

POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)

PDE 712: GUIDANCE AND COUNSELLING I

UNIT ONE: NATURE OF HUMAN DEVELOPMENT AND INTERVENTION

INTRODUCTION

In this unit, you will be introduced to the various categories of Human development. A counselor would like to ensure that each individual is coping with each stage of development. Therefore, in this unit, you will learn how individuals think, feel and act at different ages and factors influencing their thoughts and actions. It is essential that teachers should have background knowledge of the child's growth and development so as to be able to pre-empt and handle any problems manifested by the child while in school.

You will also be introduced to the stages individuals pass through in their growth and development. You have learnt about the process of development so we need to examine the stages. For instance in the elementary schools the thinking of children at this level tends to be limited to the concrete and tangible whereas the thinking of junior and senior secondary tend to be abstract.

OBJECTIVES

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

1. define human development;
2. define growth;
3. list two principles of human development
4. describe the stages of development;
5. identify counselling intervention that is relevant to each stage.

MEANING OF HUMAN DEVELOPMENT

As you begin your training as a counsellor, one of the first principles you must understand is that counseling is a helping relationship and in order to be of help to anyone you must be knowledgeable in some basic things. Part of which is the way human beings think, feel and act as different ages which can be referred to as human development.

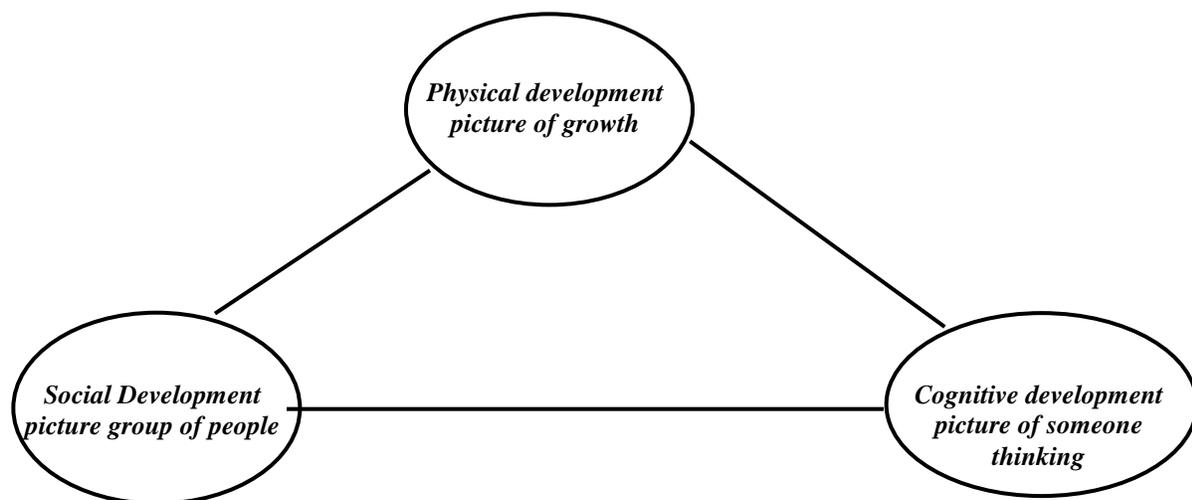
Human development, therefore, describes changes in the way human beings think, feel, act and relate to others, as they grow older. It is the increase in various segments that are forming in human body e.g. brain, the limbs, the speech organs etc to commensurate with the increase in size and weight.

Development is an interaction between maturation and learning. It is gradual and occur in rather relatively small increments. This allows the organism to adapt and at the same time remain in a state of balance.e.g increase in height, weight, and vocabulary. It can be alter by nutritional deprivations, drugs, accidents or diseases, maternal age and emotional state of mother.

Growth is the increase in size e.g increase in function, complexity and differentiation.

Categories of Human Development

Human development can be categorized into three



Tale 1: Social, Physical and Cognitive development

- a. Physical development includes an understanding of who we are, our growth.
- b. Social development examines our changing abilities to relate to each other.
- c. Cognitive development describes changes in the way we think and process information.

BASIC PRINCIPLES UNDERLYING DEVELOPMENT

When you talk about the basic principles underlying human development you are talking about factors influencing or enhancing development. These are factors that induce the kind of actions or decisions that one can refer to as development. That is, when

an action occurs you say development has taken place. The factors prompting the actions or decisions, makes it easy for the decisions to take place. The factors include:

1. **Maturation:** Except maturation occurs, certain actions or skills cannot take place in individual. No matter how big a baby is, he or she must reach a certain age before he or she is able to walk. Maturation, therefore, is the increase in biological growth, thinking and feeling as a result of environment and experience.

Maturation is therefore the development of those innate potentialities of a child in a sequential order. Activities such as walking, crawling even talking largely depend on maturation. No amount of encouragement or training that can make a child walk or talk. There are some innate organs that must develop in order to accomplish the task of walking. For example. When a child starts to talk it is not good to force him to repeat some words, for it can affect the child's development. The internal maturation process has to take place for any given behaviour to be exhibited (Osarenren 2001).

2. **Learning:** It means increased understanding of things and skills that results in development. We learn the way to speak or the language of a place. We learn how to dress and how to farm. We also learn how to work and how to set the table before a meal. Learning is therefore a permanent change in behaviour through experience.
3. **Experiences:** This is also a factor that underlines development. Experiences are set of understanding that results as individuals are exposed to various activities or knowledge. They also lead to development.

It should also be understood that development follows stages gradually. That is, it moves from one level to the other. When development is taking place in an individual it is from a stage to another. People don't suddenly jump from one level to two levels above except to the next level. People pass through each stage before progressing into a later one. Secondly, it should also be understood that there are individual differences in the rates of development. That is some people develop faster than others.

ACTIVITY I

1. Define development; What do you understand by physical development, cognition development and social development.
2. What are the principles underlying human development?

PROCESSES OF HUMAN DEVELOPMENT

The process of human development is an orderly sequence of events from childhood to old age directed by heredity and influenced by environment.

Hereditary

It is believed that the organization of physical development of an individual is inherited. That is it is determined by the components of genes and chromosomes that one inherits from the parents. Genes affect development throughout life. It is expected that all the development of the muscles, organs and the nervous system are orderly that is one after the other and they unfold at particular period of one's life.

During conception, a sperm cell that consists of 23 chromosomes fuses with eggs or ova or a female. The egg ovum also contains 23 chromosomes. The fusion will result into a single cell zygote that has 46 chromosomes. This zygote is the new individual that has his or her own genetic traits and differences. These genetic traits determines how the individual will come out to be in terms of looks, intelligence, behaviour, weight, height and so on. Thus our inherited traits are largely responsible for many aspects of our behaviour though there are some limitations.

Environment

Means the different things that we come across, handle and observe around us. They have means of influencing us. They include the various amenities that are around us in our homes, schools and the community wherever we are located. The kind of environment we are exposed to determines a lot of things we are capable of doing or otherwise. Some environments are harsh while some are conducive. We have urban, rural, industrialized and agrarian environments. All of these environments mould our life. It determines what we eat and how we eat it, what we wear and how we dress, what we learn and how we learn it. In other words, environment helps to shape our behaviour.

Note: when counseling a client on any issue related to development the counselor must consider the clients' level of maturation, experiences and learning and understand that hereditary and environment have influences on people's actions. Thus background information on clients is highly recommended in diagnostic roles of counselors. The awareness of the effect of environment and hereditary makes the counselor to understand differences in peoples attitude, performance, perception of things, academic achievement and self-concept.

STAGES OF HUMAN DEVELOPMENT

The stages of human development can be classified into 6. One of the stages is however, before birth and it is termed the pre-natal stage. The pre-natal stage can be further divided into three stages the germinal period, the embryonic period and the feotal period. The next stage is the childhood stage and

this can be subdivided into the early childhood and the middle childhood.

Then we have the adolescent and adulthood stages.

