COURSE GUIDE

EGC 802
COUNSELLING THEORIES

Course Team Dr. Augustine Chinweuba Ukwueze (Course Developer/ Writer) - NOUN
Prof. J. O. Osiki (Course Editor) - UNIBADAN
Prof. Augustine Chinweuba Ukwueze (Course Reviewer)

NATIONAL OPEN UNIVERSITY OF NIGERIA

© 2022 by NOUN Press
National Open University of Nigeria
Headquarters
University Village
Plot 91, Cadastral Zone
Nnamdi Azikiwe Expressway
Jabi, Abuja

Lagos Office
14/16 Ahmadu Bello Way
Victoria Island, Lagos

e-mail: centralinfo@nou.edu.ng
URL: www.nou.edu.ng

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed 2022

ISBN: 978-978-058-168-8

CONTENTS **PAGE**

Introduction ……..……iv
The Course……..iv
What you will learn in this course……..……....v
Course aims……v
Course Objectives……..……vi
Working through this course……vii
Course materials……..vii
Study Units……..viii
Presentation schedule……..……ix
Assessment……ix
Tutor Marked Assignment (TMAS)……..ix
Final Examination and Grading……x
Course Overview……..……xi
How to benefit most from this course……...……xiii
Facilitation……...……..xii
Summary……...…….xiii

INTRODUCTION

EGC 802: EGC 802 is a semester, two-credit unit course. It is a course for students who offer Master's Degree in guidance and counselling programme. However, it is also a suitable course of study for anyone who wants to acquire some knowledge of how to live a normal and stress free life.

THE COURSE

This course is made up of three modules. The first module has four units while the second and the third modules have five and six units respectively, making a total of 15 units in all. As a master Degree student, one of the courses central to your profession is counselling theories. This is because at the heart of guidance and counselling is your knowledge of the approaches, strategies and techniques of counselling relationships. Therefore, you need to equip yourself with major facts and how you can function effectively in this helping profession. You need to study it with all seriousness.

This Course Guide is a window into the course because it tells you briefly what the course is about, what course materials you will be using and how you can work your way through the materials. It suggests some general guidelines for the amount of time you should spend on each study unit of the course in order to complete it successfully. It also gives you some guidance on your tutor marked assignments (TMAs). Detailed information on TMAs is similarly made available. There are regular tutorial classes that are linked to the course. Though tutorial classes are not compulsory, but you are advised to attend these sessions. Good luck.

WHAT YOU WILL LEARN IN THIS COURSE

This course, EGC 802, entitled Counselling Theories, has been specifically designed to equip you with the knowledge of how to assist your clients through the application of various counselling theories especially in educational school environment and other situations.

In this regard, the course would highlight the importance of investigations and research in resolving issues and challenges in the study of guidance and counselling through various theories.

- You will learn about the various methods of practicing guidance and counselling.

- You will learn about the counselling processes, techniques, advantages and disadvantages of each theory and their implications in Nigerian situations.

COURSE AIMS

It is hoped that after your degree, you will rise to certain influential leadership position as a counsellor in the education sector, therefore, the major aims of this course are:

1) To refresh your memory on the concept of counselling theories;
2) Deepen your understanding of various counselling theories;
3) Prepare you to be able to discuss coherently each theory in relation to guidance and counselling in school environments or other non-educational settings.

COURSE OBJECTIVES:

This aims at introducing learners to various theories of counselling as a prerequisite for the award of a Master's degree in Guidance and Counselling. The course involves a survey of major theories of guidance and counselling with particular attention to the concept of theory, model, personality development, goals, techniques and processes of counselling and application in Nigerian setting. At the end of the course, you should be able to:

1. Explain the meaning of theory, model and counselling theory.
2. Discuss the concept of personality and personality theories.
3. Highlight the contributions of the main architects of counselling such as Sigmund Freud, Carl Rogers, Albert Ellis, William Glasser, A. T. Beck, Eric Berne, etc.
4. Explain the relationship between nature and concerns of man/adolescent as a human being.
5. Highlight the basic concepts of each counselling theory.
6. Discuss the antecedents of the enterprise and development of each theory.
7. Discuss the counselling processes and techniques of theory of counselling.
8. Discuss the application of each counselling theory in Nigerian setting.
9. Make a good critique of each counselling theory.

WORKING THROUGH THIS COURSE

To complete this course, you are required to read the study units carefully and other relevant materials stated in the section on further reading.

Each study unit contains Tutor Marked Assignments (TMAs) and a teach point in the course you are required to submit assignments for assessment purposes.

At the end of the course is a final examination. You will also find listed, all the components of the course, what you have to do and how you should allocate your time to each study unit in order to complete the course successfully and in good time.

COURSE MATERIALS

Major components of the course are:

1) Course Guide
2) Study Units
3) References
4) Presentation Schedule

STUDY UNITS

The study units in this course (EGC 802) are as follows:

Module 1

Unit 1 Overview of theories and models.
Unit 2 Concept of personality development
Unit 3 Theories of Personality Development
Unit 4 Meaning, types and uses of counselling theories

Module 2

Unit 1 Trait/Factor Theory
Unit 2 Rational Emotive Theory
Unit 3 Sorenson's Instructional Model
Unit 4 Bruner's cognitive Theory
Unit 5 Beck's cognitive Theory

Module 3

Unit 1 Client-Centred Theory
Unit 2 Existentialism
Unit 3 Behavioural theory of Krumboltz and Thoresen
Unit 4 Transactional Analysis
Unit 5 Gestalt Therapy
Unit 6 Reality Therapy

PRESENTATION SCHEDULE

The presentation schedule included in this course material gives you the important dates of this year for the completion of tutor-marked assignments and for attending tutorials. Remember, you are required to submit all our assignments by the due date. You should guard against falling behind in your work.

ASSESSMENT

There are two aspects in the assessment of the course. First is a set of tutor-marked assignments (TMAs), and second is a written end of semester examination. In tackling the assessments, you are expected to be sincere in attempting the exercises; you are expected to apply the information, knowledge and techniques gathered during the course. The TMAs will be written thrice; each of them is 10 marks, making a total of 30% while the semester examination will be based on 70%.

TUTOR-MARKED ASSESSMENTS/ ASSIGNMENTS (TMAS)

The TMA (Tutor Marked Assessments/Assignments) for each study unit in this course are stated to enable you complete information and materials contained in your reading and study units. However, it is desirable for you to demonstrate that you have read and researched more widely than the required minimum. Thus, using other references will give you a broader view point and may provide a deeper understanding of the course.

FINAL EXAMINATION AND GRADING

The final examination for EGC 802 will be of 3 hours duration, and will carry 70% of the total course grade. The examination will consist of questions which reflect the kinds of Self-Assessment Exercises and questions in the TMAs which you have previously encountered. All areas of the course will be assessed. You should use the time between finishing the last unit and taking the examination to revise the entire

course material. You will find it useful to review your answers SAEs and TMAs before the examination.

COURSE MARKING GRADES

Three TMAs/Assignments	=	30 marks
Semester Examinations	=	70 marks
Total Score	=	100 marks

COURSE OVERVIEW

The next table brings together the study units, the number of weeks you should take to complete them and the assignments that follow.

Table II: Course Organiser

Unit	**Title of work**	**Weekly Activity**	**Assessment (end of Unit)**
1	Differentiate clearly between a theory and a model.	1	Assignment 1
2	Discuss factors that lead to positive personality development	1	Assignment 2
3	Discuss the basic differences between the Psychoanalytic theory of Sigmund Freud and Adler's personality theory.	1	Assignment 2
4	Briefly explain what you understand by counselling theory.	1	Assignment 1
5	Carefully criticize trait and factor theory as a means of assisting Nigerian adolescents	1	Assignment 2
6	Discuss the ABC theory of Albert Ellis.	1	Assignment 1
7	Critically examine the principles of Sorenson's	1	Assignment 1

	Instructional Model.		
8	Discuss the concepts of encoding and verbalization in handling clients' problems during counselling using Bruner's theory.	1	Assignment 3
9	Differentiate clearly between RET and Beck's cognitive theory.	1	Assignment 2
10	Discuss the counseling process and skills of client-centred theory.	1	Assignment 2
11	Discuss the implications of existentialism counselling using Nigerian adolescents in secondary school.	1	Assignment 2
12	With examples, explain the term *extinction.*	1	Assignment 2
13	Give four advantages and disadvantages each of transactional analysis.	1	Assignment 3
14	Discuss the counselling objectives and procedures of Gestalt theory.	1	Assignment 2
15	Give an account of the evolution of reality therapy.	1	Assignment 1
		15	

HOW TO BENEFIT MOST FROM THIS COURSE

In Open and Distance Learning (ODL),the study units replace the University Lecturer. This is one of the greatest advantages of ODL. You can read and work through specially designed study materials at your own pace, and at a time and place that suit you best. Think of it as reading the lecturer. In the same way that the lecturer might set you

some reading to do, the study units tell you when to read your other materials. Just as a lecturer might give you an in-class exercise, your study units provide exercise, for you to do at the appropriate points.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the study unit and how a particular study unit is integrated with the other study units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the study unit. You should use these objectives to guide your study. When you have finished the study unit, you must go back and check whether you have achieved the objectives or not. If you make a habit of doing this, you will significantly improve your chances of passing the course. The main body of the study unit guides you through the required reading from other sources. This will usually be either from a reading section or some other sources. You will be directed when there is need for it.

Self- Assessment Exercises (SAEs) are stated throughout the study units.

Working through these SAEs will help you to achieve the objectives of the study units and prepare you for the assignments and examination. You should do every SAE as you come to it in the study unit. There will also be numerous examples given in the study units. Work through these when you come to them too.

The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor immediately. Remember that your tutor's job is to help you. When you need help, don't hesitate to call and ask your tutor to provide necessary guidance. You are encouraged to take note of the following tips:

1. Read this course guide thoroughly.
2. Organise a study schedule. Refer to the overview of courses for more details.

You should note that it is expected of you to devote at least 2 hours per week for studying this course. The number of hours to be devoted for intensive study stated above is outside of the need-driven academic activities like self-help, group discussion and instructional facilitation. Note the time you are expected to spend on each unit and how the assignments relate to the study units. Important information like details of your tutorials, and the date of the first day of the semester is available. You need to gather together all these information in one place, such as in your diary or a wall calendar. Whatever method you choose to use, you should write in your own dates for working on each unit.

3. Once you have created your own study schedule, do everything you can to stick to it. The major reason why students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for him to help you.

4. Turn to unit1, read the introduction and the objectives for the unit.

5. Assemble the study materials. Information about what you need for a unit is given in the table of contents at the beginning of each unit. It will be helpful for you to always read both the study unit you are working on and one of the materials for further reading on your desk at the same time.

6. Work through the Unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit, you will be instructed to read sections from other sources. Use the unit to guide your reading.

7. Keep in mind that you will learn a lot by doing all your assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination.

8. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives ,review the study materials or consult your tutor.

9. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.

10. In all, check if you have achieved the overall course objectives of the course before taking the examination.

FACILITATION

You are expected to enjoy online facilitation for a minimum of six weeks in semester as organized by the Directorate of Learning Content Management System (LCMS) of the university in conjunction with the Department of Educational Foundations. Your facilitator will give you a link every week to enable you join the online class when it is scheduled. Always give your correct and functional email address to enjoy the exercise via zoom.

SUMMARY

Upon completing this course, you will be required to have acquired basic knowledge on Counselling Theories. You will be able to:

- Define the concept of theory.
- Differentiate between model and theory.
- Explain the basic counselling principles and assumptions of behaviourists, psychoanalytic and cognitive psychologists.
- Differentiate between cognitive and behavioural counselling theories.
- Discuss the techniques used by counsellors in the application of behavioural counselling theories.
- State what is personality.
- Examine the psychoanalytic perspectives of personality
- What kinds of profession provide help to people in psychological distress?
- Discuss the factors that are important in determining the counselling theory to apply in counselling a particular client.

COURSE CODE: EGC 802 (M. Ed Guidance and Counselling)

CREDIT UNIT: 2

COURSE OBJECTIVES:

This aims at introducing learners to various theories of counselling as a prerequisite for the award of a Master's degree in Guidance and Counselling. The course involves a survey of major theories of guidance and counselling with particular attention to the concept of theory, model, personality development, goals, techniques and processes of counselling and application in Nigerian setting. At the end of the course, you should be able to:

10. Explain the meaning of theory, model and counselling theory.
11. Discuss the concept of personality and personality theories.
12. Highlight the contributions of the main architects of counselling such as Sigmund Freud, Carl Rogers, Albert Ellis, William Glasser, A. T. Beck, Eric Berne, etc.
13. Explain the relationship between nature and concerns of man/adolescent as a human being.
14. Highlight the basic concepts of each counselling theory.

15. Discuss the antecedents of the enterprise and development of each theory. 16. Discuss the counselling processes and techniques of theory of counselling.
17. Discuss the application of each counselling theory in Nigerian setting.
18. Make a good critique of each counselling theory.

MAIN COURSE

CONTENTS **PAGE**

Module 1……. 1

Unit 1 Overview of theories and models…….. 1
Unit 2 Concept of personality development……. 13
Unit 3 Theories of Personality Development…… 18
Unit 4 Meaning, types and uses of counselling theories 23

Module 2…….. 28

Unit 1 Trait/Factor Theory……. 28
Unit 2 Rational Emotive Theory…… 34
Unit 3 Sorenson's Instructional Model…… 40
Unit 4 Bruner's cognitive Theory…… 46
Unit 5 Beck's cognitive Theory…… 52

Module 3…….. 58

Unit 1 Client-Centred Theory…….. 58
Unit 2 Existentialism…… 66
Unit 3 Behavioural theory of Krumboltz and Thoresen 74
Unit 4 Transactional Analysis…… 77
Unit 5 Gestalt Therapy……81
Unit 6 Reality Therapy……84

MODULE 1 OVERVIEW OF THEORIES, MODELS AND PERSONALITY

Unit 1 Overview of theories and models.
Unit 2 Concept of personality development
Unit 3 Theories of Personality Development
Unit 4 Meaning, types and uses of counselling theories

UNIT 1 OVERVIEW OF THEORIES AND MODELS

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Main contents.
1.4 Summary
1.5 References and Further Reading.
1.6 Possible Answers to Self-Assessment Exercises

1.1 Introduction

There are several approaches or road maps propounded by experts to facilitate the working and processes of their postulations in their respective fields. Such approaches are called theories. Counselling becomes effective only when theories are applied in order to ensure that the right principles and procedures are adopted and followed when engaging in the business of assisting a client. In this unit therefore, you will be exposed to the meaning of theory, counselling theories, types of counselling theory and benefits of counselling theories to the practitioners of counselling who are professionally trained.

1.2 Learning Outcomes

At the end of this exercise, you should be able to:

- Define a theory and a model.
- Discuss the differences between a theory and a model.
- Give the characteristics and uses of theories.

1.3 Main content

1.3.1 The concepts of theory and model

A **Theory** is a multifaceted structured set of ideas or a set of social practices aim at directing an action. It is simply described as a clearly stated rule of tested or critically assessed ideas in line with other scientific ideas. A theory explains events through specification of causal factors

responsible for some events and predicts future occurrence of events. McLeod (2011) sees theory as a concept that hinges on:

1. Building an understanding or explanation of events; and
2. Illumination of something for clearer understanding.

He describes theory as a lens that focuses on certain pieces of information; a mirror of some sort; a tool for action especially a dialogue between different perspectives.

Theories are sets of models or conventions created by theorists with clusters of relevant assumptions, systematically related to each other within some sets of empirical definitions (Onah, 2005). Theories are frameworks for making systematic observations and explanations of phenomena. Hence, a theory is a set of models or conventions created by a theorist containing a cluster of relevant assumptions, systematically related to each other within a set of empirical definitions or offering guidelines and assistance in the absence of factual information on issues. Enyi (2004) reasoned that all the explanations of the meaning of theory are based on a systematic observation of the underlying facts, principles and rules of the natural events, in order to establish their consistency and predictability. Ezeuwa (2010) sums it up by saying that a theory could be viewed as a statement or group of statements established on facts which serve as a guide in carrying out some activities. It is a framework for making systematic observations and explanations of phenomena. There are different theories as there are different disciplines. For illustration, there are theories of learning propounded by educationists to assist educators in imparting knowledge to learners. Also, there are theories of personality development, political development, moral development, and counselling to mention but a few. These are all models in different fields to enable the practitioners understand the working principles, rules, laws and assumptions that can help in reaching a solution.

SELF-ASSESSMENT EXERCISE

In not more than ten minutes, answer the question in the box below.

Explain the concept of theory

A **model** on the other hand is a theoretical description that helps an expert to understand how a system or process in his field works or how it might work. Theories are therefore made up of models based on empirical descriptions of concepts within a field of study or human endeavour. A model is simply a representation of a person or thing or a proposed structure, typically on a smaller scale than the original. Like a theory, a model gives a technical analysis or information of how a concept works.

It is seen as an idea or a construct that serves as an example for imitation. For instance, it is something that may serve to imitate a particular behaviour. A model therefore serves as a pattern of an event that is aimed at incorporating into a body of an idea like a drawing plan.

