

Effects of Two Counselling Techniques on Mental Model in Values Clarification and Success Orientation of School Adolescents

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Abstract

The study examined the path of mental model as a function of adolescent's behavioural processes regarding value clarification and success orientation. An attempt was made to see if counselling/psycho-social interventions on irrational beliefs and negative automatic thoughts as variables measuring individual's mental models in operation, could positively boost the emotional and behavioural stability. The sample comprised 180 (90 females and 90 males) SSII students randomly selected from nine secondary schools in three Local Educational Districts (LED) in Lagos state. The schools were divided into three groups representing the three treatment strategies respectively and each group comprises (1) co-educational, (1) male, and (1) female schools. Two research hypotheses were postulated and the data generated were analyzed using step-wise multiple regression statistical model. The results revealed that:

- There is a significant dependence of the adolescents' perceptions of self efficacy beliefs, success expectancy and life satisfaction on pattern of automatic thoughts and degree of irrational beliefs.
- There is also significant improvement in the dependent variables assessments scores across experimental conditions. Showing the positive effects of the intervention.

Based on the findings, it could be said that; detecting the mental models sustaining behavioral acts will help better in behaviour modification, in reducing risky behaviours or emotional problems associated with adolescents and young adults. Recommendations were made on the basis of the findings.

Keywords: Mental Models, Value Clarification, Success Orientation, Automatic thought

Introduction/ Background

Mental model is often used to describe the knowledge one has of how some objects, such as a thermostat works or in construction of mathematical simulations in the fields of sciences and engineering. It is also used to explain how some situation is a function of set of interacting processes. On this latter hinges this present study, with consideration on the psychosocial

aspect of mental model. Thus, relating mental model as a function of adolescent's behavioural processes as regards value clarification and success orientation. Mental model is hereby used in understanding and explaining the influence of observations and other information, as well as reasoning on related issues in carrying out an action. It entails the belief process and the behavioural process in exhibition by individual.

The concept and exhibition of human behaviour and particularly of adolescents' poor behavioral tendencies which has been characterized by various forms of maladjustment as a result of antisocial values and faulty success orientation they operate on is thus, the major focus of this research work. Some decades ago, there were very strong religious beliefs, values, cultural and moral ethics that formed the root of people's beliefs and guiding principles for individual's behaviour and that of the society at large. There are also tangible principles that help the child in clarifying his/her values, as majority of the people embrace these cultural principles or beliefs, which are termed societal espoused theory (Nwamuo, 1986; Nzewo, 1996; Dansen, 2000 and ABCF, 2006). Past ideas on values could no longer hold in today's context as a result of new ideas coming through mass media exposures and various international networking. Many youth are developing irrational values, negative thoughts and consider the society's "declared values" as non "operational values" (Umaru, 1998; Hilgard, 2002; and D'Souza, 2001). Deci & Ryan, 1985; Sameroff, (1987); Sameroff & Fiess (1990); Schwatz (1990); Nwadinigwe, (2000) and Animashaun,(2004) posit that the culture and social circumstances in which adolescents are embedded have an immense influence on their behaviour, beliefs, orientations and values.

However, Ezewu (1985) and Umaru (1998) asserted that the society is not helping this group of people who are in search of personal identity within a society that is crime infested to tackle their challenges. They consider most of the absurd present day experiences as new ways of life and store such ideas in their mental repertoire. Though they are being encouraged to abstain from vices, yet all around them are adult models, movies, magazines, T.V programmes, home videos and glamorous cosmetic/alcohol advertisement that bombard them with scenes of fraud, crime, killings, aggression, sexual orgies, communal clashes etc.

Thus, the viewers (adolescents) are trapped unconsciously and new mental schemas of values are vicariously internalized thus colouring their thoughts and actions. They are left to grapple with a bewildering array of values, aspirations and orientations especially in the urban context where the power of new cultural concepts and ideals as a result of socialization is clashing with and undermining those inherited from tightly knit structures of the past. There develops a mental distortion or conflict between what they are being made to believe and what they are actually seeing. The mental conflict engenders emotional disturbances which may cumulate into various maladjusted behaviours.

