GUIDANCE / COUNSELLING

AND

SPECIAL EDUCATION

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Chapter Ten

THEORIES IN COUNSELLING

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INTRODUCTION

Some people believe that the mind of a child at birth is empty, plain and stainless. At this stage there are no imprints and objects formation. As the child grows to the next stage of development, the mind reaches any information that is provided by the parents. Suffice to say that the genesis of a child's status and behaviour in the later years is the home. Therefore, the first hand advice the parents give at home could be regarded as the best counselling. Counselling refers to the act of advising one to assist himself in avoiding his socio-personal-academic problems in the society he lives. It could be inferred from the foregoing that parents are the best and first-class counsellors of their children since the future propensity and achievement of youths are deeply rooted in the rearing strategies abounding in various homes. However, as the child grows into adolescent and adulthood, he requires a little bit of freedom from being under the tutelage of his parents. And so in the school environment, he still needs to be guided in order to face challenges inherent in the academic environment and the wider society in later years. More important, to be absorbed in the job-market after graduation.

Apparently, the counsellors need to be well knowledgeable inorder to effectively assist the clients with nourishable ideas as solutions to personal-social and academic issues. The need to understand the theories of human development inorder to advice the clients in the semitrance, (where counselling or advice activities occur). Theory as defined by Webster's Dictionary is an explanation which one thinks is correct but has not been proved or tested; the main ideas in an art, science as opposed to practice or performance. Therefore, a counsellor who is believed to have acquired enough experience about how individual behaviour could effectively assist in solving various problems facing such person in the environment he finds himself. This chapter specifically discusses theories in counselling, what is a theory? Why theory in counselling?, and a general overview of Psychoanalytic, Rational, Emotional theory, Behavioural mode, and Client centered theories.

MEANING OF CONCIDER

Webster's Dictionary give advice to some counsellor. From the lawyer, a priest, a bit the position of the enumerated above, youths for future be those specializing in thinking would ensue. The need to ensure the fit guidance in on curric career. The inevitability academic environment is a cumulative formative years; and time, close contact with the counsellor needs entry qualifications about the various occupational relevancy about his abilities, it. He would rely on scholastic progress results. He would environments in which memory or at his

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MEANING OF COUNSELLING

Webster's Dictionary (1972) defines counselling as an art of advising, to give advice to someone; while one who advises in matters of concern is a counsellor. From this definition, a counsellor could be one's parents, a lawyer, a priest, a business man, a teacher and even peer-groups. However, the position of the teacher as a counsellor is rated over other counsellors enumerated above because of their role expectation in modifying the life of youths for future benefits in human endeavors. Denis, (1986), agreed that, those specialising in matters of scholastic development and vocational thinking would ensure the fullest development and vocational thinking would ensure the fullest development of the child's capacities is school by guiding in on curriculum choice and also help the school child to choose a career. The inevitability of teachers role in counselling business in the academic environment is based on the fact that occupational/career choice is a cumulative process which requires guidance and counselling in the formative years; and only a full-time member of the school would have the time, close contact with and knowledge of the pupils to do this. Therefore, the counsellor needs to discover and transmit information about jobs, about entry qualifications, about skills required and satisfactions offered, and about the various forms of higher and further education and their occupational relevance. He also needs to provide the client with knowledge about his abilities, aptitudes and limitations and make sure he understands it. He would rely upon his own cumulative record cards which would record scholastic progress, the comments of class teacher, and Psychological test results. He would need to be familiar with at least a few of the environments in which working life is lived and able to command either in memory or at his finger tips as large store of occupational information. Denis, (1986) concretised the roles of a counsellor when he reported that a counsellor would have some skills in the use and interpretation of psychological tests to enable him when necessary to probe his clients more occupationally, socially and academically relevant aspects. Inorder words, a counsellor must understand counselling theories to be able to assist his clients in the semistrance.

WHAT IS A THEORY?