1.3.2 Differences between theory and model

Theory	**Model**
1. It is a set of ideas.	1. It is a structure of an idea.
2. It explains how a concept works.	2. It is a representation of a concept
3. It serves as a road map for the explanation of events.	3. It is a construct for imitation of ideas or events.
4. It gives direction to events.	4. It is a pattern of an event.
5. It incorporates a drawing plan from conception to execution.	5. It is a drawing plan of ideas needed for the execution of an idea.
6. It is a set of models or rules.	6. It is a sub-set of a theory.

1.3.3 Characteristics of a theory

Anagbogu (1988) is of the opinion that a good theory is characterized by the following feature:

1. There is a set of stated assumptions.
2. There must be relatedness.
3. It must be internally consistent.
4. There must be a set of definitions of the terms or concepts used.
5. There must be integration of ideas for purposes of prediction of new factors or relations.

Ezeuwa (2010) suggests that the characteristics of a theory include:

a. It often begins from abstract thinking and sometimes ends in concrete reality.
b. Logic is involved in the development of a theory which suggests that a theory is made up of valid structural reasoning.
c. Elements of a theory are interconnected.

1.3.4 Uses of theories

1. They help to reach a solution.
2. They act as a map that gives direction and guide to the explanation of concepts.
3. They are utilized to simplify complex situations.
4. They are used to understand laws or principles that govern a particular task.
5. They are used to predict behaviour.
6. They provide laws or principles upon which decisions are taken.
7. They are used for research purposes.

1.4 Summary

In this unit, we were introduced to the meanings of theories and models. We also learnt about the characteristics and uses of theories. A theory is a set of ideas designed to explain situations. It is a road map to a complex situation. Every theory must have some postulated assumptions which must serve as a guiding tool for the users of such a theory. It gives direction for research and prediction. A model on the other hand is a sub-set of a theory which serves as a representation of a concept.

1.5 References

Anagbogu, M. A. (1988).*Foundations of Guidance and Counselling for Colleges and Universities.* Awka: Academic Publishing Company.

Enyi, D. (2004). Theories in Educational administration. In T. O. Mgbodile (Ed), *Fundamentals in Educational Administration and Planning.* Enugu: Magnet Business Enterprises.

Ezeuwa, L. (2010). Educational administration theories. In I. Odoemenam and L. Ezeuwa (Eds). *Fundamentals of Educational Management*. Abakaliki: end-Point Publishers.

McLeod, J. (2011). *An introduction to counselling.* New York: McGraw Hill.

Onah, P. C. (2005). *The School Guidance Programme: Theory and Practice.* Nsukka:

Chuka Educational Publishers.

1.6 Possible Answers to Self-Assessment Exercise

Theory is an organized or structured set of assumptions used to chart the course of a concept. It is used to explain the direction or understanding of a concept with a view to proffering solution to it.

UNIT 2 CONCEPT OF PERSONALITY EVELOPMENT 2.1

Unit Structure

2.1 INTRODUCTION
2.2 Learning Outcomes
2.3 Main Content
2.3.1 Meaning of Personality
2.3.2 Normal and Abnormal Personalities
2.3.3 Development of Personality
2.4 Summary
2.5 References
2.6 Possible Answers to Self-Assessment Exercise

2.1 INTRODUCTION

Personality development is an important issue in counselling since the business of counselling is to make an individual realize himself/herself in order to live a meaningful and well-adjusted life. Through this exercise, the nature of man is understood with a view to distinguishing between normal and abnormal personalities. With this knowledge, a counsellor can rightly apply any theory in handling his clients depending on the nature of their problems.

2.2 Learning Outcomes

At the end of this unit, it is hoped that the learner should be able to:

- Understand the meaning of personality.
- Distinguish between normal and abnormal personalities.
- Explain the meaning of personality development.
- Discuss the factors that affect personality development.

2.3 Main Content

2.3.1 Meaning of Personality

Personality is explained differently by different authors depending on their background and individualized views on the ideas and philosophy of a person as an individual. Personality is seen by Marshall (1984) as the characteristic behaviour of an individual over time. Anagbogu (1988) sees personality as the qualities, characteristics or traits which an individual possesses or impressions that individuals create during environmental interactions. Osarenren (2002) defines personality as a psychological construct that bothers on an individual's characteristics in terms of thinking, feeling and behaviour which constitute the distinctive way an individual relates to his environment. In totality, personality is the sum of

an individual's behaviour, physical appearance, dressing, utterances and interaction within his environment. Ukwueze (2018) sees personality as a combination of characteristics and appearance of individuals, their thoughts, feelings, attitude, behaviour, ability and physical traits, which build up as an individual builds up his/her habits on the basis of experience and learning from simple instinctual tendencies to habitual automatic, unnoticed and regular process of action.

Personality can be described in terms of consistency which forms the characteristic feature of a person's behaviour. An individual can only be described as aggressive if he displays his aggression such as slapping a mate 34each time he is offended by his mate or extends that to anybody that crosses his part even in a public place.

Personality is therefore characterized by physique, ambition, attitude, hope, purpose, ideal, intelligence, habit, knowledge, emotion and standard values (Makinde, 1988). Personality is distinctive which applies to a distinctive pattern of behaviour peculiar to a particular person. In this regard, the way an individual thinks, feels, laughs, plays, and interacts with people distinguish him from some other persons that he relates with.

Furthermore, an individual's personality can be described based on the way he relates to other people around him. Based on his interaction with people and the world at large, he might be considered to be a good or bad person. An individual possesses a good personality if and only if his relation or interaction with people is seen by others as positive but negative if such a person is seen as an unfriendly individual with negative traits. A person possesses positive personality if he is warmth, calm, friendly and sociable in relating to people but negative personality when he instills fear, anxiety and other unfriendly traits to people. Such a person is unapproachable, reserved, rigid, aggressive and often lonely.

Finally, personality has pattern. Osarenren (2002) sees pattern as it relates to personality as the specific pattern of characteristics that individuals possess and often display. These features actually determine and define an individual's personality due to specific mode of his behavior which has become part and parcel of him. Anagbogu (1988) explains personality further using "the first me", "the second me", and "the third me". She states that these classifications are based on socio-psycho-genetic dimensions of individuals. She explains that the first me stands for the personality one knows and understands or what one thinks he is. Here, an individual sees himself as being selfish and easily influenced by external factors. The second me stands for the person in me that I know which another person knows. It is psychologically directed and determined by logical reasoning, thinking and feelings. An individual

here is often calm, quiet, and stable and requires no external person to take decisions as he is always self-willed and determined to achieve something on his own. The third me is the unpredictable individual. This is the me that is not known to me which is usually situationally determined. It is often seen as the aggressive self especially when something goes wrong and all efforts to make amends failed. These components of personality help a therapist to fully understand a person via psychological testing in order to assist him in solving his problems.

2.3.2 Normal and Abnormal Personalities

According to Makinde (1988), normality is relative, developmental and generational. He states that the unity of personality and the basic sense of trust and autonomy is normality, exhibited in steadiness, ability to resist stress, vitality, resourcefulness, consistency and relevance of visual performance. A normal person is therefore one who developed trust and autonomy in infancy and early childhood and fostered at adolescence with acceptable level of adaptability in adulthood. Such a person manifests a personality that is characterized by thoughtfulness, control, sociability, carefulness, precision, reliability, trust, love even temperament and stable display of right emotions.

On the other hand, an abnormal personality is reflected in maladjustment of individual in their environment. Makinde (1988) states that people with excessive fears and inordinate desires express some incoherence and disorder in such forms that they may exhibit unintelligent and defective behaviours. He maintains that such disorders, excessiveness, extremities, disorganization, poor adjustment, inability to conform to major moral and social values constitute abnormality that can cause unhealthy personality development. There are therefore, cases of psychological trauma, poor social conditions and excessive strains and stresses in individuals which are often referred to professional practitioners for professional handling or treatment. The implication of this to counselling is that it is their professional responsibility of counsellors to identify normal and abnormal persons in their environment, treat the ones with psycho-social traits and refer the psychotic ones accordingly. Counselling practices here need to be rooted in appropriate personality theories that explain the personality traits of clients.

SELF-ASSESSMENT EXERCISE

In not more than ten minutes, answer the question in the box below.

Mention any five (5) characteristics of personality.

2.3.3 Development of Personality

To understand the process of development of personality, it is necessary to explain the concept of trait as it applies to human development. Osarenren (2002) sees traits as the basic components of personality that have the capacity to direct an individual's behaviour. Cattell (1979) sees traits as a relatively stable feature throughout an individual's life which seem to influence his behaviour.He refers to his identified traits source traits which are substantially influenced by genetic endowment. Allport in Osarenren (2002) considers some traits to be major omponents while some are minor components of personality. He has three types of traits as cardinal, central and secondary traits. The cardinal traits influence a person's behavior (e. g. disobedience) while central traits enable an individual to react to issues in different behavior situation (e.g. loyalty). Finally, secondary traits are situational traits displayed as occasion demands (e. g. courteousness).

In the development of personality, there are three basic variables that work in harmony. These are heredity, experience and culture (Osarenren, 2002). The last two can be conveniently described as environmental factors. Anagbogu (1988) attributes personality development to psychomotor or physical development, emotional development, growth development, intellectual development and language development. Hence, an individual develops through the above five levels of development as a result of the interplay of heredity and environment.

According to Osarenren (2002), identical twins reared apart as studied by experts do not have the same role expectations with differences in the manner they interact with others, their interests, their choices of mates, ambition, aggressiveness, emotional control, tastes and dressing. Hayasaki (2018) asserts that identical twins do not behave the same way even when reared in the same home due to environmental factors. This therefore buttresses the fact that environment is an important factor in the development of personality. The environment can influence one to adapt to a particular behaviour which invariably contributes to his personality development. For heredity, there is no doubt that parents pass on some traits of theirs to their biological children through the gene. In most cases, children from aggressive parents often display aggressive personalities. In the same vein, children brought up in hostile environment often display hostile personalities. In every society, there are also certain cultural norms and values that are passed on to the younger generations through their cultural environment.

A child is able to develop habits of free play, self-protection, independence and affection if given the opportunity to go through normal psychomotor development in a hardworking family. In our traditional

homes, infants are encouraged to sit up and to walk at an early stage by being helped with improvised gadgets and locally made equipment for that purpose. These actions help to enhance motor development in a systematic and logical physical simulation. By implication, a child that is assisted to develop his naturally endowed physical abilities will exhibit normal manual interaction that will form part of his normal personality.

Emotional development also affects personality development especially at the early stage of life. A child that is given parental love, affection, warmth, comfort and security will develop into a personality that will be seen as friendly, amiable, and acceptable. On the other hand, a child that lacks the above qualities while growing up will turn to be aggressive, intolerant, quarrelsome, jealousy and wicked. Such a person becomes an abnormal person with abnormal personality.

The growth pattern of an individual also affects his personality development. During the critical period of human growth, usually before and after weaning, a child needs enough food that is rich in protein to enhance general growth. Failure to do this will result to damaging consequences on the personality of the child. In the first place, lack of food leads to loss of energy which invariably exposes an individual to the risk of hunger, diseases, stealing in order to eat and growth retardation. Besides, a hungry person is an angry person says an old adage. An individual that grows up without adequate food will mature into a wicked and aggressive personality that will affect his interaction with people around him.

The problem of malnutrition and its effects on brain development and intellectual functioning has tremendous implication for the African child (Anagbogu, 1988). Failure to develop intellectual skills results to poor personality development. A child who finds it difficult to study along with his mates may face the problem of slow reading, poor manual dexterity ability, cognitive deficiency and all forms of learning disabilities. This will definitely affect his personality as he may become shy, unintelligent, withdrawn, aggressive, shameful, unsociable and other forms of abnormal personalities. On the other hand, a child reared where there is enough food with good learning environment and good parental care is bound to develop normal personality.

Finally, language development is a crucial factor of personality development. Encouraging a child to speak or talk influences his language development which invariably enables such a child to assert himself or herself as a person in any situation. Like a catalyst in the development of intelligence, language can also by extension, catapult personality development through the development of skills to accomplish certain tasks and to demand for certain rights and privileges as he or she becomes

bold in interacting with people. A stammerer for instance feels he or she is a personality minus because he or she cannot interact freely with his or her peers. Such a child keeps away from people and in most cases, remains quiet and occasionally becomes withdrawn, temperamental, shy, lonely and aggressive at any slightest provocation and lives with such a personality for life.

2.4 Summary

In this unit efforts were made to discuss in full, the concept of personality, factors of personality development, and abnormal personalities and their implications to counselling.

Personality is the sum total of a person's behavior which encompasses speech, dressing, interaction with people and all sorts of mannerism. Normal personality develops where there is conducive and friendly environment especially during and after weaning. Such a person easily interacts with people without stepping on the toes of others or infringing on the rights of others within his or her vicinity. Such a person interacts with people with a lot of respect. An abnormal personality is a situation whereby a person's behaviour is totally unacceptable to the people around him or her. The traits in an abnormal personality are disgusting and always call for interventions. Some personality disorders are traumatic while some are mild and manageable. The traumatic or psychotic disorders are beyond the scope of counselling experts while the manageable cases like neurotic disorders can be handled by professional counsellors.

2.5 References

Anagbogu, M. A. (1988). Foundations of Guidance and Counselling for Colleges and Universities. Awka: Academic Publishing Company.

Cattell, R. B. (1979). The structure of personality in its environment. New York: Springer.

Hayasaki, E. (2018). Identical twins hint at how environments change gene expression. Retrieved from www.https:/theatlantic.com/science/archive/2018/05/twin-epigenetics/560189/

Makinde, O. (1988). Fundamentals of Guidance and Counselling. London: Macmillan Publishers Limited.

Marshal, S. T. (1984).Educational Psychology for the Teacher in Africa. London:

Edward Anorld (Publishing) Limited.

Onah, P.C. (2005). The School Guidance Programme: Theory and Practice. Nsukka: Chuka Educational Publishers.

Osarenren, N. (2002).Child Development and Personality. Yaba: Derate Nigeria
Limited.

Ukwueze, A. C. (2018). Basic ethical issues and personality constructs of practicing counsellors for effective learning outcomes in Nigerian educational institutions. In N. Osarenren, M. Omegun, O. Aluede & K. Kpanja (Eds.). Issues in professional counselling (51-60). Lagos: Association of Professional Counsellors in Nigeria.

2.6 Possible Answers to Self-Assessment Exercise

Five characteristics of personality are:

i. Ambition
ii. Purpose
iii. Habit
iv. Standard values
v. Emotion.

UNIT 3 THEORIES OF PERSONALITY DEVELOPMENT

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.1 Main content
3.1.1 Sigmund Freud's Personality Development Theory
3.1.2. Basic concepts of Freud's theory
3.1.3. Freud's processes of personality development
3.3.4 Adler's Theory of Personality Development.
3.4 Summary
3.5 References
3.6 Answer to Self-Assessment Exercise

3.1 Introduction

The study of personality is as old as psychology. Human beings are described in terms of their worth in varying dimensions and expectations. As a result, several experts in their bid to explain humanity from their different perspectives postulate different theories of personality development for better understanding of the concept of personality. Prominent among such experts are Sigmund Freud, Alfred Adler, Abraham Maslow and Jean Piaget among others. A brief description of the work of the first two experts above will further guide us on personality development as all other theories are rooted in them with little deviations.

3.2 Learning Outcomes

At the end of this unit, learners should be able to:

- Explain the basic concepts of each theory.
- Discuss the process of personality development of each theory.
- Make a clear differentiation between Freud's and Adler's personality development theories.

3.1 Main content

3.1.1 Sigmund Freud's Personality Development Theory

Sigmund Freud (1856-1939) developed the first theory of personality called Psychoanalytic Theory with a view that infants are born with physiological fond of drives and urges which he called the **LIBIDO** (Marshall, 1984). He believes that human behaviour is rooted in instincts which motivate people to seek for bodily gratifications in order to maintain an equilibrium or **HOMEOSTASIS**. These instincts are a source of bodily deficit in man which aims at gratification of a need. There

is an impetus which motivates people to act on an object through which the instinct in man achieves its aims. Freud's theory emphasizes massive interaction between innate behavior and the environment.

3.1.2. Basic concepts of Freud's theory

According to Osarenren (2002), Freud's theory postulates that the conflicts people experience manifest when three systems governing their mind compete with each other. These are the **id, ego** and **superego**. The **id** is the biological self whose primitive urges and desires are primarily unconscious sexual and aggressive instincts. There is no control as these desires are always in the league of struggling for satisfaction. It is a pleasure seeking self that does not bother about the consequences of any action taken. The **ego** is the social self which is seen as the organized id. Ego gives direction for our impulses and urges. It looks for the appropriate opportunity to strike as it is characterized by logical and rational thinking of an individual. Unlike the id, ego does not do whatever it wishes to do as it is checked by rational thinking. The **superego** is the internalized social norms and values of the society as instilled by parents. It is the conscience self which is acquired through the use of punishment by adult figures. There is also another aspect of superego that is characterized by ideal values which are learnt through the use of rewards. Superego inhibits the urges of the id and persuades ego to substitute moralistic ones where the three systems of the mind compete with each other despite that they complement each other. The superego explains the consequences of the actions of id and urges the ego to be more realistic and less moralistic.