According to Moos (1990), emotionally disturbed youth can be found having a high degree of vulnerability through poor interpretations of relationships, inability to live a happy life with imminent fear of failure. In its most pervasive form, there could be repetitive automobile

accidents, alcoholism, drug addiction, cultism, criminal behavioural tendencies and examination anxiety. This brings about the concept and pattern of the cognitive structure called the mental model, a psychological concept dealing with the neural processes of thinking-reasoning and behaviour. Kearny & Kaplan (1997) and Barker (1999) considered mental model as a picture of reality stored in one's brain and can be placed on the mind for use as the need arises. It is suggested that reality is never simply what one sees, it is largely on what one has learned to see. Johnson-laird (1983) proposes mental model as the basic structure of cognition that plays a central and unifying role in presenting states of affairs, sequence of events, the way the world is, the psycho-social actions of daily life.

The mental model is made of two divisions; each of them is housed in separate part of the brain. The first division is the espoused theory housed in the left brain and the second division is the theory-in-use housed in the right brain (Springer & Deutsch, 1994). Scientifically, there is a lateral fissure between the two parts of the brain and both can work independently. This makes the mental conflict/ gap concept more prominent. The more the presence of mental conflict, the greater the mental gap formed. According to Rogers (1974) the larger the gap between the self internalized values and the experience of reality, the poorer the personality adjustment. The larger the gap the more intense is the emotional problem tendencies e.g. stress, anxiety, anger, irrational belief, negative automatic thought, aggression and so on. There is need then for the mental gap adjustment that is, bridging the gap for personal well being, so as to bring about congruity between ideal self and the real self or between belief and action. In attaining the objectives of the study, two psycho-social therapies: cognitive-restructuring/ counselling and social-learning were employed.

Statement of the Problem

The Nigerian Society today seems to have sufficiently plagued the adolescent's mental model with wrong values which foster behavioural maladjustment. The everyday realities of youth's lifestyles as an expression or reproduction of dominant values of the society have in turn often been neglected causing them to be entrenched in gross irrational beliefs and illogical thoughts. The numerous maladjusted behaviours being exhibited is creating concern and worry for many people and the question on every lip is '*what went wrong with the nation's value system?*' This seems to be affecting the value clarification and pattern of success orientation of the youth. Moreover, the pattern and influence of mental model in promoting deviant behaviour or well adjusted behaviour have not been clearly delineated and has to some extent hindered effective intervention by the concerned authority. However, many attempts and researches have been made by scholars, schools, homes and the government at large to stamp out the gross deviant behaviours exhibited by adolescents (Umaru, 1998; Hilgard, 2002 and Animashaun, 2004).

Focusing on the problems stated there seems to be an urgent need for providing in-depth assessment of the adolescent's behavioural situation and help frame an appropriate response or set of actions. The objective of the two treatment packages is that if an individual could re-adjust his/her perceptions, goal setting to socio-cultural demands and do away with

conflicting views for promising long lasting satisfaction , such will become emotionally adjusted. Hence, there will be a kind of inner harmony that closes up the mental gap.

Purpose of the Study

The major aim for this study is to examine the effect of counselling techniques on mental models in value clarification and success orientation of adolescents. To achieve this aim the following objectives were examined, whether:

- There would be a dependence of youth's value clarification and success orientation on sense of irrational beliefs and automatic thoughts, the two variables measuring mental models.
- The two treatments employed (the cognitive-restructuring/counselling therapy and social learning mediation) will yield significant effects on adolescent's supposed cognitive problems (irrational belief, and negative automatic thoughts) by enhancing inner harmony and a substantial degree of integration of the mental and emotional capacities.

