



Teen-Perception and Communication Style in Adolescent Counseling: The River Between

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Abstract

There is an avalanche of papers devoted to communication adequacy in adolescent counseling. More than enough, these papers argue that the most challenging with adolescent counseling or any form of human therapy is in getting the other to talk. This probably is due to the communication style employed by the counselor. As well, there is also the view that most counselees do not make use of the therapy given to them after a session. Not one of those papers has considered teen- perception as another way of hindering effective counseling. This paper adopted Descriptive statistics on the role of guidance and counseling chi square test table, result carried out by Racho Ibrahim et al. for further interpretation as different from the original work. The paper then presents that individual perception of another has a way of interfering with a therapy other than the communication style employed by the fellow. There is therefore need that scholars also devote their papers to the issues of perception rather than being solely emphatic about communication style. It is nonetheless true that there is more with perception than we have with the communication style in adolescent counseling. The paper then recommends that more models should arise from teaching of perception and how it determines effective therapy session with teens during counseling.

Keywords: Adolescent-counseling, Teen-perception, Communication style

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INTRODUCTION

A number of human dynamics decide effective counseling with the adolescent. According to oriental scholars (Berns, 2004; Goldenberg & Goldenberg, 2000), one of the determinants is

that of communication style adopted by the counselor during a therapy section. They opined that there remains such communication style in love, assertiveness, aggressiveness and passivity of fellowship. Each of these has a way of deciding reaction during a therapy section.

In other words, imbalance of communication style, they argued, is capable of interfering with a therapy; especially with the juvenile. There is need the counselor understand the ego-structural analysis as proposed by Eric-Berne (1957). In his thesis as well, an all-time family fellowship requires that parents or counselors have an open family that tends to maintain a life style of dialogue; tenderness of heart; collaboration and willingness to patiently hear each other (Goldenberg & Goldenberg, 2000).

It then follows that when there is an imbalance of communication style, such as improper behavior, probably that designed to run down another, there is then every likelihood that a therapy may not hold. But then the paper argues, content-wise, that the issue of communication difficulty with a juvenile or during a therapy section is not really due to the communication style adopted; for it is common with humans that certain communication styles are improper, especially while considering the situation at hand. Two, communication style is not a psycho operational tool for a therapy section; it is rather an innate thing. Three, effective counseling is determined by the counselee; not necessarily by the communication style employed by the counselor. Besides, communication styles can be varied with the same patient. As well, being part of perception, these are spontaneous eruptions` of the mind; not a thing orchestrated by human physics.

The paper then avers that aside from communication style adopted by counselors, the major determinant of a successful therapy is in the counselee's perception; because how we see another can decide our reactions towards the individual. Communication difficulty with counselee stems from his or her perception, not necessarily the communication style adopted.

Statement of the Problem

The issue of communication style employed by counselors on teens is popular. However, these days, there is doubt on the effectiveness of the communication style used by counselors in instructing adolescents; in that, it is now a common practice within the adolescents to flout instructions and go ahead in their deviant acts. The researcher with a touch of eye witness, and experience in the therapy room posits that teen's perception of the counselor may determine an effective therapy section rather than the discourse of papers on the communication style employed by counselors. The argument of the researcher is that communication style is an expression and may not be an operational instrument for therapy. This paper therefore seeks to investigate, content-wise, the position of teen-perception over communication styles as employed by the counselor during a therapy section.

Research Goal

The hope of this paper is that teens again will begin to make use of the therapy given to them by their counselors. As well, there is the fear that social nuisance is on the increase and the consequence is that the entire social system is threatened. This, no doubt, is on the grounds that the younger age has perceived wrongly. The paper makes its prayer that society can be healthy again if the younger age is sound in mind and in memory and this requires their having the right perception model that will follow them well into their later age. Counselors must shift from their communication lab to psycho perception modeling as this has a more effective way of repositioning the mind and this is what a healthy mind requires to function; thus a healthy mind; a healthy society. There are then so many sick people (emotionally) everywhere. Whereby they cannot reach us, their perception of who we are will do the job.

It then follows, the paper avers, that the issue of communication difficulty encountered by most counselors during a therapy session, is a thing of perception emanating from the counselor, not necessarily the communication styles employed.

METHODOLOGY

As said, this paper is a position one and as such employs the use of content analysis. It is the humanist approach whereupon salient issues articulated or postulated in text are reexamined and evaluated to enable the scholar to draw comparisons and extrapolations of result.

It then follows that a content analysis, as an in-depth scholarship is required; it ranges from that of logical thinking; refutations of thesis, polar criticism and such like in other to enable the scholar to arrive home with her points. These supports however are done with a number of quotations from texts and related texts, commentaries, atlas, maps etc. it then remains that in education, the social and human sciences that the epistemological doctrine of mental criticism is its approach and so may not require the objective system of experimental science.