<i>Stage</i>	<i>Period</i>	<i>Ages</i>
1. Prenatal period (1 week to 9 months pregnancy)	Germinal period	Conception to 2 weeks
	Embryonic period	3rd to 8th weeks
	Fetal period	9 week to birth
2. childhood stage	Early childhood	0 – 6 years
	Middle childhood	6 – 11 years
3. Adolescence	12 – 19 years	-
4. Adulthood	20 years and above	-

Table 2: Stages, period and ages of human development

PRE-NATAL STAGE (1 Week to 9 Months Pregnancy)

This stage is very delicate because it starts from conception to the completion of the pregnancy, that is, birth. It has three stages and these are discussed as follows:

The Germinal Period

This period as highlighted above lasts just about 2 weeks. It is at this period the male sperm fertilizes the female ovum. It is also the period at which the fertilized ovum now zygote gets embedded in the female uterus. During the process of fertilization the father releases one gene which may be x or y and the mother also releases another gene x. The genes determine the sex of the child. The father's genes are xy and the mother's genes are xx. If the father releases x and meets with one of the mother's x you have a female child.

Father

Mother

X

X

XX – A Female child

On the other hand, if the father releases Y gene and meets with the X of the mother, a male child ensues.

Father

Mother

Y

X

XY – A Male child

The Embryonic period

This period begins around the third week. The growth at this period is rapid and the embryo can be recognized as male or female but the head is disproportionately larger than the body.

The Fetal period:

This period spans the second month till delivery. There is rapid physiological growth during this period. This period marks the formation and the enlargement of the organs. The mother after five months could feel movement of the baby in the womb.

THE CHILDHOOD STAGE

This stage is divided into two vis: early childhood and middle childhood stage. These are discussed below:

Early Childhood Stage

This stage starts immediately after delivery. There is rapid physiological growth at this stage. The baby eats and sleeps mostly during the first 4 months.

There is head, muscle and muscular control at this stage. By the first year, language acquisition has begun. According to Piaget, the child is at sensory motor stage (0-2 years). At this state, children use their sensory and motor capacities to make sense of the world. Initially, children at this stage don't mentally represent objects. For them, out of sight is out of mind. However, later in the stage they keep things in memory. Children at this stage imitate.

By 2 to 5 years, a normal child had rapid acquisition of language. By the end of this stage the child should have started school. Most cognitive activities are dominated by perception. The child at this stage need to be helped to adjust to school. Secondly, the child should be assisted to relate with others and to share. Most children do not like to share their things (especially toys) with others.

Children should be encouraged to imbibe good behaviour patterns and assisted to overcome maladjusted behaviour. At this stage, counselors can assist in identifying learning disabilities in the children and also identify special gifts or talents.

The Middle Childhood Stage

This stage is between six and eleven years (6 – 11 years). At this age, children are at school. They are full of physical energy. They enjoy learning. This stage according to Piaget is referred to as concrete operational stage. It is characterized by the ability to think logically about concrete objects. The thinking at this stage is still tied to available experiences. Counseling intervention at this stage requires establishing the child properly at school, enhancing group activities. Other areas include emotions. The child at this age has outbursts of emotions, which are often violent and short-lived and between 10 and 12 years age. The child is now in a stage of greater emotional stability and less sensitive to blame and abuse as he used to be.

Another area is peer influence: The child enjoys the company of friends of their own sex at this stage. The child also trusts the adults and teachers and obeys their instructions. This stage is delicate because the foundation for deviant behaviour is laid at this stage. Thus counselors should assist to identify maladaptive behaviour and help to modify such behaviour. Students should also be assisted to cope with disabilities if they exist and cultivate right attitudes and values.

At this stage, the child has fears and anxieties especially of the dark, crawly objects and probably height. Counseling interventions should focus on reducing fear.

Instinct and curiosity: another marked change in the child at this period is the development of their instinct and curiosity. The child also develops a sense of reality. The child should be helped to prepare for secondary school. All fables and fears about secondary school (especially of boarding house) should be dispersed.

ADOLESCENT STAGE

This stage has been put between 12 – 19 years. It is a period which begins with puberty and ends with the general cessation of physical growth. It also emerges from childhood and merges into adulthood. Hence, a period during which the individuals prepares himself for adulthood, thereby presenting certain problems which arise from four basic needs viz need for freedom for dependence upon family, need for association with opposite sex, need for self-support and need for a theory of life. All of these questioning in the normal individual therefore lead eventually to a more or less well-integrated mature individual and failure to do so may result in delinquency, insanity or suicide. There are many developmental changes visible during adolescent stage. Some of these changes are discussed below:

1. increased sweating due to increased body metabolism.
2. presence of facial hair (beard) auxiliary hair (at arm pit) and pubic hair.
3. penis and scrotum enlarge in size.
4. chest widens due to growth of bones.
5. voice cracks or deepens due to enlargement of the larynx or voice box.
6. there is presence of acne or body pimples on the face, chest and back.

7. there is the production of mature sperm cells in seminal discharge.

Changes in Adolescent Girls

The physical characteristics of the adolescent girls include:

1. Hip region expands due to growth of the bones of the pelvic girdle.
2. enlarged breasts
3. ovulation and menstruation start.
4. growth of hair in the arm-pit and the pubic area.
5. presence of acne and pimples on the face and probably the back.
6. the reproductive organs (the ovaries and uterus) develop.
7. the vagina increases in size.

Counselling Intervention

The counselling intervention that is appropriate at this time should help:

1. the adolescents cope with the changes occurring in their bodies.
2. with the feelings of shame, pride, hope, discouragement and fears that adolescents always experience.
3. with the outbursts of emotions expressed by the adolescents.
4. with the interpersonal relationships that matter to them at this time. So they should be encouraged to have healthy relationships and positive self-concept.
5. in their curiosity on sexual relationships, thus sex education is important to this stage of development.
6. adolescents seek more independence from parents and authority. Thus counseling intervention should address career choices, parent-child relationships, educational/vocational information.
7. other areas of counselling should equip students with problem solving skills, making decisions, time management skills and so on.

ADULTHOOD STAGE

This is the period when growth has reached its highest point, that is, the end of “teens” and the beginning of “twenties”. In fact, this is the time when most individuals have grown up and begin to accept the responsibilities of adults. They are then able to make their own way in the world and behave like men and women. But, unfortunately, many people never completely reach this stage because they remain psychologically immature all their lives, more or less depend upon others, and then behaviour shows traces of infantilism. The counseling interventions here are to generally help the individuals come to terms with themselves and also make decisions that would not mar their self-concepts, values, views and ways of life.

ACTIVITY II

1. Identify factors that influence physical development.
2. Relate the relationship of knowledge of hereditary and environment to self concept and academic achievement.
3. At what stage do you think your pupils/students are now ? What are the problems you experience with them ?
4. What should be the purpose of guidance and counseling for the stage of your pupils or students ?

SUMMARY

- We have tried to understand together the ideas concerning human development. This takes us through the explanations as what human development is the categories and the principles behind the human development. We have also discussed how heredity and environment play their parts in the development of human beings. You can now appreciate why human beings are difficult to understand.
- We have also to explain the various stages of human development in this unit. You have also read the need for counseling at the appropriate stage of human development. This understanding will then help you to be more sensitive to why people think, act, feel the way they do. This will help you to be more ready to assist such people whose thinking, feeling and action are not appropriate to their level of development.

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UNIT TWO: SELECTED THEORIES OF HUMAN DEVELOPMENT

INTRODUCTION

In this unit, you will be introduced to some of the theories of human development like Erikson's theory of psychosocial development and Piaget's theory of cognitive development or Piaget's theory of intellectual and mental development. The theories will not be tackled into details, as it is believed that you must have been exposed to all the details in your psychology classes. For this unit, however, counselling relevance to human age and specific developmental problems will be focused on.

OBJECTIVES

By the end of this unit, you will be able to:

1. explain the implications of Erikson's theory for human development;
2. describe Piaget's levels of cognitive development and intellectual developmental characteristic of specific age.