3.1.3. Freud's processes of personality development

Freud states that if a child's drive is thwarted by any means at any stage of life, he becomes fixated in that stage. That fashion will remain with him in adulthood and cause psychological disturbance thereby creating abnormal personality. He gives four stages of life that an individual must pass through in his process of development as:

1. The Oral stage (0-18months). Human activities at this stage centre on the mouth. Fixation at this stage will lead to pessimism and over demanding characteristics in adulthood.
2. The Anal stage (2-4years). This is a period of toilet training. Poor handling of a child at this stage leads to fixation that consequently instills in the child obstinate, mean, and compulsively tidy at adulthood.
3. The Phallic stage (4-6years). At this stage, the child becomes aware of himself/herself, and develops interest in his/her genitalia. He becomes aware of the differences between him and the opposite sex and starts to imitate same-sex role parent. This period is called

the stage of **Oedipus complex** where a male child attaches himself to his mother while the female child attaches herself to her father and enjoys the love of her mother through her father. This is followed by the latency period when the sexual feelings of the boy for his mother are suppressed.

4. The Genital stage (7-12years). This is when healthy interest in the opposite sex is reached assuming that the three stages above were successfully negotiated.

Freud postulated some variables that individuals can employ in order to maneuver and reduce some anxiety-arousing challenges to the ego state. These coping strategies are called defence mechanisms. They include repression, suppression, denial, displacement, sublimation, projection, reaction formation, rationalization and intellectualization. He employed several methods in trying to understand personalities using case studies. These methods are free association, dream analysis, and transference.

Self-Assessment Exercise

Give a brief description of Freud's concept of *ego*.

3.3.4 Adler's Theory of Personality Development.

Alfred Adler (1870-1937) was an apostle of Sigmund Freud until 1911 when they parted ways due to consistent criticism of some aspects of Freud's work by Adler and other experts. He deviated a little and tilted towards social interest and awareness of individual's goals as the major emphasis of personality development.

Basic Concepts of Adler's theory

Adler's theory posits that an individual can only be understood if one is aware of his goals as every individual has a purpose in life. Man only strives to achieve his own unique potentials. If therefore an individual's goals are formulated on a faulty and destructive platform, it will result to domination and

exploitation of people around him but cooperative and good-willed if his goals are on a constructive platform. Adler maintains that the first five years of an individual's personality development is very crucial as that is the period when goals will be healthy or unhealthy depending on the type of experiences he has with others. Some basic concepts of Adler's theory are:

1. Creative evolution and social interest.

The mental health of people depends largely on their ability to ensure that there is progress and adequate welfare of the people in their community. The social interest here means that people are endowed with the innate potentials for social feelings which must however be properly guided and tutored by people. This is a case of golden rule where one expects others to do unto him what he would do to others.

2. Feelings of inferiority and the striving for superiority.

Every individual has defective organs capable of intensifying his weakness. Feeling of inferiority before people is a weakness that may hinder somebody's urge to achieve something which can push him into self-pity. The individual here can be pushed by faith to be withdrawn and isolated, a feeling of having nothing to contribute.

3. Fictional Finalisms

An individual's behaviour is guided by his ability to create and fashion out a suitable idea in that direction. In this regard, a person sets out goals and objectives to achieve something. These motivating goals give direction to his behaviour and ultimately, his personality development. These goals could be healthy frictions or mistaken frictions depending on perceptions of any individual and the society at large.

4. Life style and creative style.

People behave differently and display different styles of life, showing their unique ways of pursuing sound life goals. Formed during the first five years of life, this concept forms the cornerstone or basis of an individual's behaviour and personality. Creative life is conceptualized by Adler as a sub-set of style of life which places a man's destiny into his hands. Man is therefore the architect of either his good or bad personality dispositions.

Adler's processes of personality development

In his theory, emphasis is significantly placed on family as an important factor and agent of personality development which has to do with child rearing practices adopted in a particular home or society. Hence, the types of parenting style and socialization processes adopted by parents account for the pattern of personality development of children in a particular community. Every single person or individual has a role to play in the family. The father should recognize his duties as the head of the family while the mother as the first extended contact of a child should not relent

in teaching her children basic skills to survive in the society. The siblings too have their own roles and influences depending on their positions or birth order in the family. Any attempt to derail by any member of the family will result to faulty personality development while a coordinated family coherence and democratic parenting will always usher in positive personality development. Adler used early recollection, dream analysis, and birth order to assess and understand individual's personality chart and development. He believes that these strategies can be exploited to understand the personality make up of a person in order to assist him when he is in trouble.

3.4 Summary

Theories of personality development are postulated by different theorists depending on their individual perspectives of human beings. Sigmund Freud perceived or conceived his psychoanalytic theory of personality development on childhood experience, stressing that personality is built upon human urges or drives (libido) which account for his personality dispositions. The interaction among the id, ego and superego in man brings out what his character or personality is all about. Adler on the other hand is concerned about man's goals and objectives which account for his personality in the society. He emphasized good parenting to bring about positive personality development.

In this unit, therefore, two theories of personality development were discussed. They are the Sigmund Freud's and Alfred Adler's personality development theories. Also discussed in this unit are the basic concepts and processes of personality development of each theory.

3.5 References

Marshal, S. T. (1984).*Educational Psychology for the Teacher in Africa*. London:

Edward Anorld (Publishing) Limited.

Osarenren, N. (2002).*Child Development and Personality*. Yaba: Derate Nigeria Limited.

3.6 Answer to Self-Assessment Exercise

The ego is the social concept of self that organizes the id concept. It gives direction for our impulses and urges. Ego is characterized by logical and rational thinking of an individual. It does not do things in a hurry because it is often checked by rational thinking.

UNIT 4 MEANING, TYPES AND USES OF COUNSELLING THEORIES

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Main Content
4.3.1.Meaning of Counselling theories.
4.3.2. Characteristics of counselling theories
4.3.3. Types of counselling theories
4.3.4. Benefits of counselling theories
4.4 Summary
4.5 References/ Further Reading
4.6 Answers to Self-Assessment Exercises

4.1 Introduction

Counselling is an interactive process of assisting individuals with normal and abnormal personalities to realize themselves and live a more meaningful life. According to Kaplan, Tarvydas & Gladding (2014), counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counselling is a process of communicating with a trained person in order to solve a problem and offer professional support to students to enable them maximise the benefits of engaging in academic and other life endeavours (Ukwueze, 2018). To guide this are a set of ideas formulated by experts called theories of counselling. There are various types of counselling theories which counsellors can consider in interacting with their clients. The benefits of these theories cannot be overemphasized as they serve as road map to the root of clients' problems.

4.2 Learning Outcomes

At the end of this unit, the learners should be able to:

- Define a counselling theory.
- Give the characteristics and types of counselling theories.
- Discuss the uses of counselling theories.

4.3 Main Content

4.3.1.Meaning of Counselling theories.

Counselling is an applied psychology that involves the process of rendering assistance to a client who is disturbed by one or more problems within a particular environment. It is a face-to-face interaction between a

person or persons with problems and an expert who has no similar problem. To facilitate this business of assistance, some experts in line with learning theorists propounded some theories to delimit the rules and guiding principles that can enable practitioners discharge their duties effectively and efficiently. Counsellors therefore need a guide to perform effectively in discharging their professional functions. This guide will enable them to understand and explain the social and psychological aspects of their work.

A **counselling theory** could be defined as a set of rules, principles, laws or models which helps a counsellor in reaching out to assist his clients appropriately. According to Onah (2005), counselling theories are intellectual models that offer principles underlying human nature, how it functions, and the origin of maladaptive behaviour in a man and how to assist such a person with maladaptive behaviour. Counselling theory is defined by McLeod (2011) as a set of ideas that explain the relationship between clients and professionals. Counselling theory is therefore an intervention guide in establishing a broad sense of responsibility in an effort to assist clients in solving their problems. The modalities adapted in a counselling session underlie the approach to therapy (Akinade, Sokan & Orarenren, 2005). Hence, a counselling theory can be called an

approach, a model, or a strategy depending on the perception or background of the theorist. It helps to make assumptions about the nature of man and origin of his problems and the systematic steps towards assisting the man in solving his problems.

To develop a counselling theory involves a hierarchical process from observation of facts, formation of concepts, adducing some presumptions, formulation of hypotheses to a scientific entity called theory. For illustration, in developing a particular theory that can be used to solve the problem of inappropriate study behaviours among secondary school students, the counsellor needs to begin with the observation of the patterns of study behaviours exhibited by the students. Thereafter, the counsellor picks the appropriate concepts to be used in describing the observed behaviours. This is followed by making some presumptions or generalizations about the concepts used in describing the observed pattern of study behaviours of the students. After presumptions, comes the formulation and testing of hypotheses on the statements made about students' study behaviours. This could be demonstrated by making some conclusions that students react to external forces only in order to read which must be liable to statistical testing. After hypotheses formulation and testing comes the stage of applying general principles that can be used to describe and solve study behaviours as a theory based on the results of the hypotheses. This final stage is subjected to scientific validation and testing before it is finally approved, accepted and applied as a theory by

any practicing counsellor. This is an indication that a theory is not just a figment of statements joined together by somebody as erroneously held by some people. It is something that is real and based on facts after series of scientific and artistic procedures.

There are three levels of counseling theories which form the structure of counselling models or approach. Like the hierarchical structure of counselling theory, the first level is about statements about observational data obtained in the process of formulating a theory. Second is, theoretical propositions which constitute connections between different records of observations made in the course of formulating a counselling theory. Finally, there are statements of philosophical assumptions or meta-psychology which form the body of a theory in its final stage of theory formulation. A counselling theory is like a shining lens that focuses on certain pieces of information obtained for the purpose of rendering counselling services.

4.3.2. Characteristics of counselling theories

Every theory in counselling aims at providing a road map for the interpretation of client's problems and guiding the counsellor in handling such problems. There are several theories as there are several experts, each sharing common features that distinguish them as theories. McLeod (2011) provides such characteristics stating that every approach is:

1. An organized and coherent set of concepts, uniquely built around a small set of ideas that mark them out as different.
2. A language or way of talking about clients, and the work of the counsellor with a particular style of talking.
3. A distinctive set of therapeutic procedures or interventions.
4. A set of values or guiding assumptions.
5. A set of peculiar and interrelated terms or concepts.
6. An integration of ideas for purposes of prediction and research.
   A structured set of statements about observational data.
7. A theoretical proposition that make connections between different observations.
8. A set of statements of philosophical assumptions or meta-psychology.

4.3.3. Types of counselling theories

Counselling theories are called several names depending on the experts. In the same vein, there are several types of counselling theories. Some experts refer to counselling theory as theoretical model, approach or framework while others simply refer to it as counselling orientation.

There are basically two categories or types of counselling theory. They are cognitive and behavioural theories of counselling.

The cognitive theories of counselling are formulated ideas, opinions and assumptions about human intelligence which are designed to gain insight into the abilities, aspirations and perceptions of individuals in a given situation. Omebe (2005) opines that cognitive theories place emphasis on learning through perceptions and that counselling or teaching should be a process of developing understanding or insight in the learner/client. Human problems are as a result of their perceptions about themselves. Hence, cognitive theories of counselling are approaches formulated to gain insight into the abilities, aspirations and perceptions of individuals during counselling or teaching processes. Under the cognitive theories of counselling are the Trait/Factor theory, Rational Emotive Therapy, Sorenson's Instructional Model of counselling, Bruner's cognitive theory and Beck's cognitive theory. The behavioural or affective counselling on the other hand assumes that human problems are learnt within the environment and can only be solved through re-learning. It is a process of learning in which the counsellor uses a variety of learning skills to assist clients in learning necessary behaviours to solve their problems. Behavioural counsellors base their theories on the works of behavioural theorists of learning. These behavioural theories or S-R theories of learning as outlined by Omebe (2005) are Pavlov's conditioning theory, Watson's learning theory, Guthrie's learning theory, Thorndike's theory, Hull's theory and Skinner's theory. Basic to these theories is that man is a mechanical entity that functions in his environment as a victim of reinforcement where learning is due to the strengthening of associations between stimuli and responses. Among the behavioural theories of counselling are the Client-Centred theory, Existential theory, Behavioural theory of Krumboltz and Thorenson, Transactional Analysis, Gestalt theory and Reality Therapy.

Self-Assessment Exercises

1. A child who learnt how to steal from his playmates could be assisted in dropping the habit through the application of any theory under which category?
2. Outline the processes of developing a counselling theory.

4.3.4. Benefits of counselling theories

There are several benefits of counselling theories depending on the nature of the problem presented and the strategies needed to solve the problem. On a general note however, counselling theories are of immense values to counsellor through the:

i. Provision of framework for helping clients. Counselling theories provide counsellors with the opportunity to detect areas where knowledge is lacking and also where further research is needed in order to assist clients through laid down rules and regulations or pathways.

ii. Provision of guidelines for understanding what an individual is made of, how he develops, operates and what is responsible for his behaviour at a particular time and how to help him out. The complexity of human personalities and problems makes it necessary in a counselling session to rely on theories as guides instead of depending largely on personal experiences and actions that may be highly subjective.

Provision of orientation and guides to help givers. Counselling theories provide counsellors and other stakeholders in social works the orientation or background information and knowledge needed in
assisting clients during counselling sessions. This could be achieved through well-formulated and integrated ideas from different disciplines to increase the knowledge of counsellors who by nature must be vast in order to be successful in assisting people.

iv. Provision of direction or road map about processes and techniques to be used in counselling. With the knowledge of counselling theories that can be applied to solve a particular problem, the counsellor is also equipped with the appropriate skills and techniques that can help to unravel the underlying issues in the problem presented for solutions.

v. Provision of base-board or bench mark for obtaining a clue about a client's problem. Counselling theories provide counsellors with background information about their clients' problems as soon as such clients present their problems.

vi. Provision of a framework for research. Counselling theories provide necessary methods for collection of facts and also provide explanations for possible relationships between events by explaining the facts and their inter-relations via research activities.

vii. Provision of professional status to counselling. Counselling theories have provided scientific opportunities through research activities that enable people to see the relevance of counselling in human endeavour.

viii. Provision of useful methods of constructing case frameworks (hypotheses) during counselling. Through observations and mapping out of concepts, certain assumptions are tested and verified in order to arrive at a conclusive solution to clients' problems.

ix. Offering clients a way of making sense during counselling. Through the guidelines provided during counselling sessions, clients are also given the opportunities to contribute to finding the solutions to their problems in simplified, clear and unambiguous terms.

x. Prediction of counselling actions. Well-formulated counselling theories enable counselors to make predictions about what is likely to be the result of a particular action that he intends to embark upon while trying to assist his clients in solving their problems. Also, possible counselling outcomes or directions of clients during counselling sessions can be predicted through a well thought theory of counselling.

4.4 Summary

A theory as a guide in achieving excellence is designed by experts in different fields of study. It comprises assumptions, empirical conclusions, models, observations and conventions about phenomena in human life. Counselling as a field of study, benefits immensely from the postulations and application of relevant theories. With the knowledge of the nature of man, his predicaments as a result of his nature and nurture, personality disposition and peculiarities in behaviour, counselling theories enable experts in counselling to unravel man's problems which are preventing him from living his life maximally. Thus, in this unit, you were told that a theory is simply a set of models or conventions postulated by an expert utilizing a cluster of relevant assumptions that are systematically related to each other within a set of empirical definitions and delimitations. A counselling theory was also described for you as a set of rules, principles, laws or models designed or put together as a guide to counsellors solving their clients' problems. A counselling theory is either cognitive in nature or behavioural depending on the views of the expert that propounded such a theory.

Counselling theories serve as road maps or guidelines to counsellors in reaching a logical conclusion in helping their clients solve their problems.

4.5 References/ Further Reading

McLeod, J. (2011). *An introduction to counselling.* New York: McGraw Hill.

Omebe, S. E. (2005). *Human Learning*. Enugu: Fred-Ogah Publishing Limited.

Onah, P. C. (2005). *The School Guidance Programme: Theory and Practice*. Nsukka: Chuka Educational Publishers.

Kaplan, D. M., Tarvydas, V. M. & Gladding, S. T. (2014). A vision for the future of counselling.: The consensus definition of counselling. *Journal of Counselling and Development*, 92, 366-372.

Ukwueze, A. C. (2018). Capacity building counselling strategies for sustainable students' success in distance education. *Journal of Distance Education and Research*, III, 1-16.

4.6 Answers to Self-Assessment Exercises

1**.** Behavioural counselling category.

2. The processes are:
- Observation of facts
- Formulation of concepts
- Making of presumptions/generalization
- Formulation of hypotheses
- Testing and conclusion
- Application.

MODULE 2 COGNITIVE THEORIES OF COUNSELLING

Unit 1 Trait/Factor Theory
Unit 2 Rational Emotive Theory
Unit 3 Sorenson's Instructional Model
Unit 4 Bruner's cognitive Theory
Unit 5 Beck's cognitive Theory

UNIT 1 TRAIT AND FACTOR THEORY OF COUNSELLING

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Main Content
1.4 Summary
1.5 References
1.6 A nswers to Self-Assessment Exercise

1.1 Introduction

One of the earliest cognitive theories propounded by experts to assist counsellors in carrying out their professional duties is the trait and factor theory. This theory emphasizes the role of personality traits in counselling. With the information about what an individual is made of as provided by the theory, the counsellor can approach his clients' problems professionally and in the interest of his clients to enable them realize their abilities and live well-adjusted life.

1.2 Learning Outcomes

At the end of this unit, the learners should be able to:

- Explain the trait and factor theory of counselling.
- Discuss the theory's assumption on man.
- Discuss the objectives and processes of counselling using trait and factor theory.
- Give the techniques of counselling under the theory.
- Discuss the advantages and disadvantages of trait and factor theory.