Research Questions

The following research questions were raised for the study

- 1 Would the perceived automatic thought significantly influence the process of value clarification and success orientation of participants across experimental condition?
- 2 Would the extent of irrational beliefs significantly influence the process of value clarification and success orientation of participants across experimental conditions?

Research Hypotheses

The following null hypotheses were tested in the study.

- 1 The perceived automatic thought will not significantly influence the process of value clarification and success orientation of participant's across experimental conditions.
- 2 The extent of irrational beliefs will not significantly influence the process of value clarification and success orientation of participants across experimental conditions.

Methodology

Design

The research design used for this study was quasi-experimental pre-test posttest control group design. This is a design in which experimental participants are assigned randomly from a common population to the experimental and the control groups.

Population

It consists of secondary school students within the age bracket of 14-20 years (both male and female) referred to as adolescents or youths in this study.

Sampling Procedure

Using purely random procedures, the researcher drew a sample of 180 participants from nine schools in three Local Education districts (LED); Surulere, Somolu and Osodi/Isolo out of the twenty in the state through "hat and draw" random sampling method. This number

was considered worthwhile so that each LED with three schools (one co-educational and two single sex (male/female) represents each of the three treatment groups. The mean age of participants was 16.53 and a standard deviation of 1.52. Using the baseline assessment scores, those who have above the median score in both irrational beliefs and negative automatic thoughts were randomly selected to form the experimental groups with 60 participants in each group.

Instrument

Five major instruments were selected and adapted psychometrically for use. The adapted 75 item of mental model, value and success (MMVS) scale was used in collecting data. The concise description of the five test instruments is as follows:

IVS-Irrational value scale; ATQ- Automatic thought questionnaire; SES-Self efficacy scale; GESS-Generalized expectancy for success scale and SWLS-Satisfaction with life scale.

All 75- item MMVS questionnaire were scored on a 4-point Likert scale and each assessment was done separately as follows: 1-strongly disagreed, 2-moderately disagreed, 3-moderately agreed, 4- strongly agreed, all reverse scoring were done vice-versa. However, for ATQ measuring the frequency of negative automatic statements, participants were asked to go through variety of thoughts that pop into people's heads and consider how often such thoughts occurred to them over the last one week. Higher score indicates higher endorsement of negative thoughts. The moderated instrument was subjected to face and content validity and test-retest reliability coefficients were established with the lowest score of 0.65.

Data Collection Procedure

The pre-test was carried out two weeks before the experimental treatments. All experimental participants were exposed to 6 treatment sessions spread over 6 weeks with an average of two (2hrs) per session. The post treatment session was carried out two weeks after the last treatment session, making 8 weeks in all per treatment. Since the study was not to treat specific participant with behaviour problems, a follow-up session was not negotiated.

Treatment Programme 1: The cognitive restructuring/counseling therapy primary assumption as described by Ellis (1995) ; Beck (1989) and Corsini & Wedding (2000) is the belief that many of the maladaptive emotional reactions and behaviours that are seen in youths are mediated by individual illogical thinking, beliefs, attitudes, and assumptions about the world around them. Unhealthy thinking produces negative emotions such as frustration, anger, anxiety or guilt and could be detrimental to well being.

Session 1: Relationship Establishment

- § Identification of group goals and objectives of the therapy
- § Group norm and duration were passed e.g. timing, regular attendance
- § Responsibilities of members were given e.g. respect for individual's view, obedience etc.
- § The self perception index (SP1) worksheets were distributed to the participants for

problem identification and exploration.

§ An Extract about life stories of two different personalities was given to the participants as a form of bibliotherapy (a cognitive restructuring package).

The abstract was sub-divided into 5 scenes and lasted for five treatment sessions.

Session 2: *Problem Identification and Exploration.*

This was the process for identifying schemas and underlying assumptions focusing on the individual's personal meaning of events.