Eric Erikson's theory of personal and social development

Erikson, a psychoanalytic writer, has undertaken a classification of the way in which emotional stages of development are correlated with cognitive and social development. He identified each stage of emotional development by the kind of psychosocial crisis which is likely to occur and which, if handled successfully, enable the individual to deal adequately with the kind of crisis and problem that he will encounter at the next stage of development. Each (miss is thus described in terms of both the favourable and unfavourable outcomes of dealing with the problems that occur (Lindgren, 1976)

<i>Stage</i>	<i>Age</i>	<i>Characteristics</i>
Trust vs. Mistrust	0-3 years	Trust in the world is developed through consistent and continuous love and support
Autonomy vs. Shame	1-3 years	Independence is fostered by support and structure
Initiative vs. guilt	3-6 years	An exploratory and investigative attitude results from meeting and accepting challenges
Industry vs. inferiority	6-12 years	Enjoyment of mastery and competence comes through success and recognition of accomplishment
Identity vs. confusion	12-18 years	Personal, social, sexual and occupational

<i>Stage</i>	<i>Age</i>	<i>Characteristics</i>
		identity comes from success in school and experimentation with different roles
Intimacy vs. isolation	Young Adulthood	Openness to other and the development of intimate relationships result from interaction with others
Generativity vs. stagnation	Middle age	Productivity, creativity and concern for the next generation are achieved through success on the jobs and a growing sense of social responsibilities
Integrity vs. despair	Old age	Acceptance of one's life is achieved by an understanding of a person's place in life cycle

Table 3: Stages, Ages and Characteristics of Human Development..

(Source: Educational Psychology windows on classrooms by agen and Don Kauchak)

From the outlined presentation of the developmental phase, it can thus be deduced that an important part of growing up is learning how to cope with the things that are troublesome, rather than pretending that they do not exist. Furthermore, emotional maturity is not entirely negative because it is equally important to find ways to express positively feelings.

Counselling intervention along Erikson's theory will therefore encompass the following:

1. **Ages 0-1 years.** A child needs to trust, thus parent need to be guided to give adequate care and support for babies. An infant must not be neglected. An infant who is fed promptly, cuddled and shown affection will develop a sense of trust. The foundation laid at this stage matters because it is the determinant of subsequent behavioural manifestation.
2. **Ages 1-3.** There is the need to the assisted to do things. They want to feed and dress by themselves. Thus parents should be guided on how to encourage their children when they try to do things themselves. For instance, a child who tries to put on his shoes and couldn't should be encouraged that he could do the task. Though he cries and expresses inadquancy, efforts should be made to assist him and let him know that he has ability to do it. According to Eggen and Kauchak (2000), overly restrictive parents or those who punish minor accidents, such as bedwetting or spils while eating can lead children to doubt their own abilities or to have a sense of shame about their bodies. So parents should be guided on assisting their children along these lines
3. **Ages 3 to 6.** Children are exploratory and inquistive into so many things. They make mistakes and fall into so many errors. Parents who punish or criticize at the least mistake make the child to develop a sense of guilt and lack of initiative thereby withdrawal begins. Towards the ends of this age, school begins so there is need for assistance for smooth transition from to school.

4. **Ages 6 to 12.** The challenges at school sometimes overwhelm the child so counseling services should be focused, directed at the child to assist him to resolve the challenges which are too difficult so that the child does not develop sense of inferiority
5. **Ages 12 to 18.** The adolescent tries to answer the question, “who am I?: So, counseling effort should assist the youngster to resolve identity crises.
6. **Young adulthood.** Counselling intervention should be geared to resolving emotional isolation and ability to love and to receive love freely.
7. **Middle adulthood.** At this stage, effort should be made to assist adults to be productive, creative, committed to endeavors guiding the next generation.
8. **Old age.** Sense of integrity is required. Adults should accept responsibility for the way they have lived and accept finality of death.

Having gone through the different stages, one question would come to mind. If a stage was not fully resolved, what happens to the next stage?

We have seen that Erickson helps us to understand problems as we realized the diversities in human social development.

JEAN PIAGET’S THEORY OF COGNITIVE DEVELOPMENT

According to Lindgren (1976), the best known student of cognitive development is Jean Piaget, a French-Swiss psychologist who was originally trained as a biologist but who has for more than fifty years observed and analysed the behaviour of children.

Piaget and his co-writer, Barbell Inhelder, viewed cognitive development as being a continuous process of unfolding, but with recognizable stages or level. He also postulated that children must be permitted to manipulate objects and symbols, to test their questions and supposition against reality. He believed that it is only through interacting directly with his environment that the child is able to construct within himself a schematic understanding of his physical and social world.

Piaget’s theory maintained that children’s cognitive development follows a well-defined sequence of stages, beginning with the sensory-motor stage and followed by the pre-operational, concrete-operational and formal-operational stages. These stages are highlighted below their characteristics and examples.

STAGE	CHARACTERISTICS	EXAMPLE
Sensori Motor (0-2)	Goal directed behaviour object permancent (Represents objects in memory)	Use sensory and motor capacities to make sense of the world

Pre-Operational (2-7)	Rapid increase in language, ability with over generalized language symbolic thought. Dominated by perception	Refers to all animals as dog
Concrete Operational (7-11)	Operates logically with concrete materials classified in serial order	Able to arrange number 1-10
Formal Operational (11-adult)	Solves abstract and hypothetical problems; thinks combinatorially	Able to deduce the probable winner of the world cup.

Table 4: Stages, characteristics and examples of cognitive development

Exercises: Attempt these exercises in order to understand the cognitive or mental development of these stages.

1. **Exercise 1 (0 - 2 years).** Imagine a mother playing with her one and half year old child with a ball. Imagine she now puts the ball behind her. What do you think the child will do?
2. **Exercise 2.** Imagine a child about 6 months who was given a doll. If the doll was later collected from her and put behind the mother, what will she do?

Answer: In the first case the child will look for the ball behind her mother. There is object performance. She knew the ball existed and therefore it must be somewhere now. So she goes all out to look for it. She might even cry out for it. For the second case, the child puts the doll straight into her mouth. If the doll is hid behind her mother, the baby cares not as far as the baby is concerned the object is gone. At this stage, they don't mentally represent object. They use eye-hand coordination to grab objects and put in their mouth.

Exercise 3 (2-7 years). Imagine two children sitting together with a toy in between them. Initially none of them is touching the toy but immediately one picks up the toy to play with, what happens?

Exercise 4: Imagine also putting down two moulds of clay of the same size and the child confirms that they are equal if one is then flattened while the other remains. If the child is asked if they are equal size again, what will be the answer?

Answer: The first case shows egocentricism. "Mine, mine, mine". The child has not learnt to share. They want everything. The second case shows reversibility. They are unable to mentally remember that it was the same equal size of clay that existed though one of them was made flat later.

Another thing to note about children in this stage is that they speak in mono syllables; for example, food, etc. but later in the stage language acquisition is complete.

(7-11 years)

At this stage the child can think logically and perform logical operations. They are able to order objects according to or decreasing length, weight or volume.

Age 11 to Adult

At this stage, learners can examine abstract problems symmetrically and generalize about the results. These abilities open a whole range of possibilities for thinking about the world that were unavailable to learners at the earlier stages. They can think abstractly, systematically, hypothetically and deductively.

Counsellors should assist in identifying particular stage of intellectual development. Counsellors can also assist to identify individuals with cognitive disabilities. Teachers can be counseled on lesson organization, that is, concrete experiences should be presented first, followed by more abstract and distant, detailed ideas (Ackerman, 1998).

Building on all these therefore, it is quite apparent that the experience of the learners can enhance language experience and whole language development.

ACTIVITY: I

1. List what the child of age 7-11 and 11 to adult can do in terms of social and cognitive development. How can a counsellor help a child who has developmental problem?

SUMMARY

- We have tried to examine some theories of human development in this unit. These theories concentrate on specific areas of human development i.e. social or cognitive development. Like the stages of human development, the knowledge acquired on social and cognitive development will help you understand the next unit which is on learning. This will help you to be better equipped human behaviour in order to guide him or her.

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UNIT THREE: NATURE AND MEANING OF LEARNING

INTRODUCTION

In this unit you will be exposed to the nature of learning which includes the meaning and exceptionalities in learning. In the earlier units, we have been discussing the various dimensions of human development. In this unit, we are going to relate learning to development and the counseling interventions necessary for its substance.

Learning contributes to development. Learning of certain things do not happen until certain abilities have been developed. So learning is necessary for development and learning stimulates development. Meanwhile learning and development both occur in the context of a social situation.