1.3 Main Content

Trait and factor theory is a cognitive theory of counselling that was propounded by Walter Bingham, John Darley, Donald G. Patterson and Edward G. Williams of Minnesota University, USA. The theory is a

counsellor-centred approach otherwise called the Minnesota view point.The main trust of the therapy is that personality is a system of interdependent variables or traits which include abilities, interests, attitudes and temperament (Makinde, 1988), stressing that an individual progresses from infancy to adulthood with the above traits coming into maturity.

Assumptions on man

The theory believes that every individual is an organized being with capabilities and potentials. Man is uniquely endowed with innate potentials in his own way and only seeks to use self-understanding as a means of developing those potentials of his. He uses knowledge of his ability as a tool to develop his identified potentials and requires an assistance to do so.

Counselling objectives of Trait and Factor theory

The proponents of the theory believe that counselling using the theory will enable counsellors applying it in the course of attending to their clients to:

1. Use objective measurements to identify the traits of clients through psychological tests.
2. Define or portray clients in their unique ways.
3. Help clients to know and understand their traits and environment.
4. Predict possible success of clients in certain ventures.
5. Facilitate the development of excellence in all aspects of human life (Makinde, 1988).
6. Help students in assessing their assets and liabilities in relation to the requirements of the society.

Counselling processes

Counselling is tailored towards specific guidelines with the process of establishing rapport, cultivating self-understanding, advising or planning a programme of action, carrying out the plan, and referral where necessary. Counselling is done through direct advice, persuasion and explanation. Other specific techniques of the theory are:

1. Induce conformity.
2. Changing the environment.

3. Selecting appropriate environment.
4. Learning needed skills.
5. Changing attitudes.

In choosing and applying any of the above techniques, the theory postulates that:

1. Every individual is an organized, unique, capable and potential entity.
2. Human beings are stable after the adolescent stage.
3. Human traits can be evaluated using psychological tests.
4. Personality and interests of people are in tandem with their behaviours.
5. Different school curricular demand different capacities and interests
6. Individuals learn faster and better if their potentials are in line with curricular demand.
7. Diagnosis of students' potentials by both students and counsellors should be followed by placement according to their traits that were identified.
8. Every individual has the ability and the desire according to his own traits.

To achieve the above, the counselor has six stages or steps to do so.

1. Analysis: This involves the collection of data from a wide range of sources in order to understand his clients.
2. Synthesis: This is the process of summarizing and organizing data obtained to determine the clients' strengths and weaknesses.
3. Diagnosis: This involves conclusions about the problems identified.
4. Prognosis: This involves prediction of clients' future development based on the treatment given.
5. Counselling: Here, both clients and counsellor brainstorm in order to achieve adjustment and re-adjustment.
6. Follow-up: This is an action taken to assist the client with reoccurring problems in future and monitoring the progress made so as to determine or adjust counselling sessions.

Counselling implications of Trait and Factor theory in Nigeria

The role of counseling in Nigerian environment is to help in encouraging, motivating and reinforcing Nigerian children in quest for identification and utilization of their potentials. Parents must be brought into the business of identifying their children's abilities and capabilities to enable

counselors handle the children effectively. In addition, teachers are cannot be underestimated here too as they can be of significant assistance in identifying the potentials of their students as early as possible. This will help Nigerian in-school adolescents in not only picking their subjects in school but also in making appropriate careers in line with their abilities, interests, capabilities and values.

Self-Assessment Exercise

What are the three main counselling techniques of Trait and Factor theory?

Advantages of Trait and Factor theory

a. It applies scientific approach to counselling by using measurement and prediction.
b. It involves gathering objective data about clients.
c. Final decision is usually that of the client.
d. It involves teaching/learning relationship.

Disadvantages of Trait and Factor theory

a. It is counsellor-centered or didactic in nature.
b. Client has little or no contribution to the solution of his problem.
c. It involves direct advice through forcing conformity.

1.4 Summary

Trait and Factor theory of counselling is a cognitive, direct and didactic counselling approach that emphasizes personality traits in counselling. Human beings are uniquely built with different potentials which must be taken into account while addressing a client's problem as presented. In doing so, the counsellor can use psychological tests to identify his client's traits in order to apply appropriate technique of counselling the client. Direct advice is encouraged by the theory in order to enable the client conform to what the counsellor wants to achieve. Trait and Factor theory is a teaching-learning process of counselling that allows clients to have final decision on their problems based on the wise counsel of professional counsellors during counselling sessions.

In this unit, therefore, efforts were made to highlight the meaning of trait and factor theory, assumption on man; the theory's counselling objectives and counselling processes. Also highlighted are the techniques of counselling provided by the theorists. A critique of the theory was also provided.

1.5 References

Makinde, O. (1988). *Fundamentals of Guidance and Counselling*. London:

Macmillan Publishing Limited.

1.6 Answers to Self-Assessment Exercise

The techniques are

- Direct advice,
- Persuasion, and
- Explanation.

UNIT 2 RATIONAL EMOTIVE THERAPY (RET)

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Main content
2.4 Summary
2.5 References
2.6 Possible Answers to Self-Assessment Exercises

2.1 Introduction

Another cognitive theory of the earliest time was propounded by Albert Ellis to assist counsellors in carrying out their professional duties.His theory emphasizes the role of personality thoughts and feelings in counselling. With the information about what an individual is made of as provided by the theory, the counsellor can approach his clients' problems professionally and in the interest of his clients to enable them realize their worth and change their illogical behaviours and live well-adjusted life. Rational Emotive Therapy (RET) is therefore built on the belief that how we respond emotionally at any moment depends on our interpretations, views, beliefs, and thoughts of the situation. It is the relationship between thinking, feeling and action with self-control procedures if we actually want to do so.

RET is of the view that the demand for unrealistic responses causes anxiety, depression and lack of assertiveness. Such a demand is the "must" action in individuals. For instance, the stance that one "must" do well and get approval, or else he is worthless is enough to cause anxiety and depression in him. In the same vein, that somebody must be loved by everybody in his class at all times is an illogical position that is unrealistically internalized by such a person which is causing him disaffection among his peers. In the absence of that expected love from his mates, he becomes depressed, tensed up, dejected and withdrawn. That one must be treated reasonably, considerately, and lovingly or else he is a non-entity is enough to lead him to resentment, hostility and violence. Also, that life must be fair, easy, and hassle-free is equally enough to drive somebody to a state of hopelessness, procrastination and addiction to substances or other habitual living.

2.2 Learning Outcomes

At the end of this unit, the learners should be able to:

- Explain the client-centered theory of counselling as provided by Albert Ellis.

- Discuss the theory's assumption on man.
- Discuss the objectives and processes of counselling using the theory.
- Give the techniques of counselling under the theory.
- Discuss the implications of the theory to Nigerian adolescents.
- Give a critique of the theory.

2.3 Main content

Ellis (1962) propounded a cognitive theory of counselling as a result of persistent behaviour problems associated with irrational behaviours. These irrational thoughts or behaviours are genetically determined and acquired from one's culture and parents during the process of socialization. Human beings subject themselves to irrational thinking patterns and in the process, destroy themselves.

Man is basically rational as well as irrational and functions through logic and reasoning in his endeavours. Man becomes productive, effective and happy when he is rational but irrational and unproductive when he displays emotional or neurotic behaviours. Thus, it is of significant importance to learn to recognize irrational or illogical and unrealistic views of man and subsequently substitute such views with rationality, reason and new direction of purpose. Ellis believed that a large part of what we call emotion is nothing more than a biased, prejudiced or strongly evaluative kind of thinking (Akinade, Sokan & Osarenren, 2005).

Ellis (1962) in his ABC principle was able to show how a person can acquire rational or irrational belief. For illustration, the existence of a fact is the A while B is one's self - analysis of the fact (A) and C is the consequence of the analysis (B) as perceived by the person. C is a mere reaction that is not caused by A and by B.

Therefore, when one controls B by thinking appropriately, then C (inappropriate behavior) will not occur. For instance, it will be irrational and counter- productive for a student to say "The lecturer failed me". A in this case is poor performance while B is the probability that the lecturer just decided to fail him/her and C is the students' perception of the result obtained. As a matter of fact, changing a client's illogical thoughts should also involve exposing him to the main irrational thought that human beings are prone to so that he will not fall victim of such actions after treatment. By implication, the student in this case who thought that his/her lecturer failed him/her unjustly should be informed of several illogical thoughts of students in their course of justifying their grades at the end of every semester.

This theorist (Albert Ellis) presented eleven irrational and senseless ideas or beliefs that man displays through the ABC principle. These are:

1. The idea that an adult human being must be loved or approved by everybody in the society.

2. That one should be thoroughly competent, adequate and achieving in every endeavour if he is to be adjudged worthwhile.
3. The idea that some people are bad, wicked and villainous and should therefore be blamed and punished.
4. That it is awful and catastrophic or suicidal when things are not as one wants them to be.
5. The idea that human unhappiness is caused by outside circumstance and the person has no control over it.
6. The idea that if something is dangerous or fearsome, one should keep dwelling on its possible occurrence.
7. The idea that it is easier and better to avoid certain life difficulties and responsibilities than to face them.
8. The idea that one should always depend on others and must have someone stronger, to rely on.
9. The idea that one's past experiences and events are the determinants of his present behaviours and that because something strongly affected one's life, it should indefinitely have a similar effect.
10. The idea that one should be quite upset over other people's problems and disturbances.
11. The idea that there is invariably a right, precise and perfect solution to every problem and that it must be found or the result will be catastrophic if this perfect solution is not found.

RET was modified to become Rational Emotive Behavioural Therapy (REBT) without significant damage to the original theory as a therapy that identifies irrational beliefs and negative thought patterns that may lead to emotional or behavioural issues. REBT solves problems relating to depression, phobia, anxiety, addictive behaviours, overwhelming feeling of anger, guilt or rage, procrastination, disordered eating habits, aggression, and sleeping problems (Legg, 2018). According to Legg (2018), in 2017, it was discovered that REBT is a valid treatment that can help with obsessive-compulsive disorder, social anxiety, depression, and disruptive behaviour as contained in 84 published articles on REBT.

80

REBT employs techniques like problem solving skills, assertiveness, social skills, decision-making skills, and conflict resolution skills. It also employs cognitive restructuring techniques such as logical or rationalization, reframing or looking at events in a different way, humour and irony, exposure to a feared situation and disputing irrational thoughts.

The coping techniques in REBT include relaxation, hypnosis, and mediation (You can as well see Beck's cognitive counselling therapy for further details).

Counselling Objectives of RET

Ellis (1977) enumerated the goals and objectives of counselling as:

1. Encouraging or enabling clients to perceive their situations as the source of their emotional disturbances.
2. Encouraging clients to bring into focus the illogical and irrational ideas to enable them re-adjust their thinking in a logical manner.
3. Helping clients to be "cured" of their unreason by reason.
4. Teaching clients how to re- think, challenge and contradict faulty internalized thoughts.
5. Helping clients understand how self-talks are causing andmaintaining certain disturbances and unhappiness in them.

Counselling procedures and skills

The counsellor using this approach (RET) employs relationship, supportive and sight–interpretative strategies to engage in real teaching to assist clients/students to resolve their problems. In doing this, the counsellor is to establish rapport and use devices as mentioned above to contradict and deny the self– denying propaganda and substitute the originally learned and self–instilling irrational ideas with logical ideas. The counsellor encourages, persuades, cajoles and occasionally insists that the client engages in some activities that will counter the original beliefs held. Consequently, the counsellor here may begin by temporarily setting the problem of his client aside to reduce the threat by changing the meaning of the situation. He also attempts to help the clients identify stressful situations and focus on changing the individuals' cognitions to physiological or emotional symptoms to alter the way they cope with those situations.

As Akinade, Sokan and Osarenren (2005) put it, an effective therapy should be directed towards unmasking clients' past and especially their present illogical thinking or self-defeating verbalization by:

1. Bringing them to their attention or consciousness.
2. Showing the clients how they are causing and maintaining their disturbances and unhappiness.
3. Demonstrate exactly what the illogical links in their internalized sentences are.
4. Teaching them how to rethink and re-verbalize these sentences in a more logical, and self-helping way.

Self-Assessment Exercise 1

The Rational Emotive Theory believes that unrealistic responses to issues are responsible for three main psychological issues. What are these issues?

Implications of the theory in Nigeria

Nigerian students in secondary schools need to think more rationally and take wise decisions in such matters as appropriate study behaviours, choice of school subjects, careers and inter– personal relationships. Besides, Rational Emotive Therapy as a deductive, directive and re-educative technique of counselling stresses cognition (perception) and involves the restoration of morality to students. Hence, inappropriate study behaviours could be substituted with appropriate study behaviours through a cognitive approach as shown by the Rational Emotive Therapy to restore hope in Nigerian secondary educational system.

This theory has underscored the need to instill rational ideas into students for vibrant academic life. One important way this could be achieved is to identify and emphasize on some learner variables like study behaviours and determine their improvement through appropriate counselling techniques to enhance excellent academic achievement. Another area is handling youth restiveness and terrorism ravaging Nigeria today. This will involve working on the mindsets of Nigerian youths to enable them think rationally. This should be started in secondary schools as early as possible in order to be proactive instead of reactive in future.

Self-Assessment Exercise 2

A boy of fourteen years old from the South East geopolitical region of Nigeria who refuses to go to school in order to go into business for quick wealth and recognition in the society needs counselling. What approach can a counsellor apply in making him to realize himself and enroll in a school?

Advantages of Rational Emotive Theory

1. RET recognizes the contributions of clients in counselling interactions.
2. It teaches clients to adjust to an imperfect society.
3. It produces quick results.
4. It permits effective use of counsellor's limited time.
5. RET enables counsellors to directly attack irrational ideas of clients.
6. It is effective in school system since it is like teaching and learning process.

7. It enables clients to realize that their problems will persist if they continue to harbor their irrational thoughts.
8. It encourages clients to change their thinking and ideas and to accept more rational philosophies of living.

Disadvantages of Rational Emotive Therapy

1. In some cases, clients may not be following in the counselling process.
2. The theory has age barriers as tender or too old clients may be very inflexible and benefit less in the counselling interaction.
3. The counsellor in this case assumes to know it all and sees himself as a judge.
4. The counsellor is at the risk of imparting his own ideas to his clients during the process of teaching to change illogical thoughts.

2.4 Summary

In this unit, we were told that illogical thoughts are responsible for people's maladjustment in the society. The counsellor has the capacity to rebrand the illogical thoughts and feelings of people through relationship technique, insight-interpretative technique and supportive technique. Here, the counsellor contradicts and denies the illogical reasoning of his clients through teaching, suggestions and prescriptions to solve their problems. The clients are often received by the counsellors in a calm, supportive, open and warm manner in order to provide trust and confidentiality to the clients.

In this unit, the Rational Emotive Therapy of Albert Ellis was discussed. As discussed, the therapy aimed at helping clients to readjust their thinking in a rational and logical way where the duty of the counselor is to cure the unreason by reason. The discussion went through the basic concepts of the therapy such as the ABC concepts, counseling objectives, processes of counseling, implications of the therapy to Nigerian students, and a robust critique of the therapy.

2.5 References

Akinade, E. A., Sokan, B. O. & Osarenren, N. (2005). *An introduction to guidance and counseling: A basic text for colleges and universities*. Yaba-Lagos: Derate Nigeria Limited.

Ellis, A. (1962).*Reasons and Emotions in Psychotherapy*. New York: Lyle and Stuart.

Ellis, A. (1977).Rational Emotive therapy. *Counselling Psychologist,* 7 (1), 5-42 and 72-82.

Legg, T. J. (2018). Rational emotive behavioural therapy. Retrieved from healthline.com/health/ratiobal-emotive-behavioural-therapy

2.6 Possible Answers to Self-Assessment Exercises

Exercise 1

The psychological issues due to unrealistic responses are anxiety, depression, and lack of assertiveness.

Exercise 2

A counsellor can apply the principles of Rational Emotive Therapy by Albert Ellis in order to work on his irrational thoughts so that he can become logical and more useful to himself and the society.

UNIT 3 SORENSON'S INSTRUCTIONMAL MODEL

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.3 Main content
3.3.1 Counselling objectives
3.3.2. Counselling procedures and skills
3.3.3 Counselling implications in Nigeria
3.3.4. Advantages of Sorenson's Instructional Model
3.3.5. Disadvantages of Sorenson's Instructional Model
3.4 Summary
3.5 References
3.6 Possible Answer to Self-Assessment Exercise

3.1 Introduction

Another cognitive theory that was propounded for use by counsellors was by H. Sorenson. His theory emphasizes the role of an individual in striving to grow, change and cope with his life challenges. With the information about what an individual is made of as provided by the theory, the counsellor can approach his clients' problems professionally and in the interest of his clients to enable them realize their best values in order to determine their own goals and find ways of achieving those goals.

3.2 Learning Outcomes

At the end of this unit, the learners should be able to:

- Explain the Instructional model of Sorenson.
- Discuss the theory's assumption on man.
- Discuss the objectives and processes of counselling using the theory.
- Give the techniques of counselling under the theory.
- Discuss the implications of the theory to Nigerian adolescents.
- Give a critique of the theory.