Session 3: *Continue problem exploration and determining outcomes through self-analysis.*

The restructuring is to train the participants how to perceive environmental cues more accurately so that realistically, problematic situations are clearly differentiated from those where the source of anxiety is purely imaginary.

Session 4: *Planning for problem solving by generating alternative solutions*

Examples are offered to illustrate how feelings, perceptions, emotional reactions, type of mental information and the pattern of action to be taken at a point in time are caused by different self-talk. This process was used to clarify the course of such act as success anxiety, aggression to mention a few that could lead to cultism, examination malpractice, armed robbery, communal clashes etc, as portrayed in the society.

Session 5: *Solution techniques and feed back.*

The aim of this session was to get the participants internalize a rational philosophy of life and clarify their life goals. Individual was asked to write out a page summary about his/her new perception of life, a 20 item self statement tips to boost life skills and self perception was given to the participants with adequate discussion and explanation. The participants were asked to practice repeating and rehearsing the positive self statements (beliefs) preferably everyday while standing in front of a mirror with the aim of reducing anxiety provoked by negative automatic thoughts and adopting new action skills. To maximize the effectiveness of the cognitive restructuring package, emphasis was placed on the knowledge and rehearsal of coping statements components.

Session 6: *Solution Application and Termination*

Discussion of the last scene of the abstract was done and copies of feedback relating to the individual life summary made about life were passed across to the participants. The individual SPI worksheet previously done (at the first meeting) was re-distributed for them to go through and compare what they have there with their present view about life. The aim was to help individual set logical priorities through attitude change to life and encourage them to sustain these changes. This session constitute counseling session of 10 participants per group for three consecutive periods. The participants were put into counselling groups according to similarities in life ideas. Time was given to those that indicated previously that they will want to have individual counseling with the researcher. Participants were all encouraged to continue with their new acquired way of life.

Treatment 2: Social Learning (Attribution Retraining/Modeling)

Modeling and Attribution retraining interventions were used as social learning therapy giving consideration to a positive change in perceived self-efficacy level. Youth's behavioural problem according to social learning theory by Bandura,2000; Pajares & Schunk, 2004;Ayers,Clarke & Murray, 2000 is seen as being the result of:

- Low levels of self-efficacy or feelings of in-efficacy,
- Exposure to models displaying negative behaviour,
- Negative expectancies,
- Negative self-conceptions, and
- Negative self-evaluations,

As a result of this modeling therapy, participants were able to acquire coping skills in respect of supposed problem behaviour thereby creating new efficacy schemas. A video clip with the story "The Addict" portraying two teenage siblings (a brother and a sister) was employed as a sort of "Big-Fish-Little-Pond-Effect" (BFLPE) technique for social comparison. The brother was a secondary school boy who fell a victim to the environmental malaise and became maladjusted in behaviour (smoking, disobedient, truant, and also use hard drug). While the sister conducted herself better with patience, became successful socially, academically and not a dropout as the brother.

Session 1: Establishment of rapport for trust and open communication.

The researchers greeted and welcome the participants to the day's session. In order to identify participant's problem(s), work sheet on self-perception index (SPI) was distributed to them. This was a rating technique and the participants were enjoined to be truthful, as the programme will help them in re-evaluating their values, orientations and enhance their adjustment to life.

Sessions 2: Case Formulation

The SPI worksheet was returned to the participants and they were asked to go through individually again. This session was conducted twice, i.e. two groups coming up two different periods. At the end of the exercise above, each participant spent about 10mins discussing his/her views with others in the group basing their interaction on the work sheet feedback. The duration of the session was about 2hrs with 10 participants per group. The session was to foster positive interaction between the participants and also to produce cross-fertilization of ideas on values and perceptions.

