

## Using School Societies as Means of Vocational Development.

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## Introduction:

There are diverse societies and clubs in schools and these societies and clubs are meant to educate, stimulate creativity and help students to develop and explore their gifts and talents. By extension, they afford them the opportunity to discover their passion and pursue their potential interests.

In most secondary schools, clubs and societies meet every Wednesday afternoon. It is mandatory for each student to be a member of a club/society and every student is expected to participate actively. This is because school societies/clubs help students to develop their social skills. They fine-tune their interactions with their peers and with their Teachers. They have the opportunity to connect with other students who share similar interests. These interactions may form the basis for enduring friendships and enhance their vocational development.

### **Some of the various societies and clubs include:**

- ❖ Science Club
- ❖ Literary and Debating Society
- ❖ Girls Guide
- ❖ Boy Scout
- ❖ School Choir
- ❖ Fine Arts
- ❖ Junior Engineers/Technicians (JETS) Club
- ❖ Press Club
- ❖ French Club
- ❖ Ballet
- ❖ Drama Club
- ❖ Young Farmers Club
- ❖ Bible Society
- ❖ Home Makers Club
- ❖ Mathematics Club
- ❖ Business Club
- ❖ Cultural Society etc.

Vocational development in counselling is a relationship process. In order to make the relationship effective and growth producing for the clients, it is assumed that the provision of the facilitative or qualitative conditions in such relationship is enough to help the clients' progress toward self actualisation behaviour. Clients in such situations i.e. those failing to develop or progress towards self-actualizing

behaviour in most cases do not need direct instruction, skill training, control and guidance. According to Peterson (1985) if they are provided with the appropriate kind of relationship, their inherent capacity to grow, develop, and become a self-actualizing person will become manifest.

Based on this assumption, Rogers (1957) presented three basic necessary and sufficient conditions for therapeutic personality change namely empathy, respect and genuineness. Since then, these conditions have become a subject of considerable writing and research and have come to be known variously as core, or qualitative conditions for effective counselling. These core conditions have been designated as response conditions and other conditions which have been proposed by Traux, Carkhuff and Berenson which have been designated as action conditions.

Action conditions are referred to as such because the therapist or counsellor in the counselling relations now assumes more initiative in helping the client. Such initiative is based on the understanding earlier discussed. The action conditions become necessary for the counsellor because all his/her efforts is to help the client change his or her behaviour towards a more effective functioning. Among the action conditions to be discussed here are confrontation and therapist self-disclosure

### **Confrontation**

Confrontation as one of the action conditions is needed more in the second phase of the counselling process. For the role of the condition in this phase, we shall look into its meaning/nature, how it would be measured and examples of how confrontation is used in counselling.

Confrontation could be defined as "to stand or come in front, stand or meet facing" secondly, it means "to face in hostility or defiance, oppose" (Ivey & Simek-Downing 1980). Why these are dictionary definitions School clubs help students to develop their social skills. They fine-tune their interactions with their peers and with their Teachers, and they have the opportunity to connect with other students who share similar interests. These interactions may form the basis for enduring friendships. defined confrontation as used in a counselling relationship as "...the pointing out of discrepancies between or among attitudes, thoughts, or behaviour". Additionally Patterson (1980) sees the dictionary definition of confrontation as conveying some elements of hostility hence he defined confrontation as "an expression by the therapist of his or her experience of discrepancies in the clients behaviour". From these definitions it can be concluded that confrontation in a counselling relationship is placing directly in front of the client the fact that they may be saying other than that which they mean or doing other than that which they say. In many occasions what the client may be saying may just oppose that which



he/she does and vice versa. The counsellor tells the client directly, through with an understanding tone and language that there exist a difference between the words and behaviours or even between what had been earlier said and /or done with what exist now. Once the counsellor is able to identify the double message conveyed in the client's verbalization or behaviours, he or she should be able to tell the client in a not missing words such contradictions. However in such doing, the counsellor should tell the client whether he or she is in error or lying nor a bad person. It is as earlier said that an empathic counsellor's duty is to point out to the client the existence of a double message in his or her statement or behaviour so that the client comes out to face whatever are the issues bordering him or her.