3.3 Main content

Sorenson (1964) as Olayinka (1979) put it is a cognitive theorist who propounded the instructional model of counselling with a view that counselling is a teaching-learning relationship in which the counsellee is taught how to solve his problems. It is the belief and postulation of this theory that human behaviour is learned through positive and negative reinforcement and that abnormal behaviour is as a result of faulty learning

experiences that can be unlearned as well. Man has the ability and worth in him to grow, change and cope with his life problems.

Instructional Model of counselling sees a student's unhappiness, frustration and failure as having been caused by his/her inability to meet his/her needs due to either lack of knowledge or information, lack of appropriate skills and cognitive error (Olayinka, 1979). Human beings find their best values to determine their own goals and find ways of achieving the goals. To assist human beings is to first realize the dignity of each person, respect him and use the counselling situation as a learning experience to achieve the desired results.

3.3.1 Counselling objectives

The Counselling Objectives of Sorenson's theory are many and varied which serve as guides in solving man's problems. Counselling under the theory therefore aims at:

1. Identifying and restating a client's problems and ascertain the goal that is to be accomplished.
2. Assisting the client to critically examine the consequences of his behaviours so as to arrive at describable changes.
3. Helping the client to identify the obstacles that prevent him from adjusting meaningfully so that he can determine what he should do to facilitate the achievement of the desired change of behaviour.
4. Explaining alternative actions open to the counsellee and assisting him in examining the probable consequences of taking each alternative.
5. Teaching the counsellee new skills and providing adequate information and design strategies needed to solve his problems in order to cope with his environment.

3.3.2. Counselling procedures and skills

The theory sees the counsellor and the counsellee as partners in progress in any therapeutic relationship. The counsellor teaches his clients new skills of dealing with his difficulties using questions and tests in order to determine his client's strengths and limitations. In a threat-free, conducive and permissive atmosphere, the counsellor establishes a rapport to encourage the client to discuss his problems with ease.

Inherent in the instructional model are the cognitive and deductive methods of teaching which encourage knowledge discovery and ascertain if behavioural problems are due to cognitive error, incorrect beliefs, self-defeating attitude, and lack of skills or inadequate information. Two instructional models that counsellors use here are the advisory method

and the guided inquiry method. In the advisory method, the counsellor diagnoses his client's problems, gives relevant information, teaches the needed skills and offers concrete suggestions for the clients to accept. He explains his perception of the problems and persuades him (client) to take actions by presenting several alternatives and their consequences with possible solutions.

In the guided inquiry method, the counsellor teaches his client how to establish and attain goals while the client decides his goals, explores all the available alternatives and takes action to solve his problems. The counsellor questions and restates the client's problems for proper understanding and teaches him some psychological principles or heuristic rules (e.g. engaging the clients in relevant storytelling or teaching them the principle of reinforcement) that can change a person's behaviour.

Self-Assessment Exercise

State the main thrust of Sorenson's cognitive counselling theory.

3.3.3 Counselling implications in Nigeria

By implication, this theory enables counsellors teach their clients through systematic steps of problem solving to cope with their problems. Through the guided inquiry method for instance, the counsellor deliberately encourages his clients to be independent of the counsellor or any adult figure in tackling future problems. The counsellor as an expert teaches his clients to either think of alternative goals or acquire skills to cope with their original objectives. Nigerian counsellors have a lot to learn from this theory more so when the theory recognizes that deviant behaviours like negative study behaviours can be acquired cognitively or affectively and can equally be changed by learning appropriate psychological principles through the teaching of heuristic rules. This theory is a teaching-learning exercise that seeks to work on clients with maladaptive behaviours either as students or adults going about their normal or abnormal business in the society.

3.3.4. Advantages of Sorenson's Instructional Model

1. The theory makes use of teaching/learning processes in solving clients' problems.

2. It employs guided inquiry method thereby allowing clients to explore a wide range of latitude in finding a solution to their problems under the auspices of a superior person, the counsellor.

3. It enables clients to critically examine the consequences of their behaviours at any time.

4. It explains alternative actions open to the clients in finding solutions to their problems.

5. It provides adequate information and design strategies needed to solve clients' problems.

6. The counselor acts as a director and gives instruction where necessary.

3.3.5. Disadvantages of Sorenson's Instructional Model

1. It is a mere teaching strategy for curricular subjects with little or no counselling undertone.

2. It works with advice rather than counselling.

3. The clients can be carried away by the story-telling method of the theory while teaching them how to change their behaviour.

3.4 Summary

Sorenson's Instructional Model is a teaching-learning therapy that is effective in changing clients' behavior. It is a cognitive therapy that believes in relearning a learnt concept through guided inquiry and advisory methods. Here, the counselor diagnoses his client's problems, gives relevant information; teaches the needed skills and offers concrete suggestions for the client to accept. He can also engage his clients in accepting acceptable behaviours through persuasion by teaching them the principle of reinforcement.

In this unit, efforts were made to discuss the Instructional Model of H. Sorenson. Highlighted in the unit are the basic concepts of the model, counseling objectives, processes of counselling, techniques of counseling, implications to a developing economy like Nigeria and a critique of the theory.

3.5 References

Olayinka, M.S. (1979). *Vocational guidance and counselling in Nigeria*.

Unpublished Monograph, University of Lagos, Lagos.

Sorenson, H. (1964). *Psychology in Education*. New York: McGraw Hill Book Company.

3.6 Possible Answer to Self-Assessment Exercise

The main thrust of Sorenson's cognitive counselling theory is that the inability of an individual to meet his/her earlier needs due to lack of knowledge or information and lack of skills causes unhappiness, frustration and failure in him/her.

UNIT 4 BRUNER'S COGNITIVE THEORY OF OUNSELLING

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Main content
4.3.1 Counselling Objectives
4.3.2 Counselling procedures and skills
4.3.3 Counselling implications in Nigeria
4.3.4 Advantages of Bruner's cognitive theory of counselling
4.3.5 Disadvantages of Bruner's cognitive theory of counseling
4.4 Summary
4.5 References
4.6 Possible Answer to Self-Assessment Exercise

4.1 Introduction

This is yet another cognitive theory that was propounded for use by counsellors by a renowned cognitive learning theorist, J. S. Bruner. His theory emphasizes the role of an expert in helping an individual with problems in striving to not only solve his problems but also in guiding him to grow, change and cope with his life challenges through a teaching-learning process. The counsellor under the this theory can approach his clients' problems professionally and in the interest of his clients through the exploration of alternative options to enable them realize their best values and achieve their own goals and objectives.

4.2 Learning Outcomes

At the end of this unit, the learners should be able to:

- Explain Bruner's cognitive theory.
- Discuss the theory's assumptions on man.
- Discuss the objectives and processes of counselling using the theory.
- Give the techniques of counselling under the theory.
- Discuss the implications of the theory to Nigerian adolescents.
- Give a critique of the theory.

4.3 Main content

Bruner in Bruner, Olver and Grienfield (1966) developed a cognitive theory of instruction that prescribed how a given task or subject can be taught. The theory seeks to lead a child towards understanding a particular concept in a typical teaching-learning encounter. This model facilitates

and regulates the exploration of alternatives on the part of a learner through curiosity, maintenance and direction.

There are three cognitive stages recognized by Bruner as enactive, iconic and verbalization stages. He stresses that through these cognitive stages, a child imbibes different mode of learning and retention. Besides, an adult faced with a complex situation is also likely to go through these stages while trying to solve the problem (Bruner, et al).They maintain that imagery situations produce facilitation during the process of handling clients' problems. These stages are as explained below;

1. **Enactive stage:** This is where objects are lived rather than thought about and the learner only manipulates the learning materials.
2. **Iconic stage:** In this stage, the learner is able to imagine the to-be-remembered stimuli and can retain them that way.
3. **Verbalization stage:** The learner employs abstract and symbolic representations of the stimuli in order to learn and train them.

4.3.1 Counselling Objectives

Bruner (1967) sees man as a socializing being whose behaviour is learned through positive and negative reinforcement and imitation. As a result, the objectives of counselling from the point of view of the theory are:

1. To identify stimuli heterogeneity of clients at an early stage to avoid retardation in cognitive growth.
2. To promote the general understanding of the structure of a subject matter.
3. To guide a client through problems or knowledge in order to increase functioning.
4. To assist students in verbalizing abstract and symbolic representations of facts in order to engage in appropriate studying and understanding of facts.
5. To encourage effective instruction-learning process in order to promote appropriate study skills.

4.3.2 Counselling procedures and skills

Bruner's cognitive theory as outlined is about the factors that are vital for the effectiveness of instruction or problem-solving transaction. He suggested such strategies as motivation, reinforcement, sequence and structuring. Above all, didactic teaching to encourage discovery of appropriate behaviours is also applied. Therapeutically, the counsellor

can confront, persuade and/or praise his clients in order to obtain information that can help them cope with their problems.

4.3.3 Counselling implications in Nigeria

Counselling like education generally aims at assisting an individual to develop his potentials so as to live a good life and contribute meaningfully to his society. In Nigeria therefore, the counselling strategies of the theory can cater for the individual differences of learners in knowledge acquisition and enable them to display appropriate study behaviours. This model teaches learners to participate in the process that makes it possible for the establishment of knowledge and not just commit knowledge to memory. Nigerian teachers and counsellors can take advantage of this theory to handle students with learning difficulties.

Self-Assessment Exercise

Mention three main stages that children can imbibe different mode of learning and retention according to Bruner.

4.3.4 Advantages of Bruner's cognitive theory of counselling

1. The theory makes use of teaching-learning process.
2. It takes care of individual differences in counselling.
3. The theory accommodates eclectic techniques of counseling while handling clients' problems.
4. It is an important theory in handling students' academic problems.

4.3.5 Disadvantages of Bruner's cognitive theory of counseling

1. it is didactic in nature.
2. It has little or nothing to offer for affective and psychomotor problems of clients.
3. The theory is more of learning theory than counselling theory.

4.4 Summary

Bruner's cognitive theory is a theory that emphasizes cognition through teaching-learning transaction process. Man is seen as a being that can be influenced by the environment during the process of learning a fact. Hence, knowledge acquisition through teaching-learning process is second to none to enable clients live a meaningful life in the society.

In this unit, therefore, you learnt the meaning or position of Bruner's cognitive theory in solving clients' problems. Also discussed in this unit include: the basic concepts of Bruner's cognitive theory, counselling objectives, counselling processes, counselling implications and a critique of the theory.

4.5 References

Bruner, J. S, Olver, R.R. & Greenfield (1966). *Studies in cognitive growth*. New York: Wiley.

Bruner, J. S. (1967). *Towards a theory of instruction.* Cambridge: Mass-Belnap Press.

4.6 Possible Answer to Self-Assessment Exercise

The stages are enactive, iconic and verbalization stages.

UNIT 5 BECK'S COGNITIVE THEORY OF COUNSELLING

Unit Structure

5.1 Introduction
5.2 Learning Outcomes
5.3 Main content
5.3.1. Counselling Objectives of Beck's cognitive theory
5.3.2. Principles and processes of Beck's cognitive theory
5.3.3 Counselling implications
5.3.4 Differences between Rational Emotive Therapy (RET) and Beck's Cognitive Theory.
5.3.5 Advantages of Beck's cognitive theory
5.3.6 Disadvantages of Beck's cognitive theory
5.4 Summary
5.5 References
5.6 Answer to Self-Assessment Exercise

5.1 Introduction

Similar to Albert Ellis' therapy is the Beck's cognitive therapy as they are all active, directive, time-limited and structured in approach. Their approaches have the same goal of helping clients recognize and discard self-defeating cognitions. Beck's theory believes that man's problems are as a result of maladaptive beliefs and not irrational thoughts as put forward by Ellis. Beck's theory is an insight therapy that equally emphasizes recognizing and changing negative thoughts and maladaptive beliefs. It is based on the theoretical rational that the way people feel and behave is determined by how they structure their experience (Corey, 1991).

5.2 Learning Outcomes

At the end of this unit, the learners should be able to:

- Explain Beck's cognitive theory.
- Discuss the theory's assumptions on man.
- Discuss the objectives and processes of counselling using the theory.
- Give the techniques of counselling under the theory.
- Discuss the implications of the theory to Nigerian adolescents.
- Give a critique of the theory.

5.3 Main content

Beck (1976) became interested in his clients' automatic thoughts or personalized notions that are triggered off by particular stimuli which lead

to emotional responses. He based his argument on the fact that cognitions are the major determinants of how we feel and act. This is an insight therapy that emphasizes recognition and changing of negative thoughts and maladaptive beliefs based on the fact that the way people feel and behave is determined by how they structure their experience (Corey, 1991). Corey (1991) maintains that for man to understand the nature of emotional episode or disturbance, it is essential to focus on the cognitive content of an individual's reaction to the upsetting event or stream of thoughts. An individual is dysfunctional due to distortions in processing information that lead to faulty assumptions and misconceptions; arbitrary interference by reaching conclusions without sufficient and relevant evidence which Beck called catastrophic thinking of absolute worst scenarios that one may not like; and selective abstraction where conclusions are made on isolated details of an event thereby missing the significant of the overallontext. Others are overgeneralization of events or ideas where one holds extreme beliefs about something on the basis of a single incident and applies that inappropriately to dissimilar events or situations; magnification and exaggeration or overestimation of the significance of a negative event; personalization of ideas whereby people relate external events to themselves even when there is no basis for making that connection; and polarized thinking whereby an individual thinks and interprets an idea in all-or-nothing terms or categorizes experiences in either or extremes leading to dichotomy of thinking and reaction to events.

Beck's therapy sees man as a rational being with logical thoughts and reasoning but unproductive because he displays hasty or inaccurate conclusion of events. Such conclusions therefore make man to have unrealistic negative thoughts and assumptions. Man is governed by rules (premises or formulas) and gets into trouble when he labels, interprets and evaluates events by a set of rules that is unrealistic or when he uses the rules inappropriately or excessively.

5.3.1. Counselling Objectives of Beck's cognitive theory

Beck's counselling theory can be applied successfully in treating depression, general anxiety, social anxiety, test anxiety, phobias, psychosomatic disorders, eating disorders, anger and chronic pain problems (Corey, 1991). Based on this, his counselling objectives are to:

1. Change the way a client thinks.
2. Identify distorted and dysfunctional cognitions through a process of evaluation.
3. Teach a client how to discriminate between his own thoughts and reality.

4. Enable a client learn the influence that cognition has on his feelings, behaviours and even environmental events.
5. Teach clients to recognise, observe and monitor their own thoughts and assumptions, especially their negative automatic thoughts.

5.3.2. Principles and processes of Beck's cognitive theory

Beck became interested in his clients' personalized notions that are triggered of by particular stimuli that led to emotional responses which he termed automatic thoughts. Counselling is based on the assumption that cognitions are the major determinants of how we feel and act. Secondly, counselling consists of all the approaches that alleviate psychological distress through the medium of correcting faulty conceptions and self-signals. Finally, changing dysfunctional emotions and behaviours is by modifying inaccurate and dysfunctional thinking.

After gaining insight into the effects of their unrealistic negative thoughts on them, clients are trained to subject these automatic thoughts to reality testing, by examining the evidence for and against their cognitions. Counselling sessions should be characterized by genuine warmth, accurate empathy, non-judgmental actions, acceptance, trust and rapport with clients. The processes involved in doing so include:

1. Giving the clients assignments.
2. Gathering data on the assumptions they make.
3. Keeping a record of their activities.
4. Forming alternative interpretations.
5. Using problem-solving and coping skills to solve their emotional problems.
6. Time-limited and structured approach to guide the clients on the path to follow.
7. Giving directive through teaching to realize the acceptable interpretations of concepts.

5.3.3 Counselling implications

Nigerian students in secondary schools need to reason more

rationally and take wise decisions in such matters as appropriate study behaviours, choice of school subjects, careers and inter– personal relationships. Besides, Beck's Cognitive Therapy as deductive and directive counselling stresses cognition (perception) and involves the restoration of morality to students. Hence, inappropriate study behaviours could be substituted with appropriate study behaviours through logical conclusions devoid of inaccurate interpretations.

This theory also underscores the need to work on the mindsets of Nigerian youths to enable them make appropriate conclusions before acting on any situation. This should be started in secondary schools as early as possible in order to be proactive instead of reactive in future.

Self-Assessment Exercise

Beck's Rational Emotive Behavioural Therapy is an offshoot of which cognitive theory of counselling?

5.3.4 Differences between Rational Emotive Therapy (RET) and Beck's Cognitive Theory.

Rational Emotive Therapy	Beck's Cognitive Theory
1. Therapist is a teacher and there is no need for warm personal relationship.	1. Counsellor rests on desirable quality therapeutic based on warm relationship.
2. It is client-centred.	2. It is counselor-centred.
3. It is directive, persuasive and confrontational.	3. It involves Socratic dialogue to discover misconceptions.
4. Differentmethods are applied based on the individual personality and resistance.	4. Different approaches are applied to different disorders in relation to clients' cognition.
5. It is basedon irrational thinking.	5. It is based on inaccurate conclusions.

5.3.5 Advantages of Beck's cognitive theory

1. Clients learnto substitute realistic and accurate interpretations for their biased cognitions.
2. They also learn to modify their dysfunctional beliefs and assumptions that predispose them to distort their experience.
3. It involves Socratic dialogue to discover misconceptions by the clients themselves.
4. The theory uses eclectic approaches in relation to different disorders to clients' cognition.
5. It embraces warm and acceptable relationship with the clients.
6. It enables counsellors to suggest alternative rules and always ask for evidence for a particular action.

