She is interested in all subjects meeting the study criteria and to which the results obtained will be applied. It is usually the sample of a study. .Thus, the target population of our investigation is made up of general education guidance counselors from the Domayo high school, the classical high school in Maroua, and the technical high school in Maroua, the Jacques de Bermont College, and the high school in Meskine in Maroua. .the school guidance service is placed under the authority of a department head. The service has five Guidance Counselors who are responsible for advising, informing and guiding pupils according to their aptitudes, interests and needs. .To do this, they resort to the use of psych technical tests allowing them to detect the aptitudes and interests of the pupils, this for a better orientation.

The guidance counseling service at the bilingual high school in Maroua is made up of 7 guidance counselors, including 05 men and 02 women. .the bilingual high school has 07 guidance counselors, ie 05 men and 02 women. The classical high school has 10 guidance counselors, including 02 men and 08 women. .The Guidance Council Service of Maroua Domayo High School is made up of seven (07) guidance counselors, namely 05 men and 02 women. MAKABAYE high school has three guidance counselors: 01 male and 02 female. .at Meskine high school, we find 05 (five) guidance counselors in this establishment, including (02) two women and (03) three men all under the supervision of a department head. .There are twelve (12) guidance counselors stationed at the Regional Delegation for Secondary Education, made up of eight (8) men and four (4) women.

The sampling technique is that by reasoned choice. .our sample is made up of 28 guidance counselors representing high school guidance counselors in the city of Maroua. The table below summarizes the distribution of our sample according to gender. .

Table 1: Summary table of the distribution of the sample

Gender	frequency
Men	16
Women	12
Total	28

Let us add that alongside this sample, we carried out a semi-structured interview with ten (10) Guidance counselors who are part of the staff (3 heads of departments) and some of whom are stationed at the Regional Delegation of Secondary Education in Maroua. (7 guidance counselors); he. These are those who occupy positions within the Regional Delegation for secondary education.

As part of this work, we opted for a questionnaire for guidance counselors working in high schools and the interview guide for those of the regional delegation of secondary education in the Far North. .our questionnaire is based on the variables, indicators and methods used in this research. In addition to the questions on identification, we have the closed, mixed and open questions on awareness, self-assessment, cognitive flexibility and finally the practice of counseling. .the interview guide we used is composed of 04 themes including awareness, self-assessment, flexibility and cognitive remediation related to counseling.

.For this we have chosen a descriptive and inferential analysis because this study involves in-depth understanding of the opinions of the respondents identified by our questionnaire, with the aim of invalidating or confirming the hypotheses made. .to perform the inferential analysis, we used the simple linear regression test.

4- RESULTS

- awareness influences the practice of counseling.

Table 2 .
ANOVA^a

Models	Sum of squares	Ddl	Average of squares	F	Sig.
1 Regression	,107	1	,107	6,610	,016 ^b
Residual	,423	26	,016		
Total	,530	27			

With regard to the statistics contained in Table 2 of the ANOVA, we see that the Fischer F value obtained for this model makes it possible to reject the null hypothesis (H0). The value of Fischer's F test (6.610) is significant at $p(0.016) < \alpha(0.05)$. The value of the significance of F indicates that we have less than a 5% chance of being wrong in saying that the model helps to explain the practice of counseling. This result makes it possible to conclude according to the decision rule that there is a significant link between the awareness of the guidance counselor of the good done by adopting classic methods on a daily basis and the practice of counseling guidance. Since ANOVA confirmed HR1, it is now possible to assess the fit of the regression model of the data for this assumption. This assessment makes it possible to assess the strength of the link between the awareness of the guidance counselor of the good effect of adopting traditional methods on a daily basis and the practice of Guidance and Counseling.