This is why Patterson (1985:76) said that:

Confrontation is not a personal confrontation of the client by the therapist rather it is the setting aside by side for companion or to place before. It is the expression by therapist of his/her experience of discrepancies in the client's behaviour.

Discrepancies in the client's behaviour that may lead to the counsellor's confronting may be categorized into four types.

1. Discrepancy between client's expression of what they are and what they want to be (real self or self concept versus ideal self).
2. Discrepancy between clients verbal expressions about themselves (awareness or insight) and their behaviour as it is either observed by the therapist or reported by the client.
3. Discrepancy between clients expressed experience of themselves and the therapist experience of them.
4. Discrepancy between clients experiences of themselves and others as reported at different times either in the same session or in different sessions.

For these discrepancies which could warrant confrontations, it can be viewed as an attempt to bring to awareness the presence of cognitive dissonance or incongruence in the clients feelings, attitudes beliefs, perceptions or behaviours. It consist of reflecting discrepancies or inconsistencies between or among client statement relating to these areas" (Patterson 1985).

Confrontation in a counselling relationship does not start immediately when the session begins. The counsellor has to be tentative in his/her confrontation at the early counselling sessions because he/she is not confident yet about the issues the client is disclosing secondly, confrontation if not well handled runs the risk of threatening the client. However, when the relationship is established and the counsellor has received enough details about the issue, he/she can focus on specifics of discrepancies that may arise. Such specifics will lead to:

1. Development of an understanding of distortion of the counsellor's assumptive world.
2. The creation of an awareness of a crisis in the client which if faced will lead to a higher level of functioning.
3. Clients confronting himself of herself of herself and others when desirable. "Confrontation of self and others is a pre-requisite to the healthy individual's encounter with life" (Garkhuff 1969).

Counsellors should note that direct confrontation is effective when accompanied with high level of empathy and warmth. Also counsellors should note that confrontation is not limited to the client's negative aspect not to face them with their limitations. It includes pointing out the discrepancies involving resources and assets that are unrecognized or unused.

In summary, the counsellor simply disregards all of those discrepancies in the client's behaviour that might be fruitful areas for considerations.

The verbal and behavioural expressions of the counsellor could be to disregard the discrepancies in the clients behaviour. The counsellor, although not explicitly accepting these discrepancies may simply remain silent concerning most of them.

In summary, the counsellor disregards the discrepancies in the client's behaviour, and thus, potentially important areas of inquiry. The verbal and behavioural expressions of the counsellor, while open to discrepancies in the client's behaviour, do not relate directly and specifically to these discrepancies. The counsellor may simply raise questions without pointing out the diverging directions of the possible answers.

In summary, while the counsellors does not disregard discrepancies in the client's behaviour, he does not point out the directions of these discrepancies. Level 3

Constitutes the minimum level of facilitative interpersonal functioning.

LEVEL 4: The verbal and behavioural expressions of the counsellor attend directly and specifically to the discrepancies in the client's behaviour.

EXAMPLE: The counsellor confronts the client directly and explicitly with discrepancies in the client's behaviour.

In summary, the counsellor specially address himself to discrepancies in the client's behaviour.

LEVEL 5: The verbal and behavioural expressions of the counsellor are keenly and continually attuned to the discrepancies in the client's behaviour.

EXAMPLE: The counsellor confronts the client with client's discrepancies in a sensitive and perceptive manner whenever they appear.



In summary, the counsellor does not neglect any potentially fruitful inquiry into the discrepancies in the client's behaviour.

### **Examples of Confrontation**

The following examples indicate a positive confrontation i.e. facing the client with an unrecognized or unaccepted strength.

Client: I know I sound weak and lazy. My question is am I ?

Counsellor: I get your question, but you don't really come across as being upset over it, and I don't experience you as a weak person.

Client: I don't feel really weak, but somehow.

Counsellor: You don't like being seen as a weak person.

Client: I know people like me better when act weak.

Counsellor: May be you are afraid people won't like you if you come on strong.

From this example, it is evidenced that positive confrontation involves empathy and also an aspect of immediacy.