5.3.6 Disadvantages of Beck's cognitive theory

1. It is counsellor-centred and didactive in nature.
2. The counsellor in this case assumes to know it all and sees himself as a judge.
3. The counsellor is at the risk of imparting his own ideas to his clients during the process of teaching to change illogical thoughts.
4. It has nothing better than other cognitive theories as the theory is largely resting on the positions of others.

5.4 Summary

Beck's cognitive theory is a theory that borrows heavily from the behavioral approaches where an individual's maladaptive behavior is greatly influenced by his cognition of self and the environment. It postulates that man's problem is as a result of his inability to give accurate interpretations to the events that led to his predicament. The counsellor here teaches the clients how to identify distorted and dysfunctional cognitions through a process of testing in order to enable them live meaningful life.

In this unit, you were taught the basic concepts of Beck's cognitive therapy, the counselling objectives, counselling principles and processes as well as the implications of the therapy in Nigeria. Also discussed are the differences between Rational Emotive Therapy (RET) of Albert Ellis and Beck's cognitive theory, and the advantages and disadvantages of Beck's cognitive theory.

5.5 References

Beck, A. T. (1976).*Cognitive therapy and emotional disorders*.

New York: International Universities Press

Corey, G. (1991). *Theory and practice of counseling and psychotherapy* (4th ed.), Pacific Groove, California: Brooks/Cole Publishing Company.

5.6 Answer to Self-Assessment Exercise

Albert Elli's Rational Emotive Therapy.

MODULE 3 BEHAVIOURAL THEORIES OF COUNSELLING

Unit 1 Client-Centred Theory
Unit 2 Existentialism
Unit 3 Behavioural theory of Krumboltz and Thoresen
Unit 4 Transactional Analysis
Unit 5 Gestalt Therapy
Unit 6 Reality Therapy

UNIT 1 Client-Centred or Rogerian Theory

Unit Structure

1.1 Introduction
1.2 Learning Outcomes
1.3 Main content
1.3.1 Counselling Objectives
1.3.2 Counselling procedures and skills
1.3.3 Counselling implications in Nigeria
1.3.4 Advantages of client-centred theory
1.3.5 Disadvantages of client-centred theory
1.4 Summary
1.5 References
1.6 Possible Answer to Self-Assessment Exercise

1.1 Introduction

This counselling theory was propounded by Carl R. Rogers (1902-1987) as a self-actualization approach to clients' problems. The theory is thus variously referred to as Rogerian approach, self-theory, person-centred theory, non-directive therapy, self-actualization theory and "if-then" theory or relationship theory. The theory postulates that an individual has the capacity to solve his problems in positive ways with little or no assistance from any other person if given the necessary conditions to do so. Thus, man has the capacity to regulate, guide and control himself (Onah, 2005). Interaction with the environment by any individual especially with the significant others enables him to be aware of the need for positive regard from others and the need for a self-regard.

1.2 Learning Outcomes

At the end of this unit, you should be able to:

- Explain the basic concepts of the Rogerian approach.
- Discuss the counseling objectives and the processes of counseling busing the theory.
- Discuss the advantages and disadvantages of the client-centred theory of Carl Rogers.
- Highlight a critique of client-centred theory.

1.3 Main content

This is a behavioural theory formulated by Rogers (1965) to enable students or clients self-actualize without undue interference from counsellors. This Rogerian approach is a non – authoritarian approach that sees a patient as a client.

Man is seen by the theory as a natural good person or being whose "badness" must be as a result of the influence of his society or environment. Man is capable of solving his problems if obstacles or variables responsible for his problems are removed. According to Makinde (1988), if independent variables (obstacles) occur, certain personality and behavioural changes or dependent variables will occur. As a person socializes in his society, especially with the significant others, he becomes aware of the need to demonstrate self-regard and regard for others. His self-worth in particular begins to develop as soon as he allows others to influence his control and power over his ability to assess and value things. These acquired variables invariably aid the individual in growth and mental health.

Some basic concepts in the Rogerian approach are unconditional positive regard where the counsellor and the client see themselves as partners in progress without any prejudice. There is also the concept of congruence or genuineness where the counsellor has to show every sense of sincerity in the counselling relationship and communicate same to his client. This could be either positive or negative but the counsellor owes it as a professional duty to do so.

1.3.1 Counselling Objectives

The Rogerian approach is a self-centred therapy that aims at:

1. Assisting clients to identify and eliminate emotional blocks responsible for their problems.
2. Assisting clients to accept their experiences realistically.

3. Helping clients to grow towards maturation and the assimilation of new experiences.
4. Helping students/clients to attain insight into their problems
5. Assisting clients to become confident and self-directing in whatever they are doing.

1.3.2 Counselling procedures and skills

Client-centred theory or Rogerian approach has some basic assumptions in order to assist an individual develop positive or constructive personality. These assumptions or counselling conditions are as follows:

a. That two persons must be in counselling or psychological contact.
b. That the first person (client) is in a state of incongruence or vulnerable.
c. That the counsellor is congruent or non-vulnerable and integrated.
d. That the counsellor with a lot of experience has positive regard for his client in order to assist him.
e. That the counsellor shows empathic understanding of his client's internal frame of reference and communicates his positive feelings to his client.

Under the Rogerian approach, the counsellor in his warm and accepting attitude allows his clients to express their feelings through non-verbal and verbal skills, allowing them to take decisions for themselves. Counselling is done using non-committal expressions like "Yes, Yes, Yes", "Go ahead and tell me more", "Quite interesting", "I see", etc. Through this process and skills, the clients can differentiate and discriminate between the objects of their feelings and perceptions of themselves, other persons, their (clients') experiences with them (others) and the entire environment. The clients now begin to experience feelings that have in the past been responsible for their distorted behaviours.

Effective counselling using the theory based on the earlier assumptions or conditions, involves an unconditional acceptance that two persons (counsellor and client) are in psychological contact to solve a problem; the client has a problem as he is in a state of incongruence, vulnerable and anxious to solve his problem; the counsellor is congruent in the relationship and ready to assist the client; the counsellor demonstrates unconditional positive regard for the client before him; the counsellor exhibits an empathic understanding of his client's internal reference; and the client on the other hand receives at least a minimum degree of the counsellor's congruence, and empathic understanding of his internal mind and unconditional positive regard to enable him function in his environment as a problem-free citizen. To achieve these, the counsellor needs to adopt techniques like active listening, reflection of feelings and

thoughts, clarifications, and facilitation for self-exploration. Characteristically, counselling is centred on empathy, unconditional positive regard, warmth, and genuineness in order to achieve desired goals which can be employed by any therapist irrespective of his/her specific approach to therapy (Hoper, 2018).

1.3.3 Counselling implications in Nigeria

The Rogerian approach has some useful contributions to the practice of counselling in Nigerian secondary schools. Nigerian secondary school students through this approach can be made to actively participate in re-orienting themselves. They need to see some significant others as role models in the society and aspire to achieve great heights in life. Secondary school students for instance can evaluate themselves and their study behavirours to see if their patterns of study can lead them to achieve what their role models had achieved. Such evaluation can enable them change their already distorted study behaviours and other problems that affect their lives. The implication of the Rogerian theory is that since man solves his problems by eliminating obstacles then the effects of counselling techniques of Rogerian approach like modeling and others in removing such obstacles as inappropriate study behaviours by Nigerian students and other maladaptive behaviours can be of significant value. Nigerian counsellors need further training in the tenets of this approach for effective usage.

Self-Assessment Exercise

Briefly discuss the central focus of counselling in the Rogerian counselling approach.

1.3.4 Advantages of client-centred theory

1. It recognizes the importance of relationship between the client and the counsellor.
2. The client is an active partner in the counselling encounter under the theory.
3. It enables the client to see himself as a worthy individual that has equal right with the counsellor.
4. It provides clients with self-confidence to face life challenges.
5. It enables the client to have a wide range of freedom id deciding his fate or making his choice.

1.3.5 Disadvantages of client-centred theory

1. The theory sees man from only one angle (that man is inherently good) as it is a known fact that man is both good and bad.

2. The theory is shrouded in the extreme individualism of people in the western world at the expense of people in places like Nigeria.
3. Clients may not see the need to see experts when they have problems since the whole business of counselling lies on them.
4. In some cultures like Nigeria, the clients may not have any regard for the counsellors under this approach since they operate at the same level with little contributions from the counselors during counselling.
5. Clients are given too much power in counselling relationship under the Rogerian approach.

1.4 Summary

An individual develops maladaptive behaviours when he interacts with persons in his environment in a negative way. However, he has an inherent valuing process with which he continuously avoids negative experiences. His self-concepts emerge as he continues to interact with his environment. To curb maladaptive behaviours acquired as a result of this interaction, the Rogerian theory postulates that through reflection of feelings and thoughts as well as clarifications and active listening and facilitation of self-exploration, the counsellor can assist the clients to re-evaluate themselves and see some significant others in the society for proper adjustment.

In this unit, you were told that man is inherently good and not bad. That man's problems occur as a result of inappropriate interaction in the environment. To deal with this, you were told the position of the Rogerian Theory in handling the problem. You were also informed of the basic concepts, counselling objectives, counselling processes, implications and advantages and disadvantages of client-centred theory.

1.5 References

Hoper, E. (2018). An introduction to Rogerian Therapy. Retrieved from thoughtco.com/Rogerian-therapy-4171932

Makinde, O. (1988). *Fundamentals of Guidance and Counselling*, London: Macmillan Publishing Company Limited.

Onah, P. C. (2005). *The School Guidance Programme: Theory and Practice*.

Nsukka: Chuka Educational Publishers.

Rogers, C.R. (1965). *Client-Centred Therapy*. Boston: Houghton Mifflin.

1.6 Possible Answer to Self-Assessment Exercise

The Rogerian counselling approach is a client-centre approach that emphasizes the importance of clients in counselling interactions. In the Rogerian approach, counselling is centred on empathy, unconditional positive regard, warmth and genuineness. With these conditions, the counselling objectives are expected to be achieved so that the client will live normal life.

UNIT 2 EXISTENTIAL THEORY

Unit Structure

2.1 Introduction
2.2 Learning Outcomes
2.3 Main Content
2.3.1 Counselling objectives
2.3.2 Counselling procedures and skills
2.3.4 Counselling implications in Nigeria
1.3.5 Advantages of Existentialism
2.3.6 Disadvantages of Existentialism
2.4 Summary
2.5 References
2.6 Possible Answer to Self-Assessment Exercise

2.1 Introduction

Viktor Frankl, Rallo May and Irvin Yalom in 1905 propounded the theory of Existentialism or Existential Therapy to understand human behaviour through the exposition of philosophy, theology, psychology and psychiatry. Later, Viktor Frankl in 1978 termed his own version of existential therapy as **logotherapy.** This is a therapy that emphasizes meaning into life. According to him, even well-functioning people sometimes perceive life as meaningless and experience a sense of emptiness. He called this situation the unheard cry for meaning. He sees logotherapy as a means of helping people to recognize the depth of their need for meaning, reassuring them that all people can create meaning in their lives, and support them in their efforts to find purpose and meaning. He used "dereflection" or intervention to help people deal with feelings of meaningless. Hence, logothrapy was designed to help people find a meaning in life.

Frankl (1978) also described a cycle in which fears evoke symptoms that in turn increase the fears. For example, a person who fears heights avoids them and because of the avoidance, anticipatory anxiety develops, the heights become increasingly frightening in the person's mind, and the avoidance as well as the fears increase. To break this, Frankl (1978) used **Paradoxical Intention** in which clients are encouraged to do or wish for the very thing they fear most. For instance, if going out in the dark makes one to faint, urge him/her to go out and try to faint. The person went out but did not faint.

However, in this unit, the work of Rallo May is extensively discussed as it represents the true picture of existentialism as propounded by the trio of Frankl, May and Yalom in 1905. They believe that existential guilt and neurotic anxiety result when we lack awareness of our physical world, our

relationships, and our psychological world; fail to take responsibility for making our lives meaningful and worthwhile; and realize that we have not become what we might have. It reflects our awareness that we have not fully realized ourselves as human beings and have allowed our lives to be controlled by chance and circumstance. Depression often is the result of efforts to defend against existential guilt and anxiety and avoid the task of making our lives meaningful.

2.2 Learning Outcomes

At the end of this unit, the learners should be able to:

- Explain the meaning of existentialism.
- Discuss Viktor Frankl's view of existentialism.
- Discuss the counseling objectives and processes of existentialism
- Discuss the implications of existential theory in Nigeria.
- Give a critique existential theory.

2.3 Main Content

May (1968) sees the essence of helping an individual as an attempt to understand the individual as an existing member of his society. Existentialism as propounded by May believes that efforts should be geared towards enhancing man's growth and potentialities to achieve a harmonious balanced person in him. A harmonious and balanced person is calm enough to struggle in the midst of challenges and problems to chart a course for himself. For an existentialist, life has no inherent meaning and is replete with challenges (Seligman & Reichenberg, 2011). Unless people meet these challenges with awareness, openness, and courage, their emotional development can become blocked or delayed.

According to Seligman and Reichenberg (2011), there are four ultimate concerns of the root of emotional difficulties of man which are:

1. Inevitability of death: From onset, we realize that one must die one day no matter how special the fear of our ultimate non-being can cast a pall over people's lives and make them seem pointless.
2. Isolation: No matter the people around an individual, he is ultimately alone. No one can use our thoughts or feelings as we can do. Loneliness can be most acute when we are with others and are aware of our lack of a true connection with them.
3. Meaningless: Life seems inherently meaningless. The only certainties in our lives are birth and death. The inherent meaninglessness of life can lead to hopelessness, discouragement, and a sense of emptiness.

4. Freedom and responsibility: Modern society presents people with an overwhelming and constantly increasing array of choices. Choices of lifestyle, choices of acquisitions, and others. We have both the freedom and the responsibility to make choices that create a worthwhile existence for ourselves in the limited time we have on earth.

Seligman and Reichenberg (2011) are of the opinion that everyone experiences the four ultimate concerns and they are what create feelings of anxiety in everyone. They maintain that existential anxiety is an inevitable part of the human conditions, deeper than anxiety about one's career or health. It is a positive sign rather than a pathological state; it indicates that people recognize the need to accept responsibility for their lives and are engaged in efforts to create a worthwhile and meaningful existence. Such people are living authentic lives in which they are aware of their self-in-world construct, strive to make wise choices and take responsibility for their decisions (Seligman &

Reichenberg, 2011). Existential anxiety is normal anxiety in man while neurotic anxiety as explained above is abnormal anxiety responsible for man's problems.

According to Makinde (1988), Existentialism emphasizes that man is a dynamic entity who is always changing. Man is a being in existence that is totally free and responsible for his acts and actions. He is constantly searching, thinking, feeling, changing, growing and choosing his goals for better living. Man is a meaningful whole who defines himself in the context of what is on the ground. He is very much open to reality and creates meaning for himself in order to exist.

2.3.1 Counselling objectives

Existentialism as a behavioural counselling is broadened to foster freedom and improve a client's encounter with others who also exist in the same world and beyond. Specifically, existential counselling aims at.

1. Assisting clients to discover meaning for their existence.
2. Assisting clients to accept responsibilities for themselves
3. Assisting clients achieve their growth and potentialities.
4. Assisting clients to think realistically
5. Helping students to live a balanced life like some significant others in their society.
6. Enabling people to become truthful in their lives again.
7. Enabling people to widen their perspective on themselves and the world around them.
8. Assisting people to find clarity on how to proceed into the

future whilst taking lessons from the past and creating something valuable to live for in the present.

2.3.2 Counselling procedures and skills

Counselling in Existentialism involves entering the client's world in order to take part in its realities. The counsellor enters into a relationship with his client so that the client's existence becomes real to him. This is done through the provision of necessary information, knowledge and insight using flexible techniques like modelling, explanation, interviews and confrontation. These techniques can be used interchangeably until a decision is taken by the client(s).

2.3.4 Counselling implications in Nigeria

Existentialism has potentials for counselling practices in Nigeria. Nigeria is a country in transition from underdevelopment to development via various reforms even in educational sector. This in essence portrays Nigeria as a dynamic nation with dynamic citizens. Through existential counselling, Nigerian students can understand the realities of their being and change their present inappropriate study behaviours that are presumably responsible for dropping out of schools and poor academic performance with their attendant crime problems in our society. With the opportunities available in existential counselling, Nigerian students can realistically prepare and write examinations without cheating. In the wider society too, Nigerians can assert themselves and look for a meaning to their life especially in the face of various challenges rocking many Nigerians today.

Self-Assessment Exercise

Briefly state the main purpose of logotherapy.

1.3.5 Advantages of Existentialism

1. It sees individual's identity or awareness of himself as basic antecedents of behaviour.
2. It is scientific as it can be verified and communicated to others.
3. The theory emphasizes the importance of the counsellor rather than that of his techniques.
4. It has flexible techniques.
5. Counsellor's presence in counselling relationship provides client with hope for his experience to become real to himself.
6. It recognizes man as a dynamic entity in a dynamic society who can always fend for himself.