The definition of theory as given by webster dictionary shows that explanations done by counsellors on how clients behave could be as a result of their experiences which may not be proved statistically or from research findings. William (1991) expressed that, a theory is a generalization or series of generalizations by which we attempt to explain some phenomena
in a systematic manner. Kerlinger (1986) defines a theory as a set of interrelated constructs (concepts), definitions and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting the phenomena. This definition shows that a theory serves the purposes of explaining and predicting. It suggests an explanation of observed phenomena and it can also predict as yet unobserved or undiscovered factors by indicating their presence. Brodbeck (1963) includes many of the same ideas in her discussion of theory, adding that a theory is a deductively collected set of laws and that all statements in a theory, both explained and explaining, are generalizations. The laws doing the explaining are the axioms, the generalization explained are the theories. Brodbeck opines that theories can range from a single, simple generalization to complex formulation of laws. A common message emerging from these definitions is that a theory provides a framework for conducting research and it can be used for synthesizing and explaining (though generalizations) research results. A core word 'generalization' makes it simpler for a counsellor to understand and make use of a way counselling theory concept in advising the clients.

Sufficient to assert that theories in counselling refer to explanations and generalizations a counsellor makes about the clients' behaviour. Human behaviour is guided and piloted by two basic theories namely: the psychological and environmental theories. In order words, for a counsellor to adequately understand individual bring and make generalizations, he must understand both genetic component and environmental influences surrounding such client.

A GENERAL OVERVIEW OF THEORIES IN COUNSELLING

A. PSYCHO-ANALYTIC THEORY:
The first proponent of psycho-analytic, theory is Sigmund Freud in 1881 at Vienna. He was the first Psychologist who systematically attempted to explore the unconscious part of human personality. Chauhan (1981) reported that, Freud proposed a theory that greater part of our personality lies buried in unconscious. That, we cannot study a human being by observing the overt behaviour because most of repressed desires, thoughts and feelings remain in unconscious and consequently influence our behaviour.

The concept of Psycho-analysis was developed against the traditional rationalistic interpretation of behaviour which accepted the proposition that a man acts in any particular way because he had reasons before acting as he does. Chuaan reported that, Freud objected to the theory of Pur intellectual revolutionized unconscious advocated the procedure of pattern of for

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Intellectualism as an explanation of human behaviour, instead he revolutionized the theory and practice of psychology by proposing unconscious motivation as an explanation of human behaviour and further advocated that reasons of behaviour can be found by analysing certain procedure of Psychological analysis (Psycho-analysis) which can disclose the pattern of forces and energies which led to the tension.

RELEVANCE OF PSYCHO-ANALYTIC THEORY TO A COUNSELLOR

A therapeutic counsellor benefits from the psycho-analytic theory of counselling because he only can make explanations and generalization in solving problems such as truancy, with drawn behaviour, under achievement, examination nervousness and delinquency. According to Denis (1986), who ever takes on this work must have acquired psychological training and skill in distinguishing the symptoms of different disturbed condition both in nature and intensity. For example, mild cases, where an usually normal child experiences mental distress, would be dealt with by the therapeutic counsellor. While severe morbidity would have to be referred to the school psychological services for psychiatric treatment (where available) or sent to state psychiatric hospital. In fact, a competent and skilled counsellor is required for this work especially to handle psychiatric cases.

RATIONALIZATION THEORY

Chauhan (1981) defines rationalization as a mechanism by which the individual justified his beliefs and actions by giving reasons other than those which activated or motivated him. He expressed that rationalization is the most popular adjustment mechanism which is used, almost, by all persons in daily life. Rationalization aimed at reducing tensions and frustrations by giving sound and fruitful reasons for an action which is frustrating. Rationalization theory reveals that no one is ready to accept failure to reach his goal or accept that his behaviour fails short of what people expect from him. For example, a child who fails in the examination blames the paper setter or the examiner.

RELEVANCE OF RATIONALIZATION

Adequate understanding of this theory would assist counsellors to identify clients, who are of sub-leading and sweet lemon. As explained by Chauhan, when the individual fails to attain his cherished goal, he starts blaming the various factors in order to rationalize his failure. In the case of Sweet Lemon, when the individual is satisfied with his achievement or the
situation is bitter but in order to maintain balance he accepts them as good. In fact, most of the teachers and counsellors use this adjustment strategies to maintain balance of their personality.

Emotional Theory Chauhan (1981) revealed the definition of emotions by Morgan as basic pre-existing forces of great power and influence designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or success to add colour and spice to our living. An emotion is a disturbed state of organism which results to changes due to increased activity of autonomic nervous system and it originates with in the psychological situation.