OBJECTIVES

By the end of this unit, you will be able to:

1. define learning and exceptions to learning;
2. discuss the ways of learning; and.
3. determine the influence on learning

LEARNING

So many definitions have been given to learning. However, it must be understood that learning is acquisition of new behaviour or a change in behaviour whether positive or negative change. It also includes acquisition of knowledge, information, skills and cultures. Learning definitely will lead to changes in one's thought, patterns and feelings. Learning, also, involves cognitive process especially mental reasoning.

Exceptions to Learning

There are, however, some exceptions to learning. Amongst these reflexes, instincts, maturation, fatigue or illness, drugs and alcohol. We shall briefly examine how all the above mentioned factors are not learning.

Reflexes:

These are actions that are innate and not taught. Examples include sucking reflexes in babies immediately they are born for example, blinking of the eyes, sneezing, salivation and constriction of the pupil.

Maturation:

Some skills, which develop naturally as a result of maturation, cannot be informed as learning, like a child who automatically starts crawling at six months. No matter how much you try to teach a 3-month old baby how to crawl, he cannot because the body structures cannot sit on his own less trying to move.

Fatigue/illness:

There are some behaviour patterns peculiar to ill health, which were not learnt. Example are slurred speech, walking slowly, looking drowsy and so on.

Drugs and Alcohol:

There are some behaviours that occur as a result of influences of drugs or alcohol, for example, being sluggish, using abusive languages, incoherent speech, sleeping or looking drowsy, tendency to beat or quarrel etc.

WAYS/STYLES OF LEARNING

Some of the ways of learning include:

- Recitation
- Experimentation
- Socialisation
- Memorisation
- Insight
- Creativity
- Reinforcement -Reward and punishment.

RETENTION AND TRANSFER OF LEARNING

Retention: This is the transfer of things learnt to memory. The learning is retained mentally. The behaviours that are mentally verbalised or visually represented are transferred to memory and later reproduced. At this point, one can then ask what is transfer of learning.

Transfer of Learning

Transfer of learning entails the understanding of an issue or a thing and using that knowledge to solve future problems that is, problems the students had not encountered before.

Types of Transfer

- **Negative Transfer:** A situation where previous knowledge affects the performance in a particular event and hinders performance.
- **Positive Transfer:** Occurs when learning in one situation facilitates performance in another.
- **General Transfer:** General transfer is the ability to use the experience gained in one and apply them in a broad range of different situations.
- **Specific Transfer:** Specific transfer is the ability to use information in a particular setting similar to the one in which the information is originally learned.

Factors affecting the transfer of Learning

The following factors affect the transfer of learning:

a. **Similarity:**

When two learning situations are related, transfer occurs. For instance, plural of words that end with f can easily be transferred like wife to wives; knife to knives.

b. **Depth Of Original Understanding:**

Transfer requires high level of indepth understanding. Topics, which students understand very well, can be easily transferred. Counsellors should assist client to focus on issues, gain insights into the options available rather than load of information presented.

c. **Quality of Learning Experience:**

Quality is the extent that the learning information or situation that students are exposed to are relevant like understanding and memorizing the multiplication table and being able to use it for division.

d. **Context:**

For transfer to occur, the context must be real to the students. It must be real world situations which students are familiar with. Not abstract or imaginary words.

e. **Variety of Learning Experiences:**

For easy transfer of learning experiences must be tackled from different perspectives. Inadequate variety results in students under generalising and forming an incomplete concept.

f. **Meta-cognition:**

This refers to the students' ability to monitor, reflect upon and improve their learning strategies and problem solving. Once a student is able to achieve this, it can then be transferred to any situation.

LEARNING EXCEPTIONALITIES

Those that have learning exceptionalities include students who are gifted and talented on one hand and students with learning problems on the other hand.

The Gifted and Talented

Students with highest intelligent quotient are usually the gifted and the talented. They display unique talents in specific domains. Sometimes regular classroom-instruction is too slow for them; they need to be provided with enrichment curriculum to encourage them.

Students with Learning Problems

There are some students with mild learning problems and are sometimes referred to as special education students, children with handicaps or students disability can be helped and does not mean they are handicapped to learn. Such students do not need to be separated from normal

classroom instructions. Students within this group include the mentally retarded, learning disabilities and those with behaviour disorders.

Speech, visual and hearing disabilities: speech, visual and hearing disorder interferes with learning ability. Thus, the counsellor should encourage teachers to adapt instruction to meet the needs of this group of learners. Mainstreaming this group with regular class might be tasking but it ensures students' success if special education services are available to meet unique needs of each child. Some characteristics that counselors can use in identifying students with disability include:

- a. Hyperactivity and fidgeting
- b. Lack of coordination and balance
- c. Attention deficits
- d. Disorganisation and tendency toward distraction
- e. Lack of follow up through and completion of assignments
- f. Uneven performance e.g capability in one area and extremely weak in others
- g. Has difficulty reading, writing and mathematics
- h. High rates of purposeless movement and
- i. Inability to focus attention on the learning task at hand.

Identification usually occurs early in life like 2 to 3 years. Identification must also be done early in order to prevent damaging effects. Teachers play an important role in identifying and working with those with learning disability. Thus, they can be guided on effective identification (especially what to look out for) and referral steps.

Teachers can refer such students to counsellors with document on the nature of problem and strategies attempted. Counsellors' tasks include helping the students to adjust to classroom environment and learning situation. Counselors can also assist in ensuring the social acceptance for the students by employing peer tutoring and cooperative learning which provide students with opportunities to interact in productive ways. Social, cognitive theory emphasizes modeling both (human beings) and symbolic from books, films and so on.

BEHAVIOURIST VIEW OF LEARNING

Behaviourists view learning as an enduring change in observable behaviour that occurs as a result of experience. There are three categories of learning which are:

- a. **Contiguity.** This is simple stimulus response learning. Learning is simple and information is obtained and memorized by pairing stimulus and response e.g. if you are asked 2 x 3 and you respond 6, your response is as a result of learning that occurs through contiguity.
- b. **Classical Conditioning.** These are emotional and physiological responses to stimuli. The counsellor, in reducing test anxiety and adjustment in schools, can employ it.
- c. **Operant Conditioning:** Behavioural changes that result from consequences. It focuses on overt, voluntary responses influenced by consequences. According to Eggen and

Kauchak Praise, high test score and good grade are consequences that increase behaviour and are called reinforcers whereas reprimands are consequences that decrease behaviour and are called punishers.

SOCIAL COGNITIVE VIEW OF LEARNING (SCL)

Learning according to SCL is an integral process that may or may not result in immediate behavioural change. It considers in relation to the environment, learner's beliefs and expectation. They believe that reinforcement and punishment affect learner's motivation rather than directly cause behaviour. SCL has behavioural roots but transcend to move cognitive oriented learning theories. Their major emphasis is on modeling. Counsellors, using this as a theoretical framework should assist learners to set goals on their own, monitor their progress toward the goals and assess the effectiveness of their efforts.

COGNITIVE LEARNING THEORIES

This theory explains learning by focusing on changes in mental processes that people use in their efforts to make sense of the world. That is learning result from change in mental structures and produces ability to do different behaviour cognitive theories of learning are varied. There are many theories that fall under cognitive learning theories. How then does learning relate to information processing? There is an interface between learning and information processing and sometimes one of the most common descriptions of learning styles distinguishes between deep and surface approaches to processing information in learning situations. Learning style sometimes determine the level at which information is processed either at the surface level or deep.

ACTIVITY

1. Attempt to ask your pupil or student to tell you how he or she learnt the bad behaviour you have noticed in him or her. Analyse his or her explanation with what you have learnt in this unit on learning.
2. List 3 ways of learning and 3 types of transfer of learning.

SUMMARY

- I have tried to explain many concepts in learning in this unit. The meaning of learning was explained, the exceptions found in learning situation and how what is learnt can be retained and transferred or applied to situations. You have also tried to read some theories of learning. All these are to make you understand as a counselor, how behaviours are learnt. It makes you understand that to change any behaviour so as to learn a new, these processes are involved.

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UNIT FOUR BEHAVIOUR MODIFICATION

INTRODUCTION

In this unit, you will be introduced to different types of behaviour and how to modify deviant behaviour and to encourage and develop desirable behaviours. As mentioned in our previous studies, there are some students that are endowed with potentialities while some find life difficult or behave in an abnormal way.