2.3.6 Disadvantages of Existentialism

1. The emphasis placed on individual's realization of self-relegates counselling techniques to secondary importance.
2. There is no clear cut approach recommended for counsellors' use.
3. Terminology is often incomprehensible and employed in disparate ways.

2.4 Summary

Existentialism is a behavioural approach that seeks to educate man to find meaning to his life. With no clear cut technique but strategies based on problems provided by clients, the counsellor under the therapy merely tries to enter into the clients' world and provide information that can enable them (clients) to evaluate themselves. With this the clients can clarify certain issues that act as stumbling block to their growth.

In this unit, you learnt the basic concepts of existentialism and its views on human nature. Also, you were able to read the counselling objectives, counselling processes and skills, implications and advantages and disadvantages of existentialism.

2.5 References

Makinde, O. (1988). *Fundamentals of Guidance and Counselling*, London: Macmillan Publishing Company Limited.

May, R. (1968).*Existential Psychology*. New York: Random House.

Seligman,& Reichenberg, L. W. (2011).*Theories of Counselling and Psychotherapy.* New Jersey: Pearson Books.

2.6 Possible Answer to Self-Assessment Exercise

The main purpose of logotherapy is to find a meaning to life. It is designed to help people in recognizing the depth of the meaning and purpose attached to their lives.

UNIT 3 BEHAVIOURAL THEORY OF KRUMKOLTZ AND THORESEN

Unit Structure

3.1 Introduction
3.2 Learning Outcomes
3.3 Main content
3.3.1 Counselling objectives
3.3.2 Counselling procedures and skills
3.3.3 Counselling implications in Nigeria
3.3.4 Advantages of behavioural approach of counselling
3.3.5 Disadvantages of behavioural approach of counselling.
3.4 Summary
3.5 References
3.6 Possible Answer to Self-Assessment Exercise

3.1 Introduction

Basic to behavioural counselling is that virtually every behaviour is learned through man's interaction with his environment. How to promote clients' desired behaviour is the major business of behavioural counsellors. According to Akinade, Sokan & Osarenren (2005), the behaviourist does not subscribe to the fact that man's personality is the totality of his habits of thoughts and action, but believes that all that can be known about a man can be gained only from data obtained from his behaviour, and that this behaviour is useful only as long as it can be quantified and operationally defined. Hence, the goal of behavioural counselling is to determine which behaviour of man needs to be modified, which specific patterns require change in their frequency of occurrence, intensity, duration or conditions under which they occur. In deciding counselling objectives, processes and techniques in line with the above injunction, John Krumboltz and Carl Thoresen propounded the behavioural counselling theory in 1966 where counsellors help clients to define goals in behavioural terms, provide resources and encouragement in helping them to solve their problems.

3.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the basis of behavioural counselling.
- Discuss the basic concepts of behavioural counselling.
- Discuss the counselling objectives, processes, techniques, implications, advantages and disadvantages of behavioural approach.

3.3 Main content

Krumboltz and Thoresen (1969) in a bid to find appropriate counselling approach deviated slightly from the cognitive or mental process principle and psychoanalytic approach to a more contractual form of dealing with behaviour problems. Behavioural theory sees man as a being that has the potential to change his behaviour in order to solve any problem presented to him by his environment. This theory believes that since behaviour is a function of heredity and environment, it can be changed through learning or relearning. Problems of maladaptive adjustment arise from inappropriate learning experiences or faulty pattern of imbibing knowledge.

Characteristically, behavioural counselling maintains that man's behaviour is learned and is therefore subject to change through the same process. Secondly, specific changes of a man's environment can help in changing relevant behaviours which can only be tackled by altering the relevant changes in the environment. Also, reinforcement and social modelling as social learning principles can effectively be used to develop counselling procedures in behavioural counselling. Specific changes in behaviour are the determinants of counselling effectiveness and its outcome. Finally, counselling procedures are not fixed or permanent but situational to assist clients' problems as they occur.

3.3.1 Counselling objectives

Krumboltz and Thoresen (1969) are of the opinion that counselling as a matter of necessity should be to:

1. Bring about relevant changes in students or clients by altering their faulty environment.
2. State students' problems in specific behavioural terms.
3. Assist students in dropping their old habits acquired innately or through socialization.
4. Assist students in dealing with the aspect of the environment responsible for their problems.
5. Help students in re-organizing their thinking, perception, attitudes or beliefs about an experience.

3.3.2 Counselling procedures and skills

The counsellor and his clients share the process of decision making without any of them manipulating each other in order to increase, decrease or teach new behaviour. The counsellors help clients to define and move towards achieving observable goals. Each problem presented by a client is solved with a suitable procedure as procedures are not static

or sacrosanct, fixed or pre–determined. The counsellor in effect helps his clients to define goals and provide resources, information and cues to achieve counter-learning or re-learning. Besides, the counsellor in warm and friendly atmosphere can use social learning principles (reinforcement and modelling) to specifically handle his clients' problems. Other techniques that can be used by the counsellor here include systematic desensitization, operant conditioning, counter conditioning, extinction, token economy, feedback, behaviour modification and verbal instruction.

3.3.3 Counselling implications in Nigeria

As a directive approach of counselling, the theory is suitable in Nigerian culture where authority is usually exerted in order to effect a change in behaviour. Undesirable behaviours in our schools can be eliminated through the behvioural strategies of counselling. Hence, negative study behaviours among other school-related problems are amenable to treatment using behavioural theory in order to achieve purposeful academic performance. The question now is, how effective are counselling techniques in unlearning inappropriate behaviours in Nigeria?

Self-Assessment Exercise

Briefly state the main thrust of the behavioural counselling theory.

3.3.4 Advantages of behavioural approach of counselling

1. Counselling is about tackling observable behaviours which can be quantified.
2. Counselling procedures are applied according to the problems presented.
3. It is a teaching process of counselling that enables clients to realize their maladaptive behaviours.
4. Counsellors help clients to define goals and where they make mistakes, they are promptly corrected.
5. The theory emphasizes the use of reinforcement to increase the probability of occurrence of any positive behavior.
6. Clients can easily be influenced as it makes use of social modelling where life or symbolic objects are used to counsel them.

3.3.5 Disadvantages of behavioural approach of counselling

1. Clients are not at liberty to make decisions on their own.
2. Poor application of reinforcement can mislead counselling direction.

3. The counsellor needs to be highly skilled in order to be able to handle operant conditioning and modelling techniques to produce desired results.
4. The blueprint for action in behavioural counselling is often shroudedin trial and error.

3.4 Summary

The interaction between man and his environment is highly unique and requires varying degrees of techniques in handling different clients. Most often the techniques used here include operant conditioning (reinforcement), social modeling and counter conditioning procedures. Behavioural approach is suitable in treating gross deficits in behaviour. These are avoidant responses that resulted from formally inappropriate stimuli which have acquired the capacity to elicit high intensity emotional reactions. This involves the use of desensitization through reciprocal inhibition where incompatible response is associated with unadaptive learned behaviour in the presence of the situation that elicits the unadaptive behaviour. It simply means ignoring undesirable behaviour and substituting it with more desirable behaviour. These are the major concerns of behavioural approach of counselling.

In this unit, you were taught the basic concepts of the behavioural theory of Krumboltz and Thoresen. Also highlighted in this unit are the counselling objectives, counselling procedures and skills, techniques, implications, advantages and disadvantages if behavioural counseling as put forward by the theorists.

3.5 References

Akinade, E. A., Sokan, B. O. & Osarenren, N. (2005).*An introduction to guidance and counselling: A basic text for colleges and universities*.Caltop Publications (Nigeria) Limited.

Krumboltz, J. D. & Thoresen, E. E. (1969).*Behavioural counselling*. Chicago: Rand McNally Collage Publishing Company.

3.6 Possible Answer to Self-Assessment Exercise

The main thrust of the behavioural counselling theory is that man's interaction with the environment is responsible for the behaviours he displays. Thus, the job of counselling is to promote client's desired behaviour by exposing him/her to the dangers of acquiring the negative parts of the environment instead of the good aspect of the environment.

UNIT 4 TRANSACTIONAL ANALYSIS

Unit Structure

4.1 Introduction
4.2 Learning Outcomes
4.3 Main content
4.3.1 Basic concepts of Transactional Analysis
4.3.2 Counselling objectives of Transactional Analysis
4.3.3 Counselling processes of Transactional Analysis
4.3.4 Counselling implications of Transactional Analysis
4.3.5 Advantages of Transactional Analysis
4.3.6 Disadvantages of Transactional Analysis
4.4 Summary
4.5 References
4.6 Possible Answer to Self-Assessment Exercise

4.1 Introduction

Another behavioural approach to counselling was developed by Eric Berne (1910-1970) in 1961 as a theory of personality and social action as a clinical method of psychotherapy based on the analysis of all possible transactions between two or more people. This simply means a transaction or communication between people in a bid to solve some problems. The therapists here emphasize that perception affects social competence and taught clients how to solve their problems by developing positive self-perception and positive relationships. Challenges are faced as they occur and as they are instead of blaming them on somebody else. What the therapists teach their clients is life-skills that can enable them enhance their social competence.

4.2 Learning Outcomes

At the end of the unit, you should be able to:

- Explain some basic concepts of transactional analysis.
- State the counselling objectives, processes, skills, implications, advantages and disadvantages of transactional analysis.
- Apply transactional analysis in Nigerian situation.
- Discuss transactional analysis as a counseling theory.
- Justify the contribution of transactional analysis to knowledge acquisition.

4.3 Main content

Transactional analysis is a contractual and decisional therapy that supplies a framework for the analysis of transactions between people and within a single person, based on the concept of three ego states (parent, adult and child ego states). According to Olusakin & Aremu (2009), transactional analysis recognizes that people develop dysfunctional behaviours, attributes, reinforce positive relationship styles and positive functioning. The job of the therapists here is to teach clients how to strengthen their adult functioning in order to think, feel and behave more realistically in their society. The life blood of therapy in transactional analysis is communication where clients are taught how to give and receive compliments in the face of human needs for recognition. Hence, transactional analysis is described as a theory of communication and inter-personal relationships or interactions.

Man is seen in this therapy as an entity that has capacity to rise above habit patterns and to select new goals and behaviours. He is capable of being influenced by the expectations and demands of significant others in the society. He also has the ability to receive, challenge, reverse and challenge decisions and make new ones. Man engages in therapy because he has entered into conspiracies and game playing with others.

4.3.1 Basic concepts of Transactional Analysis

The transactional analysis has three distinct patterns of behavior or ego states which clients are taught to recognize when they have problems and come for assistance. These are the Parent, Adult, and Child (P-A-C) ego states.

Parent ego state: This represents the interjection of the parents and parental substitutes. Here, individuals re-experience what they imagined were their own parents' feelings in a situation or they feel and act towards others as their parents did towards them. People here are still being guided by the teachings and behaviours of their parents towards them or other people as they were growing up in the society.

Adult ego state: The adult ego state is the processor of data in individuals. This the objective part of an individual that gathers information about what is going on. It is neither emotional nor judgmental but works with the facts available and with external reality. The adult state has no passionate convictions.

Child ego state: This consists of feelings, impulses, and spontaneous acts of human beings. This ego state is manipulative, egocentric, creative, initiative and action laden. Modification of its duties leads to traumatic experiences, demands, training and decisions about how to get attention. Transactional analysis clients therefore seek knowledge from their therapists on how to recognize the ego state in which they are functioning when there is a problem.

4.3.2 Counselling objectives of Transactional Analysis

The goal of counselling in Transactional Analysis is to substitute autonomous life style characterized by awareness, spontaneity and intimacy for a life style characterized by manipulative game playing and a self-defeating life script (Corey, 1991). The main counselling objectives of Transactional Analysis therefore are to:

1. Help clients make new decisions about their present behaviour and the direction of their lives.
2. Assist individuals learn alternatives to sterile and deterministic ways of living.
3. Help clients to take control of their thoughts, feelings and actions.
4. Assist clients in obtaining a friendly “divorce” from their parents.
5. Assist clients in breaking through a series of impasses that stem from injunctions and early decisions.
6. Teach clients how to move freely among the child, adult and parent ego states.

4.3.3 Counselling Processes of Transactional Analysis

Counselling under this therapy is designed to gain both emotional and intellectual insight, but with the focus clearly on rational aspects where the role of the therapist is largely to pay attention to didactic and cognitive issues. The therapist assists the clients to discover the disadvantages of the past when they made certain decisions; adopted life plans; and develop strategies in dealing with people that they might now wish to reconsider. In doing so, both the clients and the therapist consider four basic emotional status of the relationship referred to as I’M OKAY-YOU’RE OKAY, I’M OKAY-YOU’RE NOT OKAY, YOU’RE OKAY-I’M NOT OKAY and I’M NOT OKAY-YOU’RE NOT OKAY. These issues are resolved during counselling to ensure equal relationship and contract.A resolution of the above helps clients to acquire the tools necessary for change through encouragement and contract approach (joint relationship between counsellors and clients).

During the process of counselling, the therapist is at liberty to pick any or a combination of any of the following techniques to treat his clients. These are:

1. Structural analysis where the therapist helps the clients to be aware of the parent, adult and child ego states in them.
2. Transactional analysis where the clients are made to understand what happens between ego states through interactive analysis.

3. Analysis of rituals and past times where the clients are drilled in the process of asking for information rather than making assumptions in their relationships.

4. Family modelling to understand fully the need to separate adult ego state from other ego states and model significant others that will impact positively on their lives in order to understand their problems.

5. Analysis of games and rackets to enable clients understand that perceptions affect social competence.
6. Script analysis where the clients are made to understand the need to tackle their feelings, thoughts and behaviours as they are instead of responding to their life scripts.

4.3.4 Implications of Transactional Analysis

In a developing economy like Nigeria where there is serious pressure on every member of a family, this therapy is no doubt a must therapy to treat emotional outbursts of both young and old couples. Dialogue is the key to any kind of family problem. It is very important that couples often engage in constant communication in order to understand themselves and avoid the clash of their ego states for family survival. They would understand that they should make little or no reference to their past in the face of trouble. In schools, industries and social or cultural organizations, information and positive communication are the key to the success of their endeavours. Efforts should always be made to avoid communication gap.

Self-Assessment Exercise

What are the components of the P-A-C ego states of transactional analysis?

4.3.5 Advantages of Transactional Analysis

1. It helps the client to assume more personal responsibility for the outcomes of the counselling experience.

2. It challenges clients to become more aware of their early decisions.
3. Transactional analysis concepts can easily be interpreted and used with other concepts of other theories.
4. It focuses on cultural and familial injunctions.
5. It provides structural approach that teaches clients how their early decisions have contributed to their behaviour.

4.3.6 Disadvantages of Transactional Analysis

1. It is primarily an intellectual experience.
2. Clients may be confused in the specialized terminology and structure of the theory.
3. Concepts and procedures have not been subjected to testing for specific validation.
4. The terminology may not be useful to some ethnic-minority clients.

4.4 Summary

Transactional analysis as contractual and decisional therapy is an attempt to understand an individual's personality in order to assist him in solving his emotional problems. It enables clients to take charge of their thoughts, feelings and actions. The major role of the therapist is to make the clients understand their ego states and live normal life.
In this unit, you were made to understand the basic concepts of transactional analysis. Also, efforts were made to explain the counselling objectives, processes and techniques of counselling using the theory as well as the advantages and disadvantages of the therapy. Finally, the implications of the therapy in Nigerian situation were also highlighted.

4.5 References

Corey, G. (1991). *Theory and practice of counselling and psychotherapy* (4th ed.), Pacific Groove, California:

Brooks/Cole Publishing Company.

Olusakin, A. M. & Aremu, J.A. (2009). Impact of transactional analysis and life-skills counseling therapies on socially incompetent adolescents. *The Counsellor,* 26(2), 1-12.

4.6 Possible Answer to Self-Assessment Exercise

They are parents, adults and child ego states.

UNIT 5 GESTALT THEORY OF COUNSELLING

Unit Structure

5.1 Introduction
5.2 Learning Outcomes
5.3 Main content
5.3.1 View on human nature
5.3.2 Counselling objectives of Gestalt theory
5.3.3 Counselling processes
5.3.4 Counselling implications of the Gestalt theory
5.3.5 Advantages of Gestalt counselling Theory
5.3.6 Disadvantages of Gestalt theory of counselling
5.4 Summary
5.5 References
5.6 Possible Answer to Self-Assessment Exercise

5.1 Introduction

Gestalt theory of counselling was propounded and popularized by Fritz Perls (1893-1970). He was born in Berlin, Germany and trained in Psychiatry. Although he failed his 7th Grade twice and was even rusticated from school as an adolescent, he was never deterred. As an expert in Psychiatry, he became interested in emotional problems of human beings and in the process developed the Gestalt theory, an existential approach based on the premise that people must find their own way of life and accept personal responsibility if they hope to achieve maturity.

5.2 Learning Outcomes

At the end of this unit you are expected to:

- Explain the meaning of Gestalt theory of counselling.
- Discuss Gestalt's view on human nature.
- Give the counselling objectives and processes of Gestalt theory.
- Discuss the processes and techniques of counselling provided by Gestalt theory of counselling.
- Discuss the implications of Gestalt theory to Nigerian situation.
- Discuss the advantages and disadvantages of Gestalt theory of counselling.