Emotion is expressed in love, Fear, Anger, Laughter and Tears etc. Our emotions control our behaviour. The phase of child's development usually associated with heightened emotionality is the adolescent period. An adolescent wants freedom from the parents and teachers which predisposes him to a lot of worries and challenges. As soon as the child enters adolescence period, his social roles and responsibility changes. The change over to new pattern of habits creates emotional tensions in adolescents. Adolescent needs money to meet his demands of recreation, Cloths and academic responsibilities. He becomes emotionally disturbed when he fails to meet these demands. School failures cause heightened emotionality to the extent of committing suicide and at times abandon the parents at home for unknown destination. The critical period in adolescent life is when he graduates into the wider society and could not be absorbed into any job opening. This could predispose adolescents life is when he graduates into the wider society and could not be absorbed into any job opening. This could predispose adolescents to vices and ills in the society. They eventually, become nuisances and ardent law-breakers; fermenting troubles and insighting communal conflicts.

RELEVANCE OF EMOTIONAL THEORY

The success of one's endeavor in life emanates from the emotional condition. For example, if a man wakes up in the morning with annoyance and stress, it is obvious that if not controlled can mark the day's business. In the same vein, if a particular student perpetually hates a teacher definitely such student may not perform fine in the teacher's subjects.

It becomes imperative for parents, teacher, social workers and counsellors to embark on adequate counselling activities in order to assist adolescent remediating their pitfalls in life. In this case, adolescents should be encouraged to examine critically the causes of their failure and frustration.

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Emotional theory equip counsellors with the needs, tensions and challenges of adolescents. Through this theory, a counsellor will be able to understand that an adolescence period is when individual is overwhelmed by a number of simultaneous developments, therefore, to meet this situation, proper guidance and counselling is needed in this period. In the school set up, a counsellor assist clients in solving their social-personal, economic, academic, religious and peer-group interactions. This shows that, the counselling activities initiated at home are concretised in the formalised school set up by professionalist counsellors.

BEHAVIOURAL THEORY

As mentioned earlier in this paper, an individual being has two basic components the psychological and environment which are responsible for the total performance of an individual in the world of work.

Watson - a proponent of behaviorism opines that environment is much more important than heredity in the determination of behaviour. According to him, conditioning was the key to the understanding of behaviour.

Hull - also a proponent of behaviorism developed a hypothetical deductive method in his drive-reduction theory of learning. He says that for effective learning to occur, the child must be reinforced behaviourally.

Guthrie - proposed a theory of behaviour based on a single law. He said that anytime a response occurs, it is linked with each of the stimulus elements present at the time, the response is made.

Skinner - developed an objective approach known as operant conditioning. He produced a very powerful, pure descriptive behaviorism (Source: Chauhan, 1981)

Inference drawn from all these conceptions of behaviorism implied that human behaviour is necessitated by stimulus responses. Which means that for an individual to carry out a piece of assignment, there must be some enducement or attached reinforcer. For example, if students are motivated by giving out some produce from the school farm at the end of any harvest season, apparently, there will be an increase responses towards practical on the farm. Therefore, one can asserts that behaviorism is environmental-oriented than genetic traits. It is the happening in the environment that initiates variabilities in behaviorism.

RELEVANCE OF BEHAVIORISM

In the semitrance, the counsellor observes and watches how the client reshapes his forehead in form of frowning. The counsellor studies outward
reactions of the client to questions posed to him. The knowledge of behavioural theory therefore, assist the counsellor to bring out controversy of mentalistic approach to human behaviour. More importantly, it assist to develop new methods and techniques of dealing with maladjusted children.

CLIENT-CENTERED THEORY.

In the teaching-learning process, teachers, counsellors, social workers, farm superintendents and even religious clergy men are usually confronted with issues of subject centeredness and client-centeredness. The faculty psychology emphasized subject-centered approach to teaching, implying that their concern is on the depth and volume of work covered in a particular lesson, with little regard to students' individual differences. The associationists believe that effective interactions between students and teachers in the classroom pave way for quick understanding of concepts and theories.

In most recent time, counselling has been client-centered. The counsellors study individual clients based on problems at hand. Based on this premise, counsellors adopt the following techniques of counselling: forcing conformity, changing the environment, selecting the appropriate environment, learning needed skills and changing attitudes. Assuming that a dependable diagnosis has been made for a student, what does the counsellor do to utilize this information?

The counsellor could adopt the following techniques of counselling: establishing rapport, cultivating self-understanding, advising or planning a programme of action, carrying out the plan and referring the student to another personnel worker for addition assistance.