### **Being Current**

The most powerful counselling leads are in the present tense and are considered most immediate. The issue of being current is given concern in counselling relationship because "the client's behaviour and functioning in the therapy relationship are indicative of his or her functioning in other interpersonal relationships" (Patterson 1985:85). For this, almost all theories in counselling give some emphasis to the here and now of the counselling relationship. Therefore immediacy refers to the present tense or what is referred as "here and now". It is what is happening in the counselling relationship now.

Carkhuff (1969) looking at the nature of immediacy described two types of immediacy. (1) Low level immediacy. This is when the counsellor fails to examine the issues that are there between the client and the counsellor. (2) High-level immediacy is when the counsellor gives attention to here and now present tense issues between the client and the counsellor.

Immediacy, while involving the relationship of the client to the counsellor, is not a transference relationship. It involves the counsellor, is not a transference relationship. It involves the counsellor being as he or she is and not a representation of some important figure in the client's experience. The expression of immediacy like that of confrontation by the counsellor must be tentative at the early stages of the counselling relationship. This is so to allow both the client and the counsellor know each other well and a sound relationship established.

Questions like this could be asked. "Are you trying to tell me how you feel about me and our relationship"? Such a question may help the counsellor get the client well established in the relationship.

Counsellors should note that at times, it is appropriate for their clients to be less immediate and less concrete in the verbalizations of their problems. This may be due to the following barriers:-

1. When the situation or issue is too threatening to the client.
2. When a lot of demand is placed on the client by the situation, event or happening at hand.
3. When tension is too high for the client, he or she may find it difficult to be concrete on immediate.

When these barriers are removed, the client may be able to move to a high level of immediacy where he or she becomes more open in his or her verbalizations. At this juncture, the interpretations of immediacy may then be necessary.

### **Measuring Immediacy**

LEVEL 1: The verbal and behavioural expressions of the counsellor disregard the content and effect of the counsellor's expressions that have the potential for relating to the counsellor.

EXAMPLE: The counsellor simply ignore all counsellor's communications, whether direct or indirect, that deal with the counsellor-client relationship.

In summary, the counsellor simply disregards all of those client's messages that are related to the counsellor.

In summary, the counsellor simply disregards all of those client's messages that are related to the counsellor.

LEVEL 2: The verbal and behavioural expressions of the counsellor disregard most of the client's expressions that have the potential for relating to the counsellor.

EXAMPLE: Even if the client is talking about helping personnel in general, the counsellor may, in general, remain silent or just not relate the content to himself.

In summary, the counsellor appears to choose to disregard most of those client's messages that are related to the counsellor.

LEVEL 3: The verbal and behaviour expressions of the counsellor, while open to interpretations of immediacy, do not relate what the client in the immediate moment.



EXAMPLE: The counsellor may make literal responses to or reflections on the client's expressions or otherwise open-minded responses that refer to no one specifically but that might refer to the counsellor.

In summary, while the counsellor does not extend the client's expressions to immediacy, he is not closed to such interpretations.

LEVEL 3: Constitutions the minimum level of facilitative inter-personal functioning .

LEVEL 4: The verbal and behavioural expressions of the counsellor appear cautiously to relate the client's expressions directly to the counsellor-client relationship.

EXAMPLE: The counsellor attempts to relate the counsellor's responses to himself, but he does so in a tentative manner.

In summary, the counsellor relates the client's responses to himself in an open, cautious manner.

LEVEL 5: The verbal and behaviour expressions of the counsellor relate the client's expressions directly to the counsellor-client relationship.

EXAMPLE: The help in a direct and explicit manner relates the client's expressions to himself.

In summary, the counsellor is not hesitant in making explicit interpretations of the counsellor-client relationship.

### **Example of Immediacy**

The following example indicates a high level of immediacy by the counsellor.

Counsellor: Laraba, you really want to destroy our relationship here.

Client: It's more than that.

Counsellor: You want to kill me.

Client: No, not really, I....

Counsellor: Laraba you want to kill me.

Client: Yes I want to kill you. I know you haven't earned it but I want to kill you, may be for anyone I hate.

Counsellor: That is too easy.

Client: All I know is I want to kill you.

Counsellor: You can't.



Another example of immediacy is shown in the following dialogue.