Table 3: Summary of the regression model
Récapitulatif du modèle^b

Modèle	R	R-two	R-two adjusted	Estimate of standard errors	Change in statistic					Durbin-Watson
					Variation of R-two	Variation of F	ddl1	ddl2	Sig. Variation de F	
1	,450 ^a	,203	,172	,12749	,203	6,610	1	26	,016	2,198

Reading the summary table of the regression model shows that the multiple correlation value (R) is significant. Indeed, this value is $R = 0.450$ and represents the strength of the relationship between DV (the practice of counseling guidance) and VII (the guidance counselor's awareness of the good done by adopting classic daily methods) of the model. This value $R = 0.450$ shows that the data fit the model satisfactorily and that the correlation between DV and VII is positive, of medium intensity, and significant. It is also noted on reading this table that the significance value of R2 is 0.203. This value expresses the contribution of VII to the model. This model explains a significant proportion of the variance of the variable "practice of counseling counseling". The value of R2 (R2) has changed from $R^2 = 0$ to $R^2 = 0.203$. This result reflects the fact that the VII "the awareness of the guidance counselor of the good effect of adopting traditional methods on a daily basis" explains the VD "the practice of counseling guidance" to the tune of 20.3% and the rest is explained by other factors outside of this model. The Durbin-Watson test value is 2.198. This test does not have an associated significance level, but the statistic value is acceptable when it is between 1 and 3. The principle is that the closer the value is to the number 2, the less problem there is with the independence of errors. With a value of 2.198 we can conclude that the model is good because the statistic of this test respects this condition. Since we know that this model of HR1 is significant, we move on to constructing the regression equation to predict a value of Y. The basic equation was: $Y = b_0 + b_1x$.

Table 4: Coefficient of HR1 .

Coefficients ^a						
Model		non standardise coefficients		standardise coefficients	t	Sig.
		B	Standard errors	Beta		
1	(Constant)	,736	,202		3,650	,001
	the taken to consciousness of guidances consellor of the well done of the adoption of classical methods to our daily lives	,398	,155	,450	2,571	,016

a. the practice of guidance consellor

It appears from Table 4 above that the coefficients explain the variation in DV from the estimated equation of the Model; $Y = b_0 + b_1x$ [$Y = 0.736 + 0.398(VII)$].

The practice of counseling in high schools in Maroua = $0.736 + 0.398$. The awareness of the guidance

counselor of the benefit of adopting traditional methods on a daily basis

From the above equation, we can see one unit of positive variability in VI1 which also results in one unit of (positive) change in DV. .the sign of the coefficient indicates to us the direction of the relation. In the case of the HR1 hypothesis, the higher the awareness of the guidance counselor of the benefit of adopting traditional methods on a daily basis, the better the practice of counseling. .the standard error provides information on the variability of the coefficient in the population. It also makes it possible to calculate the value of t (2.571). The latter indicates that the coefficient is significant because $\text{sig} (0.016) < \alpha (0.05)$. .By referring to the decision rule that we presented above, it can be concluded that the awareness of the guidance counselor of the benefit of adopting classic methods on a daily basis is favorable to the practice of counseling guidance. .this then means that, in effect, the awareness of the Guidance Counselor of the good done of adopting classic methods on a daily basis is favorable to the practice of counseling guidance. This interpretation is consistent with Piaget's awareness theory. .awareness in fact presupposes a regulatory mechanism which is based on the results of an action to achieve improvement. Guidance counselors would therefore benefit from becoming aware of the results of their actions, with a view to better practice of counseling guidance.

The self-assessment of the guidance counselor methods improves the practice of counseling

Table 5: Analysis of variance HR2
 ANOVA^a

Model		Sum of squares	Ddl	Means of squares	F	Sig.
1	Regression	,094	1	,094	5,583	,026 ^b
	Residuals	,436	26	,017		
	Total	,530	27			

From ANOVA Table 5 above, the Fischer F value obtained for this model rejects the null hypothesis (H0). Indeed, it is observed that the value of the Fischer test (5.583) is significant at $p (0.026) < \alpha (0.05)$. .this meaning of F indicates that we are less than 5% likely to be wrong in saying that this model helps to explain the practice of counselling. .As such, it can be concluded from the decision rule presented above that there is a significant link between the self-assessment of guidance counsellor's methods and the practice of guidance counselling. .Evaluating the fit of the data makes it possible to assess the strength of the link between the self-assessment of guidance counsellor's methods and the practice of counselling in high schools in Maroua.