The client-centered approach calls for mutual agreements and rapport between the client and the counsellor. In this situation, the counsellor must have a deserved reputation for competence, kindness, respect for the student's individuality and keeping of confidence for the student to cooperation in the counselling process. The important factor in establishing rapport is the personal touch which the counsellor gives to the interview, the feeling of personal understanding which he inspires.

In the counselling interview, the counsellor assists the student to understand himself, advises what to do or helps to plan the next steps. The effective counsellor is one who induces the student to want to utilize his assets in ways which will yield success and satisfaction. He can do this only if he is rapport with the student. In totality, the child-centered approach calls for commitment of the counsellor in the semitrance. The counsellor therefore, consider inc before adopting a par centered approach. To for future living and to

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A theory which is proved or tested has Basiclly, theory helps departure for the pursuit of discovery. A guide for systematically solving problems, assisting the client in understanding the process of discovery, weak points, and increasing the theory serves a synthesis of information into a meaningful whole. Broader personal and academic attitudes meaning to face this problem, the theory helps identify the problem.

As indicated in Kerli explaining and predicting observed phenomena, a undiscovered factors by assumption that the theory of what to look for.

Conclusively, a good generalization can be tested observations made relatively must adequately explain that greater the generalization because of its wider application. Theory is replicated in the phenomena that should be stated in the phenomena.

In the nutshell, the theory helps the child-centered approach to future living.
therefore, consider individual differences, readiness and maturity of clients before adopting a particular technique. This is in contrast to the subject centered approach. The child-centered counselling approach prepares one for future living and to be adequately placed in the world of work.

WHY THEORY IN COUNSELLING?

A theory which is an explanation of ideas thought to be correct but not proved or tested has enormous reasons and benefits for a counsellor. Basically, theory helps provide a frame work by serving as the point of departure for the pursuit of a problem. The counsellor has a basis of assisting the client in solving his socio-personal problems. Theory provides a guide for systematizing and interrelating the various facets of the client's problem for easy understanding. Theory also may very well identify gaps, weak points, and inconsistencies that indicate the need for additional information in assisting the clients to solve their problems. In counselling, theory serves a synthesizing function, combining ideas and individual bits of information into a set of constructs that provides for deeper understandings, broader meaning and wider applicability in solving social personal cum academic problems of the students. In a sense, a theory attaches meaning to fact and places them in proper perspective. Through this process, the theory aids in defining the counselling problems, that is, it helps identify the proper questions to be asked with respect to specific problem.

As indicated in Kerlinger (1986), a theory also serves the purpose of explaining and predicting students behaviour. It suggests an explaining of observed phenomena, and it can also predict as yet unobserved or undiscovered factors by indicating their presence. Operating under the assumption that the theory is consistent, the counsellor is then tipped of in terms of what to look for.

Conclusively, a good theory is developed in such a way that the generalization can be tested. The theory must be compatible with the observations made relative to it and with already existing knowledge. It must adequately explain the events or phenomena under counselling. The greater the generalizationality of the theory, the more useful it will be because of its wider applicability. William (1991) expressed that a good theory is replicated in the law of parsimony, which holds that a theory should be stated in the simplest form that adequately explains the phenomena.

In the nutshell, the theory of behaviorism and psycho-analysis guide counsellors in the semitrance on how to approach individual client in
solving the identified socio-cultural and academic problems that may affect their future life.

SUMMARY

Counselling remedies and corrects anticipating problems of the client. The counsellor assists the client in solving his social-personal and academic problems especially, the adolescents who are always coward with problems and worries. For a counsellor to adequately assist clients in solving their socio-personal problems, he needs to understand the genetic component and the environmental factors surrounding the clients. The counsellor should understand theories such as psycho-analysis, rationalization, behaviorism, emotionality and child centeredness. He should equally know the applicable techniques required at a particular counselling exercise in the semitrance. Counselling like other rudiments of education is from cradle to grave. The parents initiate counselling of their children when at home, and teachers at the pre-nursery, nursery, primary school, secondary school and tertiary institutions. Even when one graduates into the wider society, he is counselled on how to fit into the society he belongs. Two married couples also receive counselling at their wedding day and even at their matrimonial homes. Counselling in fact is the opposite coin of education for life.

REVIEW QUESTIONS

1. What is a theory of counselling?
2. Why is theory necessary for counsellors?
3. Discuss three counselling techniques.
4. Discuss three counselling theories.
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