This unit will provide practical guide to assist counsellors in offering the appropriate educational services to students with behavioural difficulties. Students are considered as having behavioural problem if their behaviour hinders learning or socialisation.

OBJECTIVES

By the end of this unit you should be able to:

1. define behaviour modification;
2. explain different types of behaviours; and
3. critically examine the behaviour modification techniques.

HOW TO STUDY THIS UNIT

1. go through the unit taking note of key point
2. attempt all activities and assignment in the unit

BEHAVIOUR MODIFICATION

Behaviour modification is the response of an organism to a stimulus and based on that response judgment is passed as to the normalcy or otherwise of that behaviour

Behaviour modification is the use of learning theory principles to alter maladaptive behaviour
Whitman & Whitman (1970)

Behaviour modification may be used not only to eliminate behaviours that are socially deviant but also to develop and increase socially desirable behaviour Okoli (2002)

Behaviour whether deviant, desirable, adaptive maladaptive, appropriate or inappropriate are learned. This implies that if desirable or undesirable behaviour are learned they can as well be unlearned.

Behaviour modification is an approach in which an attempt is made to change a behaviour by modifying the environment in which it appears Environment in which an individual finds himself may make or mar ones behaviour. The advocates of behavioural approach to management of maladaptive behaviours believe that all behaviours are lawful and that they are a function of specifiable antecedent organism and consequent conditions. The environment controls our behaviour through provision and withholding of reinforcements. If one wants to help another person change his behaviour or change it for him then, one must control the contingencies that maintain the behaviour. In other words to manage a behaviour one needs to manipulate the environment. (Goldfried and Davidson 1976, Okoli 2002).

The essence of behaviour modification is to reduce the undesirable behaviours and to increase the desirable behaviours. The counsellor must realise that only one behaviour can be modified at a time. Behaviour may be changed if its antecedents or consequences are modified. Behaviour modification focuses on behaviours that can be observed and measured.

ACTIVITY I

1. What do you understand by the term Behaviour Modification?

CATEGORIES OF BEHAVIOUR

A student is deemed to have behavioural difficulties when a psychosocial assessment, carried out by qualified personnel in conjunction with other concerned individuals relying on observation and systematic analysis techniques shows that he or she has inability to adapt, manifested by significant difficulties in interacting with one or more elements that make up his or her social family or school environment.

These difficulties may include: overactive behaviour in relation to environmental stimuli for example, unjustified verbal abuse, acts of aggression, intimidation or destructiveness or a constant refusal to accept needed help and support

OVERACTIVE BEHAVIOUR

Kanffman (1989) characterized overactive as disruptive activity often in the form of hostility, inattentiveness or hyper activity.

Hostile students adopt unfriendly behaviour marked by verbal or physical aggression such as bullying, assault, rioting, noise making, tantrum and fighting. Impulsive students have difficulty anticipating the consequences of their actions, often act without thinking and exhibit rather uninhibited behaviour. Impulsiveness and inattentiveness often appear in the same individual and these hinder academic learning and social adjustment.

UNDERACTIVE/DEFICIT BEHAVIOUR

This type is categorized by shyness and social isolation such as moodiness and slowness.

Under active students fear new situation that they perceive as threatening. They tend to avoid contact and interpersonal relationships, they withdraw from their peers. They have little interactive, energy or motivation. They go unnoticed.

BEHAVIOURAL DIFFICULTIES

Karffman (1989) typology electrifies seven types of behavioural difficulties which are used to describe behavioural characteristics observed in secondary school students. These are explained in the table below:

Karffman's Typology (1989)	
Types of Behavioural Difficulties	Behavioural Characteristic Observable in Secondary-School Students

Karffman's Typology (1989)

1. Hyperactivity and related difficulties	<ul style="list-style-type: none"> . high incidence of disruptive behaviour beyond the young person's control . distraction (attention problems) . impulsiveness (acting without thinking) . behaviour that differs in frequency and intensity from "normal" behaviour
2. Obvious behavioural difficulties	<ul style="list-style-type: none"> . persistent antisocial behaviour that prevent young people from functioning normally in everyday life. . openly aggressive or hostile behaviour, such as hurting others or directly the teacher's authority
3. Hidden behavioural difficulties	<ul style="list-style-type: none"> . theft, lying, arson and vagrancy . refusal to conform . school-related problems (absenteeism, expulsion, academic failure and lack of discipline) . more frequent disruptive behaviour at an age when most young people have become less aggressive
4. Juvenile delinquency and drug use	<ul style="list-style-type: none"> . intentional use of drugs to induce physiological or psychological effects
5. Behavioural difficulties related to anxiety, isolation and other problems	<ul style="list-style-type: none"> . Problems of introversion . behaviours associated with anxiety or isolation (e.g. feelings of inferiority, exaggerated self-concern, shyness, fear, hypersensitivity) . inability to establish mutually satisfying social relationship . unfounded fears . phobias . obsessions (repetitive thoughts) . compulsions (repetitive actions) . extreme aversion to speaking, known as election mutism

Karffman's Typology (1989)	
	<ul style="list-style-type: none"> . anorexia (self-starvation) . bulimia (eating excessively and then purging) . merycism (rumination) . sexual problems (masturbation in public and disturbed sense of sexual identity) . stereotyped movement (tics)
6. Depression and suicidal behaviour	<ul style="list-style-type: none"> . depressed mood . loss of interest in productive activities . behavioural difficulties, resulting in aggression, theft and social isolation . attempted suicide . despair
7. Psychotic behaviour	<ul style="list-style-type: none"> . distorted perception of self and of the environment . seriously deviant behaviour (e.g. autistic isolation, excessive self-stimulation, self-mutilation)

Table 5: Karffman characteristics of behavioural difficulties

These categories are not mutually exclusive. Students often exhibit behaviour characteristic of several types. Such as irrational behaviour such as improper dressing class cutting, fighting, rape, nail biting, etc

ACTIVITY II

1. Identify various types of behaviour that you have studied in this unity.

BEHAVIOUR MODIFICATION TECHNIQUES

In the school setting three techniques are often used.

1. SECTIVE ATTENTION

This technique should be tried first. It involves:

- a. identifying the deviant behaviour
- b. ignoring inappropriate behaviour
- c. immediately reinforcing satisfactory behaviour or any behaviour approaching the target behaviour by paying attention (shaping). Satisfactory behaviours can also be reinforced in others (modeling)

2. SCHEDULE OF REWARD

In using these techniques:

- A. Three rules must be followed:
 - a. Take into account action rather than feelings
 - b. Apply this technique to specific actions
 - c. Give rewards less frequently as behaviour improves.
- B. Three lists of behaviours must be drawn up:
 - a) behaviour you approve of and that you wish to see continue
 - b) those that you would like to see become less frequent or intense
 - c) those that you would like to see become more frequent or intense.

3. REINFORCES

There are three types of reinforcers namely:

- a. social reinforcers
- b. intrinsic reinforcers
- c. tangible reinforcers

These are explained in the table below:

REINFORCERS	CHARACTERISTICS
1. Social reinforcers	<ul style="list-style-type: none">● congratulation, approval and signs of affection or attention● verbal messages:” Congratulations!” “keep it up”● non-verbal messages: smile, wink,friendly gesture● stimulating messages from any other person● words or gestures of approval immediately following appropriate behaviour
2. Tangible reinforcers	<ul style="list-style-type: none">● objects that can be looked at, eaten, smelled, felt, or played with● tokens, money, food, promotion, rewards, <p>N.B. A social reinforcer must always be accompanied by a tangible reinforcer.</p>

REINFORCERS	CHARACTERISTICS
3. intrinsic reinforcers	<ul style="list-style-type: none"> ● well-being obtained by virtue of the activity itself ● satisfaction at having accomplished a task well ● feeling of self-worth following success

Table 6: The three categories of reinforcers.

In order for a reinforcer to be effective, the person awarding it must:

- use clear, brief and precise sentences;
- be honest and convincing so that the student feels that what is said and given is sincere;
- be consistent, maintain the same instructions and the same requirements in a given situation, as well as a certain consistency in his or her reactions to a given behaviour;
- adapt or select the reinforcer so that it is appropriate to the individual and the situation
- vary reinforcers used so that the student does not become bored.