Session 3: Social values mobilization/Counseling

This implies a conscious effort in re-training the youths in a direction of deliberate and purposive changes. The story of "the Addict" used for attribution retraining and modeling was divided into two stages of video clips. The first stage of the video clip was shown during this third session. The purpose of the video clip was to investigate the pattern of operation and the level of awareness of socio-cultural values among the youths. It was also

to emphasize the influence of negative statement about self, self esteem, irrational beliefs etc. and the need for re-attribution training. At the end of the interaction and the video clip, all the participants were asked to write an essay about “myself” stating how they intend to overcome their supposed weaknesses vis-à-vis what they have learnt and observed.

Session 4: *Teaching skills techniques and review of homework assignment.*

The second stage of the video clip was presented to the participants, with the researcher asking thought provoking questions e.g. what do you gain by thinking this way? If that is the case, what does that mean to you? The video presentation lasted for about 30 minutes. The researcher, having read through the essay at home used the essays based on similarities to break the participants into two encounter groups and the essays were returned back to the participants. Each person shared with others the past beliefs he/she was holding about life values and their success orientations and what his/her new perceptions are now. The goal was to help them develop life skills which consist of both the thinking skill and the action skill e.g. using coping self-talk, setting realistic goals etc. The aim of the video clip was for social comparison which was for the development of self efficacy and self concept beliefs on values and success needs.

Session 5: *Review of National Ethics and Core values*

The session evolved questions and answers period to remove any doubt that still lingers on the participants minds. There were discussions on ethics and values using the ‘National Pledge’ and the ‘National Anthem’. The salient core values were discussed such as truthfulness, self-control, dignity of labour, faithfulness etc. A study of this nature on socio-cultural values awareness among the youth is considered pertinent and apt at this stage of our national development. It was found out that about 60% of the participants could not write out the pledge and the anthem correctly, most of them just have vague understanding and considered the inherent values as just “declared values” and not “operational values”.

Session 6: *Obtain Feedback/Career Guidance*

The participants were divided into groups of five and each group was given a career album which they also exchanged among themselves to have a pictorial view of the short career talk that was given to them earlier in the session. During this period those with specific needs were given individual counseling which lasted for almost half of the period. Tips on self fulfilling prophecy was given to them and discussed. The aim was to improve individual’s mental image, which is the spring board for self image that will invariably affect self efficacy perception. All those that still needed attention were attended to. The next session of the programme was two weeks after when the post-test was carried out.

Placebo Treatment (Control): Health talk with discussions was adopted for the control group. The male participants were given counseling package on “self-abuse of medication” while the female participants were given counseling on the cause and treatment of dysmenorrhoea.

Data Analysis

The means, standard deviations and the step wise multiple regression on the post-test assessment measure was done using the Irrational value scale (IVS) and the Automatic thought questionnaire (ATQ) post test scores for independent variables.

Results

Table 1: Means and Standard Deviation of the Pre and Post Test Scores of the Assessment Measures

| Assessment Variables | N | Pre-Test | | Post Test | | Mean Difference |
|----------------------|-----|-----------|------|-----------|------|-----------------|
| | | \bar{x} | SD | \bar{x} | SD | |
| AGE | 180 | 16.53 | 1.52 | 16.53 | 1.52 | 0.00 |
| SES | 180 | 47.44 | 8.07 | 55.46 | 8.26 | 8.02 |
| GESS | 180 | 53.36 | 9.30 | 60.45 | 9.39 | 7.09 |
| SWLS | 180 | 12.03 | 2.85 | 13.68 | 3.05 | 1.65 |
| IVS | 180 | 26.06 | 3.67 | 23.18 | 4.37 | 2.88 |
| ATQ | 180 | 47.17 | 9.46 | 38.37 | 9.35 | 8.80 |

As evident from table 1, there is a significant improvement in the post-test scores of all the variables compared with the pre-test scores. The post- test mean scores of the dependent variables (SES, GESS, SWLS) increased while those of the independent variables (IVS, ATQ) decreased at post test level. This signifies that if the irrational beliefs or ideas individuals are holding on to, and the sentimental negative statements about selves could be moderated, there would be dynamic value clarification and success orientation that would lead to healthy personality.