CONCEPTUAL ISSUES OF COMMUNICATION STYLE

Public moral depends so much on how the adolescent makes use of the therapy received from the counselor. Flouting of instructions and therapies can reduce the entire social system into a dunghill. For one, society to a large extent, can curb future nuisance depending on how she is able to invest in her young ones. Social nuisance sometimes does not arise from imbalance of culture. It may have been a registered impulse with the kid, who in his tenderness had been denied the right instruction. Of course, modern scholarship may argue that there is a whole lot of counseling going on with young minds. But that is not enough, not being able to ensure that the counselee implement the therapy received or the reasons behind his resentment of therapy; is a failure on the part of the counselor.

And scholars then argue that counselee's resentment to a therapy many a time stems from the communication style employed by the counselor. Here, the scholars, for example Eric Berne proposed passivity, aggressiveness and love. He described this in his structural analysis as the ego-states of the individual counselee.

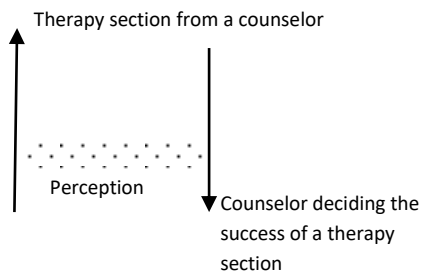
But then, there are few inadequacies associated with this theory. One, it tends to portray the light of art and not a social specie being capable of eruption. For a while now, communication has remained, and it is an art of expression arising from human physics. Its involuntary behavior cannot always be determined. Of course, there are such things as civilized behaviors but not with psycho communication. Most humans are often times ruled by emotions rather than sanity. It then remains that communication styles cannot really be preserved for man's immediate aid. No one can deny the fact that emotion is not able to bring him down at some point. In other words, Eric Berne's structural analysis does not take into cognizance that communication is more emotional than organic. Although, according to Goldenberg and Goldenberg (2000) when communication is designed to run down another from feeling good about himself that is amounts to aggressive communication style. *The scholar then would likely regard this as an organized behavior; not nature in operation.*

In Dinkmeyer and Sperry (2000) communication style of parents who play the role of counselor has a way of understanding behaviors among the kids. This is in the area of parent willing to make themselves a clutch to lean on.

To some degree, this may sound scholarly. But in actual human dynamics, our love for another sometimes does not depend on the fellow's willingness to lay down his life. Some humans can just decide to love depending on what they perceive. Also some individuals who

play the role of counselor do not necessarily have the proposed communication styles, but they just earn our love.

In another sense, communication goes beyond oration. In semiotics also another side of communication which is the sum total of the individual's personality assessment, what comes out of us, is a facile and is not always able to draw another to us. It may be right to say communication style has a role to play here but there are just things human perceive about us, which we may not know, and this perception varies from individual to individual. In other words, by reason of perception, the counselee decides the success of a therapy; not necessarily the communication style employed during a therapy-section. The model below may probably describe our position over the debate.



Source: Dinkmeyer and Sperry (2000)

The above model proves one thing unarguable, that for the fact that the counselee is the receiver of a therapy section, he likewise decides the effectiveness or success of a therapy section due to how he perceives the counselor. In other words, one may likely posit that besides other things communication style is integral part of perception and so is not all that a difficulty during a counseling section or in getting the counselee to open up. It then follows that we will be looking at the communication difficulty of the counselee in the light of perception.

CONCEPTUAL ISSUES OF TEEN COUNSELING AND PERCEPTION

It is worthy of note that counseling has proven to be helpful in most schools. It has, besides other things, increased relatively effective students' performance. In Gerler and Herndon (2008) a randomized field trial research was conducted in California. This was to help improve academic performance of the students through a 10-session multimodal guidance approach known as succeeding in school. Result of the study recorded that the students advanced in their studies after the counseling therapy section. Also in Grossman (2009) 790 of grade two and three students in South Africa were used to demonstrate psycho social behavior in a playground in a cafeteria. After a counseling section, the result of the study demonstrated a relatively decrease in aggressive behavior among the students. But then, when the same research was conducted using parents and teachers there was no significant change in the behavior of the kids.

It then follows that this variance could have resulted from the perception of the kids and not necessarily the communication style employed during a therapy section. For instance again, in a descriptive statistic study on the role of guidance and counseling as carried out by Fr. Racho Ibrahim et al. (2014), the result of the study on Kenyan secondary school students career decision making demonstrated the following:

Table 1: Role of Guidance and Counseling

Role of Guidance and Counseling	Mean	Std. Deviation
Academic competence	4.78	.441
Personal competence	4.67	.500
Social competence	4.22	.667
Spiritual growth	4.44	1.333
Vocational awareness	4.33	1.000
Marital awareness	4.44	.527
Health awareness	5.00	.000
Understand self	4.89	.333
Solve my problems	4.44	.726
High self esteem	4.56	1.014
Positive self-concept	4.56	.527
Good personality	5.00	.000
Good morals	4.56	.726
Peer respect	4.67	.500
Discipline	4.44	1.333
Reduce anxiety	4.11	.782
Parental acceptance	4.22	.972
Good study habits	4.56	1.014

RESULTS

DESCRIPTIVE STATISTICS ON THE ROLE OF GUIDANCE AND COUNSELLING AS EXCEPTED FROM JOURNAL OF EDUCATIONAL AND SOCIAL RESEARCH

One then may argue that the above roles of guidance and counseling are the students' perceptions and are what determine effective therapy section. In other words, such communication styles as Love, assertiveness; passivity, are part of the personality assessment of the counselor, they are innate and not what we just developed during a situation. They are part of our behavior; they are not what determine the effectiveness of a therapy section, but the perception of the counselee as seen on the above statistical table excepted from Kenyan secondary school students' career decision making. We take a look again at the below chi-square test result for the role of guidance and counseling.