4. **BEHAVIOURAL CONTRACTING:**

There are five steps involved and these are listed below:

1. Define the problem and specify the desired behaviour, trace the history of the behaviour and design a form of gathering information
2. find out factors that trigger it.
3. find out factors that sustain it
4. Identify positive reinforcers and how they will be used
5. Plan modification, review it weekly and evaluate students progress.

A contractual agreement should be signed by the counsellor and client (all parties involved must sign because modification must be voluntary.)

In essence, behaviour modification is to reduce the frequency and intensity of unacceptable behaviours or replace them entirely. It makes students aware of their inappropriate attitudes and behaviours and help them adopt new behaviours.

A counsellor must encourage an appropriate behaviour and discourage inappropriate ones. We must make the students aware of our approval and disapproval. The students must know how we perceive their behaviour whether we agree or not agree with their actions.

Certain criteria must be respected when reacting to the students. Comments should:

1. deal with the individual's work, behaviours or accomplishments, rather than the individual himself or herself.
2. be based on observations rather than on inferences or interpretations
3. be descriptive rather than evaluative;
4. be consistent;
5. be related to a behaviour identified in a particular situation;
6. be given in a spirit of information sharing and openness rather than advice;
7. allow for the exploration of various solutions rather than providing read-made answers;
8. be given according to their usefulness to the individual rather than according to their ability to allow us to express our aggression;
9. take into account the number of comments that the individual is able to assimilate and use;
10. be given at an appropriate time and, if possible, immediately.

Feedback includes reinforcers awarded to the student. There are three categories of reinforcers: social, tangible and intrinsic. The aim of reinforcers is to encourage the maintenance or adoption of social or academic behaviour deemed satisfactory and appropriate. It should be emphasized that in psychology reinforcement is defined as the process, and that the reinforcer is the object or consequence of a behaviour.

ACTIVITY: III

1. Draw a plan on how to modify a particular behaviour

SUMMARY

One of the problems of the adolescent child is behavioural difficulties the counsellor is therefore obliged to help them understand their problems and how to go about it. As a counsellor, you have been exposed to different types of behaviour and different methods that a counsellor can use to modify such behaviour.

- In this unit, we examined what is meant by behaviour modification
- We also examined various categories of behaviours.
- We explained the method that a counselor could use to modify behaviour.

ASSIGNMENT

1. What are the effects of negative and positive reinforcement on behaviour.

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UNIT FIVE: PSYCHOLOGICAL TEST IN GUIDANCE AND CONSELLING

INTRODUCTION

Effective and result oriented conselling in school and non-school setting cannot be result oriented without the usage of psychological test. Bakare (1987) remarked that human behaviour is very intricate and complex and in dealing with individual or clients, consellers should always aim at utilizing psychological test in order to discover the accurate psychological condition of the counselee. It also help to identify weak students who were unable to benefit from teaching befitting their age, class and sex. In this unit therefore, we shall discuss the meaning of psychological tests which are used in counseling.

OBJECTIVES

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

1. define psychological testing.
2. explain the uses of psychological testing.
3. discuss in detail different types of psychological testing.

WHAT IS PSYCHOLOGICAL TEST?

According to Makinde (1983) a test is generally a set of question, problems, puzzles, symbols and exercises used to determine a person's ability, aptitude knowledge, qualifications, interests and level of social adjustment. He defined a psychological test as a standardized or non-standardized measure of an individual's response to a systematic sample of traits or stimuli from which inferences about general behaviour can be made after the necessary qualification interest and level of social adjustment. Olusakin (1996) explained that psychological test measures a sample of behaviour for human behaviour is so complex and variable that no single test can measure the total behaviour at one time. In order words, there are specific psychological test

measuring different aspects of human behaviour and after the result a logistic statement about the individual can be made.

The main characteristics of a psychological test according to Lovell (1976) are:

- a) There is a series of tasks or questions graded in difficulty.
- b) The acceptable response to an item must be independent of the opinion of the examiner.
- c) The test has to be suited to the age and range of the ability (or knowledge of the candidates).

USES OF PSYCHOLOGICAL TESTS

The following are the basic roles of psychological tests:

1) **Prediction**

Tests are given to obtain a measure of ability, aptitude, achievement that provide a solid basis on which predictions can be made as to what individual will do later. And their chances of success in various courses or vocation.

However, the predication should be based on quantitative data or information in order to provide reliable, accurate and balanced judgments.

2) **Selection:**

Many institutions both academics and non-academics reject and accept individuals on the basis of their performance in a test. This decision to employ an individual or to admit a student is a selection.

3) **Classification:**

Classification is an arrangement for assigning or streaming students into classes according to their ability or educational background of the group. In school pupils are classified according to age, intelligent quotient (IQ) or performance. Placement should not be confused with classification. Placement test is the assignment of individuals to different levels of work within one type of work based on their discovered ability interest aptitudes and capabilities i.e division of labour. It differs from classification test (assignment of different types of work. Makinde (1984)

4) **Placement:**

Placement is the assigning of individual to different types of work levels of work based on their discovered ability, interest, aptitudes and capabilities.

5) **Evaluation:**

Psychological test can be used to find out the strength and weaknesses or the effectiveness of a programmes curriculum and school guidance programme.

It helps the schoolteacher or the school counsellor to determine the degree to which educational or counselling objectives are being met. It helps to know his/her students much better

6) **Diagnosis**

Counsellors can use psychological test to find out the strength and weaknesses of individual student in a class. It helps to reveal if the problem is intellectual, vocational or social.

7) **Information Gathering**

Psychological test provides information which determine the particular counselling method to be used on the techniques that would be most appropriate in resolving different clients problems.

According to Makinde (1984) A counselor develops psychological test to secure accurate and reliable information about each clients abilities, attitudes, aptitudes, interest and personal characteristics in order to help the client gain a better understanding of self to help predict future performance at school, college, university or work, to help the client or counselling arrives at decisions basic to planning an educational or vocational future, to diagnose problems of inability to cope with difficulties or with the social environment, growth and development, to evaluate the outcome of counselling or guidance processes, and to store information in cumulative record folder or personal confidential files.

ACTIVITY I

1) What do you understand by the term psychological tests?

2) What are the functions of psychological test?

CLASSIFICATION OF PSYCHOLOGICAL TESTING

Psychological testing are classified on what they are used for. Hence, following classification of psychological tests has been identified by Anagbogu (1988) and Olajide 1991.

1. **Achievement tests:**

Achievement tests are designed primarily to measure the outcome of teaching the quantity and quality of progress students have made in a particular subject. It is used in the selection of applicants for industrial and government jobs. Achievement tests attempt to measure what an individual has learned that is, his present level of performance (Best 1980) e.g Stand Ford Standard Tests (SAT)

Diagnostic achievement test helps teachers and consellers to determine the pupils performance and given information on strengths and weaknesses in given school subjects. Performance test is another type. This involves motor or manval response on the part of the client. It is not usually a written test but it involves the manipulation of maize, boards, pictures blocks etc, but the objects is to measure the quality and quantity of output after instructional preparation. Makinde (1984)

Prognostic or readiness Achievement tests are used to predict success in school subjects such as mathematics, English languages, typing and shorthand.

2) **Intelligent Test**

According to Oladele (1987) intelligent tests throw some light on an individual's general mental ability to reason and capacity to learn. It is useful for assessing individual's intelligence quotient(I.Q), level of intellectual functioning and screening and steaming of students into different academic and vocational groups. Most of the items include memory questions, numbers, stories, symbols, forms and vocabulary questions, space perception, abstract ideas, and logics etc.

3) **Aptitude Tests**

Aptitude test is designed to estimate the future performance and success of a person in school work, various occupations and future education. Oladele (1987). Examples of aptitude test includes Differential Aptitude Test (DAT) Nigerian Aptitude Test by Test Development Research Office TEDRO (a department in WAEC), Scholastics Aptitude Test designed by Prof. E. O Obe.