Table 6: Summary of the regression model
 Récapitulatif du modèle^b

Model	R	R-two	R-two adjusted	Error of standard adjustment	Change in statistics					Durbin-Watson
					Variation of R-two	Variation of F	ddl1	ddl2	Sig. Variation of F	
1	,420 ^a	,177	,145	,12954	,177	5,583	1	26	,026	2,607

It emerges from table n ° 6 summarizing the regression model of HR2 that the multiple correlation value (R) is significant. .this value is $R = 0.420$ and represents the strength of the relationship between the DV (the practice of counselling) and the VI2 (self-assessment of the guidance counsellor's methods) of the model. .the value $R = 0.420$ means that the data fit satisfactorily to the model and that the correlation between DV and VI2 is positive, of medium intensity and significant. In this table, it can also be seen that the significance value of R2 is 0.177. .this value expresses the contribution of VI2 to the model. This makes it possible to understand that this model explains a significant proportion of the variance of the variable "practice of counselling". The value of R-two has changed from $R2 = 0$ to $R2 = 0.177$. .this result means that the VI2 "self-evaluation of the guidance counsellor's methods" explains the DV "the practice of counselling guidance" up to 17.7% and the rest is explained by other factors which are not taken into account in this model. .the principle of the Durbin-Watson test is that the closer the value is to the number 2, the less problem there is with the independence of errors. This test does not have an associated significance level, but the statistic value is acceptable when it is between 1 and 3. .with a value of 2.607 we can conclude that the model is good because the statistic of this test meets the required conditions.

Tableau 7 : Coefficient

Coefficients ^a						
Model		non standardise		Standardise	T	Sig.
		Coefficients	Standard error	Coefficients		
		B		Beta		
1	(Constant)	,792	,195		4,058	,000
	Auto-evaluation method of guidance counselling	,375	,159	,420	2,363	,026

a

It appears from Table 7 above that the coefficients explain the variation in DV from the estimated equation of the Model; $Y = b_0 + b_1x$ [$Y = 0.792 + 0.375 (VI_2)$]

Guidance counselling practice = 0.792 + 0.375 Self-assessment of guidance counsellor methods.

The above equation shows that one unit of positive variability in VI₂ also results in one unit of (positive) change in DV. The positive sign of the coefficient tells us the direction of the relationship. In the specific case of the HR₂ hypothesis, the more the self-assessment of the guidance counsellor's methods, the better the counselling practice. The standard error provides information on the variability of the coefficient in the population. It also makes it possible to calculate the value of t (2,363). The latter indicates that the coefficient is significant because sig (0.026) < α (0.05). Self-assessment of guidance counsellor methods improves counselling practice.

Therefore, it can be concluded with the theory of self-determination that the self-assessment of Guidance Counsellor methods improves the practice of counselling among the principles that emerges from this theory, we note for example the question of extrinsic motivation that Deci and Ryan characterize as the fact for a person to perform an activity in order to get something pleasant from it or to avoid something unpleasant for the person. Activity in self. For example, by having the desire to do better, the guidance counsellor would make his activity more attractive, and improve his practice of Guidance Counselling.

The cognitive flexibility of the guidance counsellor influences his counselling practice

Table 8: Analysis of variance

ANOVA^a

Model		Sum of squares	Ddl	Mean of squares	F	Sig.
1	Regression	,122	1	,122	7,757	,010 ^b
	Residual	,408	26	,016		
	Total	,530	27			

This ANOVA Table No. 8 above indicates that the Fischer F value obtained for this model allows the null hypothesis to be rejected (H₀₃). Indeed, it is observed that the value of the Fischer test (7.757) is significant at p (0.010) < α (0.05). The value of this meaning of F indicates that we have less than a 5% chance of being wrong in stating that this model contributes to the explanation of the practice of counselling. One can thus conclude based on the decision rule presented above that there is a significant link between the flexibility of the guidance counsellor and the practice of guidance counselling. It is now possible to proceed to the assessment of the fit of the regression model of the data of this hypothesis. Given that the ANOVA has confirmed that the cognitive flexibility of the guidance counsellor influences his or her Guidance and counselling practice.