5.3 Main content

The proponent of Gestalt theory, Fritz Perls views gestalt theory as essentially an existential therapy that is in harmony with medicine, science and universe. The theory believes that an individual is tortured by contrasting and conflicting inner forces that require urgent interpretation

to enable man realize his entire whole, stressing that he is merely a conglomerate of all his parts including brain, lungs, liver, kidney, abdomen, heart, etc. he maintains that the whole is greater than the sum of all the parts in man as mentioned above. Human mind is therefore connected to the environment that determines his perception. Hence, one of the fundamental concepts of the theory is the clash between social and biological existence. Situations control man's actions or behavior and such a person may lack self-confidence and get out of touch with reality by wanting to exert control to parts instead of reacting spontaneously to the whole. Finally, the theory emphasizes learner's awareness of the total field or combination of stimuli and in the process behaves in a goal-directed manner.

5.3.1 View on human nature

The gestalt theory believes that man can deal effectively with his life problems, especially if he makes full use of awareness of what is happening in and around him. Man has potentials that are not fully utilized despite the fact that he is capable of making life richer by harnessing his potentials. Man is viewed as a whole and inseparable from the environment. When a man encounters another man, the two of them try to establish a world in which both have a common interest through communication. Hence, people take to various ways of avoiding problems and therefore reach impasses in their personal growth if help is not sought and obtained.

5.3.2 Counselling objectives of Gestalt theory

This theory in essence provides necessary interventions and challenges to help man realize himself as a whole entity made up of parts. Hence, the counselling objectives of the Gestalt theory are to:

1. Help clients proceed toward integration and a more authentic and vital existence.
2. Enable clients move toward increased awareness of themselves.
3. Assist clients develop skills and acquire values that will allow them to satisfy their needs without violating the rights of others.
4. Enable clients become more aware of all of their senses.
5. Help clients learn to accept responsibility for what they do, including accepting the consequences of their actions.
6. Help clients move from outside support toward increasing internal support.
7. Enable clients to be able to ask and get help from others and to give to others.

5.3.3 Counselling processes

Counselling processes under the Gestalt theory involve focusing on clients' feelings, awareness at the moment, body messages, energy, avoidance, and blocks of awareness to be in touch with the obvious. According to Corey (1991), at

the point of catastrophe, the counsellor shows concern and explains the feelings that might be in the client. Here, the clients are helped to get through their impasse by playing the role of weakness, helplessness, stupidity and foolishness to make them to be aware through explanation to get out of the frustration. This will enable the clients to become more realistic, and matured as the blocks that prevent them from standing on their own feet would be removed. The counsellor pays attention to the body language of the clients and emphasize on the relationship between language patterns and personality. He further confronts them gently by interventions that help them to become aware of the effects of their language patterns.

In the process of counselling, the counsellor may change questions to statements, personalize pronouns to own experience, ask how and what questions, share intuitive feelings, use body expressions and bring resentments and appreciations to enhance awareness. The useful tools to help the clients gain fuller awareness, experience internal conflicts, resolve inconsistencies and dichotomies, and work through an impasse that is preventing completion of unfinished business are as given below:

1. Dialogue: This where the clients are led to reality through face to face interaction, argument and explanation of facts.
2. Making the rounds: This involves asking a person in a group to go up to others in the group and speak or do something with each other in order to confront, to risk or disclose self.
3. Learning through similarities.
4. Learning through association of close ideas and facts. This is the ability of an individual to perceive separate stimuli which are related to one another in a meaningful way.
5. Playing the projection: This involves seeing in others clearly.
6. Reversals: This involves asking a person with inhibitions and excessive timidity to play a particular role in a group. The person will immediately see his negative side.
7. Exaggeration: In this case, exaggerating an action makes it useful or useless.
8. Learning through proximity: This involves having similar ideas coordinated.
9. Rehearsals: This involves rehearsing what is right consistently.

5.3.4 Counselling implications of the Gestalt theory

That the stimuli from the environment are not discrete and independent from each other as all things derive their character from their relationship to other things portends great implications for counselling in Nigeria. The counselor directs or guides the clients to be aware of the totality or combination of stimuli in order to find meaning to their problems and selves. Life is meaningful through the understanding of the links as a whole entity. Hence, a Nigerian child with any sort of problem should be seen as having his problem because other areas are distorted. This could be due to family disorganization or domestic violence. This calls for the "how" and "what" questions instead of asking "why" for the child's maladaptive behavior. He needs attention and care to enable him realize his potentials. He is guided to overcome his impasse by also realizing potentials in both cognitive and emotional situations.

Self-Assessment Exercise

Gestalt theory is based on the clash between ____ and ____

5.3.5 Advantages of Gestalt counselling Theory

1. It uses action approach that brings conflicts and human struggles to life.
2. It brings relevant aspects into the present.
3. It uses confrontation to deal with hopelessness.
4. The theory also provides unique ways of dream analysis which places dream as a projection of life.
5. It is based on growth and enhancement not on techniques to treat disorders.
6. It is useful in interpreting the uniqueness of individuals.
7. It is effective in helping people to integrate the potentials within them.

5.3.6 Disadvantages of Gestalt theory of counselling

1. It deemphasizes the cognitive factors of personality.
2. It discourages teaching of clients as opposed to facilitating the clients' own process of self-discovery and learning.
3. It requires high level of personal development in order to be understood and applied as it is highly idiosyncratic to the system of counselling.
4. There is little or no research to demonstrate its effectiveness empirically.

5.4 Summary

Gestalt theory of counselling as discussed above employ techniques that enable clients to mobilize their natural resources in dealing with their environment decisively and effectively. This results to the creation, direction and guidance of personal growth and provision of solutions to personal problems. Gestalt theory emphasizes whole as yardstick for measuring an individual's personality.

In this unit, you were made to understand the basic concepts of Gestalt theory of counselling. Also, efforts were made to explain the counselling objectives, processes and techniques of counselling using the theory as well as the advantages and disadvantages of the therapy. Finally, the implications of the therapy in Nigerian situation were also discussed.

5.5 References

Corey, G. (1991). *Theory and practice of counselling and psychotherapy* (4th ed.), Pacific Groove, California:

Brooks/Cole Publishing Company.

5.6 Possible Answer to Self-Assessment Exercise

Social and biological experience

UNIT 6 REALITY THERAPY

Unit Structure

6.1 Introduction
6.2 Learning Outcomes
6.3 Main content
6.3.1 Nature of man
6.3.2 Counselling objectives of Reality Therapy
6.3.3 Counselling processes and skills
6.3.4 Implications of the Reality Therapy
6.3.5 Advantages of Reality Therapy
6.3.6 Disadvantages of Reality Therapy
6.4 Summary
6.5 References
6.5 Possible Answer to Self-Assessment Exercise

6.1 Introduction

Reality therapy was initially initiated and called responsibility therapy by Kaiser I. Kaiser who was a mathematician and philosopher but later studied psychiatry at the Berlin Institute of Psychoanalysis. His theory believed that society at large provides opportunities for people to become lonely and the job of a therapist is to improve his clients' ability to communicate and make adjustment for a more responsible behaviour. To him, this is necessary since a neurotic is always unable to adjust to his loneliness which pushes him to behave in a way that does not make him take responsibility of his behaviour. Kaiser's theory was rejected at the Menninger Institute, USA where he ran to in 1949 as a result of political crisis in Germany. But before he left the Institute, he was able to influence G. L. Harrington who later influenced another psychiatric student, William Glasser who

consolidated the basic concepts of responsibility therapy while working under Harrington and finally came out with the concept of reality therapy (Carew, 1983). Glasser's reality therapy was introduced to alleviate peoples' suffering and in the end eliminate irresponsible behaviour.

6.2 Learning Outcomes

At the end of this unit, you should be able to:

- Identify and discuss the basic concepts of reality therapy.
- Discuss the counselling objectives and procedures of reality therapy.
- Critically examine William Glasser's reality therapy.
- Discuss the implications of the therapy in Nigerian situation.

6.3 Main content

William Glasser's reality therapy rests on the central idea that man chooses his behaviour and accounts for not only what he is doing but also for how he thinks. The belief that counselling should be targeted to unconscious conflicts and the reasons for that is not in consonant with the teachings of reality therapy as it is with psychoanalytic therapy. The therapy advocates that looking back to the past as evidence is okay but one should not dwell on it as it forms the basis for his ability to control his world successfully and that self-criticism and fault searching is entirely wrong. Hence, Glasser provides conditions that help clients to develop the psychological strength to evaluate their present behaviour, and if it does not meet their needs, to acquire more effective behavior. He stresses that our behavior is our best attempt to get what we want and in doing so, to gain effective control of our lives.

Reality therapy discards the orthodox concept of mental illness, including neurotic and psychotic disorders and contends that neurotic or psychotic behavior is not something that merely happens to us but it is behavior that we chose as a way of attempting to control our world. The therapy emphasizes responsibility which is behavior that satisfies ones needs in ways that do not interfere with other patterns of behaviour by other people. When people make choices that infringe on other peoples' freedom, their behavior becomes irresponsible. The therapy seeks to provide the best way to control events around us through what we do. In doing so, three basic questions are often asked as thus: Is what you are choosing to do getting you what you want? Are you responsible for your action/ what exactly do you want? Other questions that the therapy posits include

1. Is what you are doing hurting you or helping you?
2. Is your behaviour working for you?
3. Is what you are doing against the rules?
4. Is what you want realistic or attainable?
5. Does what you want help you to look at it that way?

These questions help clients to realize the consequences of their intending behaviours and the quality of actions judged as without self-assessment, the will find it difficult to change. The therapy recommends that answering those questions directly will enable clients to recognize that some behaviours are not effective.

The GoodTherapy (2015a) asserts that reality therapy helps people in the areas of unmet needs, setting goals, problem solving, and creation of more meaningful connections with others. Ackerman (2019) is of the opinion that for healthy functioning and life satisfaction, there must be:

- survival (food, water, shelter, sexual fulfillment);
- love and belonging (via family, friendships, community, etc);
- power (sense of accomplishment, self-confidence, self-esteem);
- freedom (independence, sufficient personal space, autonomy); and
- fun (satisfaction, pleasure, and enjoyement).

6.3.1 Nature of man

Reality therapy sees man as an autonomous person who knows what he wants from life and makes plans for meeting his needs and goals (Glasser, 1989). Man lives in the external world but always tries to control it so that it is as close possible to his own internal world. Furthermore, through hard work, the deterministic philosophy of human nature to change and live more effectively and mold the environment to match inner pictures of what man wants manifests. Human behaviour is therefore purposeful and originates from within the individual rather than from external forces. When man's psychological needs

are thwarted, he feels pains and may not be able to fulfill and satisfy his life but when his needs are responsibly attended to, he develops an identity characterized by success and self-esteem that displays desirable behaviour. Man cannot change how he is feeling without thinking of how he is doing or thinking but he can change what he is doing or thinking. Man is capable of depressing or annoying himself. Glassier (1989) identifies human basic needs as four psychological needs for belonging, power, freedom, and fun and the psychological need for survival which powerful forces that drive man. Man's brain functions as a control system to aid him to what he wants. Reality therapy therefore concentrates on changing current and total behaviours of man, not merely attitudes and feelings.

6.3.2 Counselling objectives of Reality Therapy

The objectives of counseling under the reality therapy are to:

1. Teach people better and more effective ways of getting what they want from life. 170
2. To teach people to learn how to achieve freedom so that others do not suffer in the process.
3. Assist people in designing a plan for change as a way of translating talk into action.
4. Promote discussion on clients' current behaviour and discourage excuses for irresponsible or ineffective behaviour.
5. Evaluate realistically, clients' attainable wants.
6. Teach clients to formulate and carry out plans to change their behaviour.

7. Teach clients to focus on their strengths and potentials that can lead to success.
8. Assist clients in finding more effective ways of meeting their needs for belonging, power, freedom, and fun.

6.3.3 Counselling processes and skills

The therapists under the reality therapy usually engage in procedures that lead to change by exploring clients' wants, needs, and perceptions and focusing on current behaviours. The first step in the process of counselling involves planning and commitment. This the teaching phase of counseling to provide information and help clients find more effective ways of successful experiences. The clients are urged to own their responsibilities and actions through the use of humor.

Another important skill is to engage the clients through confrontation to examine what they are doing, thinking, and feeling in order to figure out if there is a better way for them to function. Counselling focuses on what the clients are conscious of and then help them to increase their level of awareness and so that they can learn alternative ways of behaviours or doing things. Confrontation enables clients to decide if what they are doing is getting them what they want and determine what changes if any they are willing to make.

In all, the counsellor in a process to assist his client will sit him down and explain clearly what was required of him. In addition to the confrontation technique earlier mentioned, the counsellor can increase the sense of worth of his client by comparing his thoughts to those of a trusted, respected person or role models. Where this fails, the counsellor may wish to engage the client in relearning. At any stage of counselling, the counsellor must accept his/her client uncritically as a person and understand his/her behaviour. He/she should be emotionally involved in the process of counselling to actually get the direction of his client. The procedures consist of:

1. The therapist becoming involved with the patient in a warm, honest, open way so that the client can begin to face reality and evaluate that behaviour that is unrealistic.
2. The counsellor rejects unrealistic and irresponsible behaviours with full explanations to the client.
3. He assists the client in restructuring the fulfillment of his needs realistically.

6.3.4 Implications of the Reality Therapy

Reality therapy is premised on assisting clients to achieve two basic needs: the need to love and be loved and the need to feel worthwhile in the society. The counsellor therefore owes it as a professional responsibility to use the therapy in assisting Nigerian students in particular to achieve their needs in the areas of cognitive and affective domains of life. According to Carew (1983), the therapy is applicable in teaching Nigerian students responsible behaviours that would in turn allow them not to deprive others of their own needs. The counsellor must reject all unrealistic and unacceptable behaviours with full involvement of his students or clients. In the Nigerian setting of today where acts of youth restiveness, terrorism, kidnapping, armed robbery, rape, drug trafficking, examination malpractices, poor performance of students in public examinations and sea pirating among others are prevalent, reality counselling using reality therapy is quite suitable to work in the mindsets of Nigerians especially the in-school adolescents and the youths.

Nigerians are known for their obedience to elders. In view of this, the total involvement of the counsellors and his counsellees in counselling relationship will go a long way in solving counsellees' problems since the counsellees will always endeavour to obey their counsellors who are much older. This will definitely make the teaching relationship of the therapy to work in Nigerian culture. The classroom settings in Nigeria allow counsellors and teachers to use reality therapy techniques to checkmate delinquencies. For instance, the class teacher can ask a deviating student some questions like: What are you doing? How will what you are doing be of importance to you and your friends? The child will respond to such questions and through that, he could make a re-think of his actions. In subject combinations and choice as well as choice of career, the counselors and/or teachers can utilize the principles of reality therapy to guide the students so that their choices will be in consonant with their potentials and capabilities.

Self-Assessment Exercise

Mention five inappropriate behaviours that reality therapy can be used to solve.

6.3.5 Advantages of Reality Therapy

1. It teaches people more effective ways of dealing with their problems and the world at large.
2. It helps clients to be realistic in making any decisions in a bid to solve their problems.

3. The therapy can be applied to people with any sort of psychological problem, from mild emotional upset to complete psychotic cases like withdrawal.
4. The therapy is suitable in handling cases in schools, hospitals and rehabilitation centres.
5. It is a popular approach in treating substance abuse.
6. The reality therapy focuses on current issues instead of past experience and encourages persons to use the therapy to address any behaviour that may prevent him/her from finding a solution to issues (GoodTherapy, 2015a).

6.3.6 Disadvantages of Reality Therapy

1. The therapist acts like the lord in the counselling relationship thereby issuing out directions and order to his clients.
2. The evaluation process to determine the behaviours of clients is not scientific.
3. The therapy is an off-shoot of an earlier jettisoned therapy for lack of merit.
4. It does not take into consideration, clients' past in treating their present ailments which must have been as a result of past experience.
5. It places a lot of responsibilities on the counsellor.

6.4 Summary

Reality therapy is relatively new as a theory of counselling but undoubtedly an effective means of handling various problems in our society today. Counsellors as well as teachers with enough background in the techniques of reality therapy can conveniently and effectively manage their students/clients in any school setting. The therapy has no age or class barrier and can be applied to people with mild mental illness in order to enable such patients directly attack the sources of their unfulfilled needs which must have emanated from their inability to control the world around them to satisfy their needs.

In this unit, you were informed of the metamorphosis of responsibility therapy of Kaiser into Glasser's reality therapy of today. We also discussed the basic concepts, nature of man, counselling objectives, and counseling processes and skills of reality therapy. In addition, the implications as well as advantages and disadvantages of reality therapy were also discussed.

3. Highlight the advantages and disadvantages of reality therapy.

6.5 References

Ackerman, C. E. (2019). Reality Therapy: Constructing your future one choice at a time. Retrieved from positivepsychology.com/reality-therapy/

Carew, P. F. C. (1983). Reality therapy: implication for counselors and teachers.

The Counsellor, 5(1), 35-43.

Glasser, W. (1989). Control theory in the practice of reality therapy. In N. Glasser (Ed.).*Control theory in the practice of reality therapy: Case studies*. New York: Happer and Row, 1-15.

Good Therapy. (2015a). Reality therapy. *Good Therapy*. Retrieved from https://www.goodtherapy.org/learn-about-therapy/types/reality-therapy

6.5 Possible Answer to Self-Assessment Exercise

i. kidnapping
ii. terrorism
iii.armed robbery
iv.cultism
v.banditry