To develop an aptitude test, we have to consider genetic characteristic of the group as well as environmental characteristics and use that knowledge to identify the task to be performed to emphasize ability factors such as influences, skills intelligence, personal and socio-cultural motivations interests and maturation and to select items that are less sensitive to coaching

4) **Interest Inventories**

Interest inventories are used to measure individual feelings and area of preference in school subject vocational and occupational choice. Interest tests are sometimes used to get a measure of an individuals feelings of like or dislike concern or curiosity toward an activity. This includes Self estimates, Interviews, Check List, Vocational Interest Inventory (V.I.I) and Motivation for Occupation and Preference Scale (MOPS) by late Prof. C.A. G. M. Bakare

5) **Attitude Tests**

Anastasi (1982) defined attitude as a tendency to react favourably or unfavourable toward a designated class of stimuli such as a national, or ethical group, custom or an institution. Example includes Sentence Completion Test Attitude Towards Old Age (SOTATOA) by F.T Bickersteth,

6) **Self Report Personality Inventory**

This includes:

- a) **Student Problem Inventory (SPI)**. SPI is a self report inventory constructed by Prof C.G.M. Bakare, through which a student describes his personal problems according to his awareness of them and the extent to which he is willing to disclose them. Olusakin and Ubanga (1986). This inventory can be used to sensitize the school personnel to areas of students difficulty and also aid the early identification of student under stress.
- b) **Study Habit Inventory (SHI)**. It is designed by Prof. C.G.M. Bakare to enable students describe the situations, habits and conditions which affect their use of study time and their subsequent performance at tests and examination. It can be used to identify students with defective study habits and as a basis for helping students improve their study habits and examination performance.

7) **Personality Tests**

Personality tests are instruments for measuring the affective or non-intellectual aspects of behaviour for personal counselling. Oladele (1982) . They are used to measure such aspects of personality as emotional stability, friendliness, motivation, dominance interests, attitudes, leadership, sociability and introversion or extroversion. This type of test should only be used by experts who have been trained.

ACTIVITY II

- 1) Explain the following terms
 - a) Achievement tests
 - b) Attitude tests
 - c) Attitude test
 - d) Personality test

SELECTION ADMINISTRATION AND INTERPRETATION OF

PSYCHOLOGICAL TESTS

In selection of a test, the counsellor must consider; a) what is that we want to measure or test. E.g ability, attitude, personality or intelligent etc. The counsellor must have various types of test from which he/she will now make his/her final selection. The counsellor in selection of a test must consider the cost and time factors. The nature of the problem must also be looked into for example emotional problem may require a personality inventory, a problem check list, a personality test or a projective test. (Makinde, 1984)

Test administration refers to the process and procedure employed in the task of giving a test (Olusakin and Ubanga 1986).

In administrating test, Okoli (1997) outlined the following guidelines

- 1) Only competent people trained in for test administration should administer tests i.e who administers the test?
- 2) The standardized instruction in the test manual must be observed strictly
- 3) The environment should be conducive in terms of sitting arrangement e.t.c . When should the test be administer? Under what condition?
- 4) Test that require very confidential information should be administer as individual test while those that required less confidentiality can be administered in groups. In what environment should a psychological test be taken?
- 5) Test administration should prepare the materials to be used during test well in advance of the test (Makinde 1984) e.g test answer sheets pencils etc should be made ready to save time and reduce confusion.

Test administrators must know the test thoroughly; study the manual in terms of content and scoring procedure. The purpose of the test must be made known to the client. The scores and result of the test must be made known to the client. The counsellor must be honest when discussing with the clients. Test data and result must be absolutely confidential.

SHORTCOMINGS OF PSYCHOLOGICAL TEST

Some of the shortcomings psychological tests are as follows:

- 1) There may be problem of interpretation of scores by the scorer and not by the owner. In other words, there may be misinterpretation of scores.**
- 2) The client may fake response on self report inventories or the client may not follow instructions or test may be bias.**
- 3) At times, the counsellor may expose the result of the client to others e.g school authority or teacher**

ACTIVITY III

1. Discuss the shortcoming of psychological tests.

SUMMARY

- Psychological Tests are used by counselors to plan for clients, to diagnose their problems to predict into the future to understand the clients and to make the client to understand himself/herself in terms of interests, abilities, and personalities, attitudes and aptitude to mention but few.
- A psychological test that is well selected, administered, scored and interpreted will go a long way to make the client a better person in life.

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UNIT SIX: COUNSELLING THEORIES

INTRODUCTION

According to Uba (1989) counselling theories are intellectual models designed to explain and predict human behaviour.

Counsellors make use of theories to be able to find base line for his counseling, that is, to say it helps the counsellor to understand the client. Akindele, Adepoju and Daodu (2002). It also helps to find out the thought process of different client. The aftermath of this process is that the consellee will see himself or herself in a new perspective for he will gain insight into his abilities, interest, aspiration and personality traits and to provide solution to problems.

The type of theory to be used depends on the nature of the problem.

OBJECTIVES

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

1. define theory
2. discuss different types of counselling theories; and

3. explain the following theory
 - a. Rational Emotive Theory
 - b. psychoanalytic theory

MEANING OF THEORY

According to Eggen Kauchal (2001) as research progresses, result emerge. These results are summarized and patterns in the nature of the results unfold. As related principles are formed, this in turn generate further studies. As knowledge accumulates, theories are gradually constructed.

A theory is therefore a set of related principles derived from observation that in turn are used to explain additional observation.

TYPES OF COUNSELLING THEORIES

As earlier on said, counseling theories are intellectual models designed to explain and predict human behaviour. There are several types of counseling theories which are classified into two approaches vis: cognitive and affective approaches. These are listed below:

A. Cognitive Approaches

1. Trait/ factor approach
2. Rational emotive therapy
3. Eclectic viewpoint
4. Behavioural counselling

B. Affective Approaches

5. Psychoanalytic therapy
6. Client Centred Counselling
7. Existentialism- Humanistic therapy
8. Gestalt therapy
9. Indigenous Counselling

Under cognitive approach, Rational Emotive Therapy will be studied while under affective approach psychoanalytic theory will be discussed

RATIONAL EMOTIVE THERAPY (RET) OF ALBERT ELLIS (1913-1972)

Rational Emotive therapy focuses on man's thought. He pointed out that man is both rational and irrational being. When he is rational, he is effective, happy and competent. However occasional emotional disturbances or neurotic behaviour are the results of illogical or irrational thinking Makinde (1984)i.e it is what we say to ourselves about those events that determines the way we feel or act.

This implies that human beings have ability for self-preservation as well as for self-destruction.

ELLIS IRRATIONAL SENTENCES

Albert Ellis postulated twelve irrational and fallacious sentences which human beings use to say to themselves and which leads to neurosis and self defeat. They are as follows:

- (1) It is dire necessity for an adult human being to be loved and approved by virtually every significant other person in his or her community.
- (2) One should be thoroughly competent, adequate and achieving in all possible respects if one is to consider oneself worthwhile.
- (3) Certain people are bad, wicked or villainous and that they should be severely blamed and punished for their villainy.
- (4) It is easier to avoid than to face certain life difficulties and self responsibilities
- (5) It is awful and catastrophic when things are not the way one would very much like them to be.
- (6) Human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbance
- (7) One's past history is an all-important determiner of one's present behaviour and that, because something once strongly affected one's life, it should indefinitely have a similar effect.
- (8) There is a perfect solution to every problem and it is catastrophic if the exact solution is not found.
- (9) A person ought to be bothered and upset by the problems of others.
- (10) To achieve happiness one should be passive because it is a way of ensuring continual enjoyment.
- (11) It is preferable to depend on someone stronger than oneself.
- (12) If an experience is dangerous or harmful, it is a human being's responsibility to be concerned about it.

RATIONAL EMOTIVE A-B-C- THEORY OF PERSONALITY

In the A-B-C theory of personality, A is the existence of a fact, event or behaviour of another person. B is the belief about the event that happened in A, or self analysis and definition of A or interpretation of A as being awful. C is one's reaction to the event or behaviour of a person causing emotional disturbance or unhappiness as derived from A. A does not cause but B does.

His goal of counselling is to demonstrate to the client that the way client perceives his situation is the source of his emotional disturbance, and also to bring into focus the illogical and irrational ideas so as to help him to readjust his thinking in a rational and logical way.