Counsellor: Could you tell me how you feel inside you when your man looks at another woman.

Client: it hurts.... I feel angry about.

Counsellor: even as you are talking to me. I observe and sense the anger but I don't know what message your body is giving now.

Client: I am really angry about it even now. The message is that He is not treating me the way I want to be treated and it angers me.

### **Self-Disclosure**

This is one of the response conditions. Through opinion varies on the effectiveness of the self-disclosure in the counselling relationship, it is generally agreed that this condition is necessary.

### **Meaning and Nature of Self-Disclosure**

Journard (1963) defined self-disclosure as "a process of making the self known to other persons by revealing personal information". Self-disclosure is an important condition in the counselling process. The counsellors self-disclosure at times encourages the client's self-disclosure too. However, counsellors should note that self-disclosure by either the counsellor or the client may not be necessary if the client understands the nature of the relationship. In this line Strong (1978) suggested that the counsellor's self-disclosure provides social comparison data and thus increase or decrease the client's evaluation of themselves, the severity of their problems, the validity of their ideas and even their self-esteem.

The counsellor should be cautious in his or her effort to engage in an unnecessary self-disclosure. Any self-disclosure by the counsellor where it becomes necessary must be to the benefit of the client. Since the counselling relationship is for the client, much of the self-disclosure must be from the client and counsellors should not waste much time during the relationship in self-disclosure when such personal information from him or her is not needed by the client. This is why Hanson et al (1977) said that the "counsellor's self-disclosure may evoke negative evaluations of the counsellor or even lead some clients to feel that the counsellor is guilty of unprofessional conduct by not remaining in a professional role". This suggests that there is an optimum level of self-disclosure which the counsellor can engage in

beyond which it may be destructive to both the client and the counselling process. This type of self-disclosure by the counsellor could produce either negative or positive feeling in the client depending on the emotional situation of the client. So before the counsellor blows his or her own trumpet to the client, the clients situation and level of involvement in the relationship should be observed.

The conditions discussed so far are not the only necessary pre-requisites in a counselling relationships. Other conditions to be provided by the counsellor still exist, which will be briefly highlighted here.

One of such conditions is the counsellor's expectations. It is true and important for counsellors to note that their expectations in a counselling relationship exert a great influence on the client's behaviour. All counsellors expect their clients to change and that is a basic expectation of a counselling relationship otherwise counselling may be useless.

Another condition is the counsellors confidence. Counsellors must be confident in themselves and also in their methods and techniques of counselling. The degree of confidence in themselves and method may vary depending on the training and experience the counsellor has been exposed to. However some confidence must exist for without self confidence and whatever method one may want to apply, there may not be a successful counselling relationship. However, the kind of confidence the counsellor should have should not be that which is blind to a fails with another client having similar problem. These two other conditions i.e expectations and confidence have not been given adequate consideration in research (Patterson, 1985). was stressed by Tyler (1953) as fundamental especially in the initial contact with the client. However, the ability of the counsellor to accept his or her client, the problems and attitudes is a trait that is broader than being inculcated during training. The trait 'has a lot to do with the counsellor attitudes to human beings and such attitudes said Tyler (1953) "are not product of a year's cultivation or of specific educational training".

Acceptance is a trait that grows out of responses a person makes to all experiences of one's life. Acceptance therefore involves primarily a willingness to allow individuals to differ from one another in all sorts of ways, and a realization that the ongoing experience of each person is a complex pattern of striving, thinking and feeling (Tyler, 1953). Acceptance in counselling involves the whole personality of the client and out a facet of it. Also acceptance does not connote approval or disapproval of the client specific conduct or behaviour.



## Conclusion

Using school societies as means of vocational development has been discussed with the action and other facilitative conditions. These conditions are not independent of each other neither are they independent of the response conditions. This is why Patterson (1985) consider action conditions as an extension of responsive conditions. The counsellors should therefore strive to see that the client will be understood the more and helped towards self-actualization. By understanding the client it implies that the counsellor is able to grasp clearly and completely the meaning the client is trying to convey (Tyler, 1953). Understanding in this sense becomes difficult in a situation where the client felt the above discussed conditions are lacking.

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