Hypothesis 1: In the null form the hypothesis stated that the perceived automatic thought will not significantly influence the process of value clarification and success orientation across experimental conditions. The hypothesis was analyzed using the multiple regression statistical analysis. The result is as presented in Tables 1 and 2.

Table 2: The Automatic Thought (ATQ) Model and Regression Analysis

| Model | Multiple | | Adjusted R ² | Standard Error Of The Estimate | |
|------------|----------------|----------------|-------------------------|--------------------------------|--------|
| | R | R ² | | | |
| ATQ | 0.49 | 0.24 | 0.23 | 8.19 | |
| Model | Sum of squares | | df | Mean square | F cal. |
| Regression | 7646.89 | | 5 | 1529.38 | 22.81 |
| Residual | 23730.71 | | 174 | 67.04 | |
| Total | 31377.60 | | 180 | | |

* Significant, $P < 0.05$; $F_{critical} (5/174) = 2.29$

The calculated F ratio of 22.81 in the step wise multiple regression analysis presented in Table 2 was significant at 0.05 probability level. The calculated value is higher than the critical F- value of 2.29 given 5/174 degree of freedom. This indicated that there is a significant linear relationship between ATQ posttest scores and set of dependent variables (SES, GESS, and SWLS). The ATQ variable accounted for 23.3% of the total variation of dependent variables (adjusted $R^2 = 0.23$), the set of dependent variables entered in the regression equation correlated at 0.49 with the ATQ posttest scores as in table 2. Thus, the null hypothesis 1 was rejected.

Table 3 shows that, after controlling the confounding effects of other factors for specific contribution of each variable in the regression equation, so as to predict the influence of automatic thought of participants on the dependent variables, the automatic thoughts was found to have had significant influence on the variables with the Beta weight of SES = -.14; GESS = -.29; SWLS = -.12; at $P < 0.05$.

Table 3: Variables in the Step-Wise Multiple Regression Equation

| Dependent Variable | Model | Unstandardized Coefficient | Standardized Coefficient | | t |
|--------------------|------------|----------------------------|--------------------------|--------|--------|
| | | B | Std. Error | Beta | |
| ATQ POST | Constant | 58.00 | 6.93 | | 8.37 |
| | SES POST | - 0.15 | 0.06 | - 0.14 | -2.75 |
| | GESS POST | - 0.29 | 0.05 | - 0.29 | -5.78 |
| | SWLS POST | - 0.38 | 0.15 | - 0.12 | -2.61 |
| | AGE | 0.10 | 0.29 | 0.02 | 0.35 |
| | IVS POST | 0.43 | 0.10 | 0.20 | 4.14 |
| IVS POST | (Constant) | 26.38 | 3.55 | | 7.43 |
| | SES POST | - 0.06 | 0.03 | - 0.11 | -1.95 |
| | GESS POST | - 0.05 | 0.03 | - 0.10 | 1.77 |
| | SWLS POST | - 0.02 | 0.74 | - 0.01 | - 0.21 |
| | ATQ POST | 0.11 | 0.03 | 0.23 | 4.14 |
| | AGE | - 0.08 | 0.15 | - 0.03 | - 0.52 |

* Significant at $P < 0.05$; T. critical value = 2.29; $df = 174$

The beta weight is used to ascertain the relative contribution of the ATQ on a particular dependent variable in the equation after partialling out the effects of the other independent variables. This indicates that there is a significant linear relationship between ATQ and the dependent variables.

Hypothesis2: In the null form the hypothesis stated that the extent of irrational belief will not significantly influence the process of value clarification and success orientation of participants across experimental conditions. The hypothesis was analysed using the Regression analysis statistics and the result is present in Tables 3 and 4.