The counsellor should show the clients that he is illogical and points out the relationship between his illogical ideas and his unhappiness or emotional disturbance. The counsellor must make the client understand that as long as he maintains his irrational ideas, his unhappiness will persist. Lastly the counsellor should assist the client to change his irrational thinking and ideas and to be more rational.

RET METHOD OF COUNSELLING

The preliminary strategies is to help the clients self defeating and catastrophic logic with a view to helping him or her to eliminate the entrenched belief in the magical hypothesis about himself and the world by being made to see nothing is awful sacred or all important (Nwachukurn Agbada 1989, 148) After establishing the nature of the problem the counsellor begins an active, interaction to reeducate the client Makinde (1984)

Four basic steps are involved in the re-educative process:

- 1. helping the client to develop an awareness of his illogical reasoning.**
- 2. demonstrating to the client he is maintaining his emotional disturbance by continuing things illogically thereby keeping events of earlier years functional.**
- 3. assisting the client to modify his thinking and to abandon his illogical ideas.**
- 4. challenging the client to develop rational philosophies of life by considering the general illogical ideas so that the client can avoid victims of them. Olusakin and Ubanga (1996).**

RET as a highly didactic process that stresses cognitive methods and employs behavioural methods such as homework, assignments, desensitization, assertive training and operant conditioning in a rather active directive manner. RET used such techniques as exploration, ventilation excavation and interpretation.

PSYCHOANALYTIC THEORY- SIGMUND FREUD 1856-1939.

Psychoanalysis is a method of treating individual by psychological rather than medical or physical means. Makinde (1984) i.e tracing the emotional life from early infancy or Sigmund Freud originated this theory but others neo-Freudians (of psychoanalytic theory include Alfred Adler 1870-1937), Carl Jung (1875-1961), Otto Rank (1884-1939), Wilhelm Reich (1897-1957), Karen Horney (1885-1952) and Theodore Reik (1888-1969).

Psychoanalysis posits that man is not even in control of his mind because unknown forces within rules his behaviour.

VIEW OF HUMAN NATURE (PSYCHOANALYSIS)

He viewed human nature as pessimistic deterministic and mechanistic. Human beings according to Freud are determined by repressed childhood conflicts irrational force, unconscious motivations, biological and instructual verges and psychosexual events during the first five years of life. He posits that human personality comprises of three system the id, the ego and superego

The id

According to Freud, the id is the original system of personality, the primary source of all psychic energy and seat of instincts. By nature the id is irrational and does not bother with reality or logic it is

unconscious, raw, blind, amoral and illogical. It is governed by pleasure principles. The sole concern is to gratify all desires without regards to consequences.

The Ego

The ego is the reality principle which tries to suppress some of the unethical desires of the Id in accordance with the demands of the environment. At birth, the ego does not exist, but as conscious awareness progress in the growth of a human being, the ego begins to be identified as an unchanging improvement of the personality structure. The ego determines immediate wish of the id and in some cases this brings some discomfort of the individual (Nwadinigwe and Makinde (1997). It is the centre of intelligence and logical thinking and formulate plans of action for satisfactory needs. The ego motives are based on self- interest, self enchantment, striving for status, superiority achievement and power.

The superego

It is translated as conscience and emerges during the preschool years. The super ego could be likened to the internalization of societal values and moral by an individual through admonition, reinforcement by parents, siblings, peers, teachers and significant others.

This is enforced by means of a system of rewards and punishments imposed upon the child. It is the moral arms that represents the idea rather than the real and strives for perfection rather than pleasure.

The development and interaction of id, ego and superego which make up the behaviour of an individual take place during the psychosexual stages of development Makinde (1984).

ACTIVITY I

1. What is Counselling Theory?

PERSONALITY DEVELOPMENT

The psychoanalytic theory provided concept tools for understanding not only the stages of human development but also the developmental tasks characteristics of each stages, normal and abnormal, personal and and social functioning critical needs and how faulty personality develops among others Olusakin and Ubanga (1996).

The Oral stage: The first year of life .

At this stage, the child's pleasure seeking impulses are gratified through stimulation of the mucous mernbrane of the mouth. His hunger is satisfied by sucking the mother's breasts, for his needs at this stage is food and love. If this needs are not met, there may be greediness feeling of mistrust, fear,

hostility, insecurity and acquisitiveness later in life. The task at this stage is a sense of trust in oneself, others and the world.

The Anal stage (ages 1-3)

At this stage, the child derived pleasure from excretion or retention of faeces. The primary aim is to control bodily functions especially the bowels and toilet training. The major development task is the acquisition of personal power, independence and autonomy and learning how to deal with and accepting negative feelings such as hostility, anger, or expulsive behaviour etc. On the other hand, if the parents are permissive plead with the child to have a bowel motion or reward the child may have the idea that producing faeces is a very important activity.

The Phallic Stage (Ages 3-5)

During this stage, sexual and aggression feelings associated with the functioning of the genital organs come into play. It is at this period that children learn moral standards and conscience develops.

The child begins to identify with parent of opposite sex. Complexes that develop during this period is penis envy and electra complex for girls, and castration syndrome and Oedipal complex for boys.

The Genital Stage (Adolescent)

This is a stage of personality and psychosexual development. Freud postulates that certain amounts of psychic energy are available for utilisation by the organism. The first energy is sexuality, called libido.

Many emotional problems which the child may subsequently experience as an adult were traced by Freud to specific disturbance during the oral and phallic periods. As a result of these disturbances libidinal energy becomes tied up or fixated at a particular psychosexual stage of development. It is therefore assumed that the greater the degree of fixation at a psychosexual stage, the less energy the organism has available for motive relationship.

Makinde (1984).

THE BASIC TECHNIQUES OF PSYCHOANALYTIC THEORY

There are four basic techniques employed by psychoanalytic:

- 1. Free Association: The client is asked to pour out his mind, no matter how bad the situation may be e.g early trauma it is a talking care method. The analyst's should assist the client so that there would be no resistance.**
- 2. Interpretation: The analysis used this method to overcome resistance. According to Nwacdingwe**

and Makinde (1997) a correct interpretation of unguided utterances of the individual helps in bringing into conscious infantile regressed psychic structures. It leads to giving meanings, origins causes and modes of functioning to the clients problems.

- 3. Dream Analysis: In Freud's view dreams are symbolic expressions of hidden conflicts reawakening, illogical or irrelevant it may be. The analysis must look at the intent, content of the dream because there may be a possible connection between dream and the client's every day problem.**
- 4. Transference: At this stage the client may see the analyst as possessing attitudes and attributes like people he has strong feelings for. When the emotions directed towards the therapist are those of affection and dependence, the transference is positive if hostile attitude is dominant, the transference is negative.**

EGO DEFENSE MECHANISMS

Ego defense mechanisms are mechanisms that either deny or distort reality that is threatening to ego. They help individual to cope with ambient and defend the wounded ego.

The following are some of ego defense mechanisms as identified by Freud.

- 1. Denial - to pretend as if what the client is going through is not real. E.g death of a loved one**
- 2. Projection- to attribute to another person those characteristics that are unacceptable to ones ego**
- 3. Regression – retreating to an earlier phase of development where the demands are not so great**
- 4. Rationalization – making up ‘good’ reasons to explain away a bruised ego.**
- 5. Submission- using more socially acceptable outlet for basic impulses**
- 6. Reaction formation – behaving in a way that is directly opposite to unconscious wishes.**

ACTIVITY II

- 1. List the theories under cognitive and affective approaches.**

SUMMARY

- In summary any technique or method of counselling that would make the client fulfilled in terms of aims, objectives and goals of clients should be adequately used by counsellors. Such techniques will help the client to work harder and less anxious and it will provide solution and**

bring about self-actualization and self discipline
– **The counsellor must also be committed to providing the emotional and rational environment that will bring about change. Counselors are advised to use the most efficient and least costly approach. It is pertinent to know that different people present different types of maladjustment in the therapeutic situation, so it require different techniques.**

- **In essence the nature of the problem determines the type of techniques to be used.**

ASSIGNMENT

- 1. Write short notes on the following counseling theories:**
 - a. Rational Emotive Theory.**
 - b. Psychoanalytic Theory.**
- 2. what are ego-defense mechanisms?**

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