Class level	Role of guidance and counseling								Chi-square test (χ^2) df =2
	SA	A	U	D	SD	Total	Ratio		
									$\chi^2 = 1.440$ df = 2
	Academic competence	30	10	0	0	0	40	.032	
	Personal competence	20	20	0	0	0	40	.908	
	Social competence	10	20	0	0	0	40	1.816	
	Spiritual growth	30	0	0	10	10	40	2.805	
	Vocational awareness	20	10	0	10	10	40	1.816	
From one and two students	Marital awareness	20	20	0	0	0	40	.090	
	Health awareness	40	0	0	0	0	40	-	
	Understand myself	30	10	0	0	0	40	1.780	
	Solve my problems	20	10	0	10	10	40	1.816	
	High self-esteem	30	0	0	0	0	40	2.805	
	Positive self- concept	10	30	0	0	0	40	2.863	
	Good personally	40	0	0	0	0	40	-	

	Good morals	30	10	0	0	0	40	1.275	
	Peer respect	30	10	0	10	0	40	.228	
	Discipline	30	0	0	0	10	40	2.805	
	Reduce anxiety	10	10	20	0	0	40	4.048	
	Parental acceptance	10	20	20	0	0	40	2.325	
	Improves study habits	20	10	0	0	0	40	3.990	
Class level	Role of guidance and counseling								Chi-square test (χ^2)
		SA	A	U	D	SD	Total	Ratio	$X^2=1.440$ df =2 p= .001*
	Academic competence	40	10	0	0	0	50	.032	
	Personal competence	40	10	0	0	0	50	.908	
	Social competence	20	20	0	0	0	50	-	
	Spiritual growth	40	10	0	0	0	50	1.275	
	Vocational awareness	20	30	0	0	0	50	2.375	
From three and four students	Marital awareness	20	30	0	0	0	50	1.801	
	Health awareness	50	0	0	0	0	50	1.816	
	Understand myself	50	0	0	0	0	50	2.805	
	Solve my problems	30	20	0	0	0	50	.228	
	High self-esteem	40	10	0	0	0	50	4.048	
	Positive self- concept	40	10	0	0	0	50	-	
	Good personally	50	0	0	0	0	50	-	
	Good morals	30	10	0	0	0	50	2.308	
	Peer respect	30	20	0	0	0	50	.785	
	Discipline	40	10	0	0	0	50	.325	
	Reduce anxiety	20	30	0	0	0	50	.907	
	Parental acceptance	30	20	0	0	0	50	1.804	
	Improves study habits	50	0	0	0	0	50	2.805	

It is worthy of note that the researcher is using the result of the above tables to explain his position. The tables are not her; but further interpretations as different from the original work

CONCLUSION

The social system depends so much on counseling. As well, a mind and body therapy is the concern of the counselor. Here he requires of himself to be first sound in mind to enable him to see clearly to administer same to another. It then follows that the trouble with juvenile delinquency and all social paths are capable of disrupting the social system if there are no mind blowing counselors. For one, it requires them to maintain the moral fiber a society needs to thrive. Second, it requires them to rightly discern the most pliable instrument to work with during a therapy section. Like the above, counselors have continually lamented about their failure in gaining teenage audience and the consequence is that public moral on daily basis is threatened. The paper then avers that the failure of counselors' to win teenage audience is never the idea about the communication style adopted; but that of perception on the part of the counselee. If audience-winning depends so much on communication style, then we are all counselors. The counselor must know and can restrain the counsees from acting

fully against themselves or another. The issue of the negro case is an example. It is all about perception and not necessarily communication style adopted by the counselor.

It requires then that the issue of communication difficulty with the social nuisance among teens can be checked when teens make use of the therapy given to them by the counselor. But these all depends on how they first perceive the one on the therapy lane. The paper then concludes that effective counseling is determined by the perception of the counselee not the communication style as argued by Berne's structural analysis theory.

Recommendations


- The paper then intends to recommend that first, guidance and counseling be seen as a profession for peculiar people with peculiar traits, people with defects of any sort should not be allowed to practice; and
- More models and paper should begin to arise from the teaching of perception and how it determines effective therapy session with teens, as guidance and counseling is an all-round discipline. The profession then is not the challenge but how the counselee perceives the one on the therapy lane.

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