Table 4: The Irrational Value (IVS) Model and Regression Analysis

| Model | Multiple | | Adjusted R ² | Standard Error of the Estimate |
|------------|---------------|----------------|-------------------------|--------------------------------|
| | R | R ² | | |
| IVS | 0.34 | 0.12 | 0.10 | 4.12 |
| Model | Sum of square | df | Mean square | F.cal |
| Regression | 793.09 | 5 | 158.62 | 9.35 |
| Residual | 6006.29 | 174 | 16.97 | |
| Total | 6799.38 | 180 | | |

* Significant, $P < 0.05$; $F_{critical} (5/174) = 2.29$.

The calculated F-ratio 9.349 in the step-wise multiple regression analysis presented in table 17 was significant at 0.05 probability level. Since the calculated F- value 9.35 is higher than the critical F- Value of 2.29 given 5/174 degree of freedom, it indicates that there is a significant linear relationship between IVS posttest scores and the set of dependent variables (SES, GESS, SWLS,). The IVS variable accounted for 10.4% of the total variation of the dependent variables (adjusted $R^2 = 0.104$) while the remaining 89.6% was due to residuals and other factors not considered in the study. The set of dependent variables entered in the regression equation correlated at 0.342 with the IVS posttest scores. Thus, with this result, hypothesis 2 was rejected.

Reference to table 3 after controlling the confounding effects of other factors for specific contribution of each variable in the regression equation, so as to predict the influence of irrational beliefs of participants on all the dependent variables, the irrational value was found to have had significant influence on the dependent variables posttest scores as follows: SES= -.105, GESS= -.100, SWLS= -.011 as the beta weights at significant level of 0.05. The beta weight is used to ascertain the relative contribution of the IVS on a particular dependent variable in the equation after partialling out the effects of all other variables.

Discussions

The findings of this study indicate that the treatment programme was an effective intervention for improving adolescents’ value clarification judgment as well as their success orientation. It is worth noting that the lower the score on irrational values and negative automatic thoughts scales the better the dependent variables. In this study, participants in the experimental groups had their value clarification judgment and perceptions on success orientation greatly improved over the control group. This means cognitive restructuring /counselling and the observational learning techniques are highly effective in attribution retraining, value re-orientation and invariably reduction of social vices.

The study correlates other studies by Ellis, (1995); Wilson, (1996); Masia & Schneier, (1999) and Corsini & Wedding, (2000) that have examined the effect of cognitive restructuring in helping clients change their irrational beliefs by learning to challenge self-defeating beliefs. In addition, building a positive 'self' through socio-cultural awareness, cultivating a sense of purpose and confidence, developing a healthy balance between individualization and sense of belonging and open doors to achievement possibilities are all considered to represent commonalities of successful programmes (Mincy, 1994; Foster, 1996). Hence, this study's approach could be termed to be a successful one.

Implications for Counselling Practice

- The study was able to guide the participants in seeing the need for consistency between cognitions which is the act of thinking and the emotion. This was done by helping them to re-orientate their perceptions, beliefs, self-talk and invariably their behaviour. Actually, beliefs are said to evoke motivation, while motivation will bring about the process of "wanting" i.e. the belief that, "I may not be the best, but I am good, too good to waste on folly". This was achieved through the processes of cognitive restructuring/ counselling and observational learning.
- The study has been able to adopt the influence of mental models on the affective domains of youths. In most past researches, the cognitive structure has been used in the fields of sciences, engineering and syntax-linguistics but not in the study of youth's behavioral maladjustment mostly called 'generation gap' and which seems to be a major problem to the society.
- It is thus, critical that counselors redefine their roles as systematic change agents whose responsibilities go far beyond traditional tasks related to education assessment, scheduling, career development but also in emotional and mental model re-adjustment issues.

Conclusion

The result of this study demonstrated that if good attention is given to the youth through well mapped out psycho-social strategies there is the possibility of re-directing them from risky behaviours. More also, as the youth of today are the leaders or adults of tomorrow, boost programme towards value clarification and success orientation will gradually lead to a stable society.

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