Table 9: Summary of the regression model

Recapitulative of model^b

Model	R	R-two	R-two adjusted	Standard error estimated	Change in statistic					Durbin-Watson
					Variation in R-two	Variation de F	ddl1	ddl2	Sig. Variation de F	
1	,479 ^a	,230	,200	,12530	,230	7,757	1	26	,010	2,525

The statistics contained in table 9, summary of the regression model, make it possible to realize a certain number of things. First, the multiple correlation value (R) is significant, it is R = 0.479 and represents the strength of the relationship between DV (the practice of guidance counseling) and VI₃ (flexibility of the guidance counselor) of the model. This value of R = 0.479 reflects the fact that the data fit satisfactorily to the model and that the correlation between DV and VI₃ is positive, of medium intensity and significant. In addition, we note in this table that the significance value of R₂ is 0.230. This value expresses the contribution of VI₃ to the model. We thus realize that this model explains a significant proportion of the variance of the variable "practice of counseling counselling". The value of R-two has changed from R₂ = 0 to R₂ = 0.230. Literally, this result means that the VI₃ "the flexibility of the guidance counselor" explains the DV "the practice of guidance

counseling" to the tune of 23.30% and the rest is explained by other factors which do not are not taken into account in this model.

Finally, we note that the value of the Durbin-Watson test is 2.525. This value is close to the number 2 and therefore shows that there is less problem with the independence of errors. Given the fact that this test has no associated significance level, but that the value of the statistic is acceptable when it is between 1 and 3, we can conclude with a value of 2.525 that the model is good because the statistical value of this test meets the required conditions.

Table 10 : Coefficient

Coefficients ^a					
Model	non standardise Coefficients		standardise Coefficients	t	Sig.
	B	Erreur standard	Beta		
1	(Constant)	,705	,197		
	The flexibility of guidance counsellor	,451	,162	,479	2,785 ,010

The statistics in Table 10 above show that the coefficients explain the variation in DV from the estimated equation of the Model; $Y = b_0 + b_1x$ [$Y = 0.705 + 0.451 (VI3)$]

The practice of counseling = $0.705 + 0.451 \cdot$ the flexibility of the guidance counselor.

This equation shows a unit of positive variability in VI3 which also results in a unit of (positive) change in DV. The positive sign of the coefficient tells us the direction of the relationship. In this specific case, we see that the more flexible the guidance counselor, the better the practice of counseling. The standard error provides information on the variability of the coefficient in the population. It also makes it possible to calculate the value of t (2,785). The latter indicates that the coefficient is significant because $\text{sig} (0.010) < \alpha (0.05)$. This result reflects the fact that the flexibility of the guidance counselor allows a greater number of students to be supported in the practice of counseling. This allows us to conclude that indeed, the cognitive flexibility of the Guidance Counselor allows the support of a greater number of students in the practice of counseling. This result can be interpreted in the light of the flexibility theory developed by Tarondeau which, for example, refers to the ability to respond to new conditions. The same must be true for the Guidance Counselor who must be able to deal with all situations, each one different from another, for a better practice of guidance counseling.

CONCLUSION

Throughout this work, it was a question of showing that cognitive remediation influences the practice of counseling. For this, we started from the observation that many guidance counselors encountered difficulties in the performance of their duties because many do not sufficiently master the tools made available to them in the course of their work, do not ask their work methods and do not improve their thinking about the activities they practice on a daily basis. Ultimately, we can retain that this research work as cognitive remediation in general, and in particular awareness, self-assessment and cognitive flexibility positively influence the practice of counseling. In doing so, it constitutes a fundamental element in building the professional autonomy capital of the guidance counselor.

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