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Full Length Research Paper

Social guidance and counselling support services on the study habits of distance learners: A case of learners in Bachelor of Education programmes by distance learning of University of Nairobi, Kenya

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Distance learners in some studies have reported feelings of isolation and lack of direction in developing effective study habits. The purpose of this study is to establish the extent to which social guidance and counselling influence study habits of learners in Bachelor of Educational programmes by distance learning of the University of Nairobi. Data were collected using structured questionnaire. Simple random and stratified random sampling methods adopted to select the 327 participants from a target population of 2199. Cronbach's alpha of α =0.76 zero was attained as the reliability coefficient of the pre-test instruments. Simple and multiple linear regression and Pearson Correlation Coefficient models determine the predictor variable. Results show that social guidance and counselling mean score of 3.29 and standard deviation of 1.297 were similar to composite mean score of 3.29 and standard deviation of 1.297. Therefore, the results of the study demonstrate that social guidance and counselling is critical in enhancing study habits of distance learners. The study recommends that education policy makers and universities should integrate social guidance and counselling in the curriculum to address myriad challenges facing distance learners in connection to their study habits.

Key words: Social guidance, counselling, study habits, support services, distance learners.

INTRODUCTION

The transition to university independence learning can be stressful for many distance learners globally resulting to psychological instability (Commission of Higher Education, 2015). The effects of isolation of distance learners combined with age, gender, income, marital status and educational background may prevent plausibility for developing sound study routine and consultation with the lecturer and peers (Simpson and

Gibbs, 2012). Besides, the body of literature reviewed indicates that provision of social guidance and counselling support services to distance learners is critical in creating a sense of belonging in order to manage isolation and disconnectedness for sound study habits (Moore and Kearsley, 2012). Social guidance and counselling is not taken as an integral part of the core business in African universities that offer distance

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education (Banda and Kaphesi, 2015). In Kenya, the utilization of social guidance and counselling support services in public universities is not sufficient (Wambugu, 2012). The success of Bachelor of Education programmes by distance learning of University of Nairobi in upgrading of academic qualifications to thousands of prospective teachers is not without study bottlenecks common to learners in distance education globally (Rambo and Oundo, 2010).

The learner support services as human element in distance education promote and maintain a strong and lasting inner drives for studying (Ukwueze, 2013). Distance education has developed through phases into mega open universities in America, Europe, India, China, and South Africa due to stronger learners' support services among them being social guidance and counselling (Julal, 2013). In these mega university technology-enabled learning environments, where e-learning scenarios, ubiquitous technologies, cloud computing, simulation, gaming, and personal learning environments have become the mainstream of passing information to distance learners and proving learners' support (Moore and Kearsley, 2012; Bimrose and Goddart, 2015). In addition, guidance and counselling learner support services like social guidance and counselling are given through online and face to face to thousands of distance learners (Bozkurt et al., 2015). In Africa countries like Zimbabwe, Nigeria and Tanzania most universities that offer learning and teaching through distance mode are struggling to update distance education into technology-enabled environment but internet connectivity and resource is a challenge (Eurydice, 2014; Hooley, 2015). The University of Nairobi is also struggling to embrace technology in its distance education (ODeL Manual, 2018).

Distance universities globally have issues of sustaining quality education, which is the bedrock of study habits (Lai-Yeung, 2014). There are reports in body of literature that distance learners have a problem of setting study goals, completing assessment in time and, good note and reading techniques (Ayodele and Adebiyi, 2013). Distance learners report feeling of isolation and not belonging to scholarly communities and are not able to get involved in group study, and planned and sound study time (George, 2016). At University of Nairobi, the low progression and completion rate of learners in Bachelor of Education programme by distance learning are due to inadequate study habits (Bowa, 2011). There is evidence in the empirical literature that distance learners require social guidance and counselling to develop social competence, sense of responsibility and healthy self-esteem (Tsikati, 2018; Lianos, 2015). Social guidance and counselling in distance education are critical in promoting communication skills and interpersonal skills for group study and setting personal goals. Social guidance and counselling for note taking, reading techniques, habits and completing assignment in time, sound and planned study time (Gravani and Karagiorgi, 2014). However, this is not the case in distance education since distance learners lack the above attributes resulting to stagnation, low completion rate and drop out as propounded by Buraga and Caballero (2018).This study was based on principles of person centred principles of Rogers (1951) and a conceptual framework guided by three variables, namely: Social guidance and counselling support services (Independent variable), Study habits (dependent variable) and Learners' characteristics (moderating variable). The variables are depicted in Figure 1.

Purpose of the study

The purpose of this study was to establish how social guidance and counselling influence study habits of learners in the Bachelor of Education programmes offered through distance learning by the University of Nairobi.

METHODOLOGY

Data were collected using a structured questionnaire. Simple random and stratified random samplings were used to select the 327 participants from a target population of 2199. The list of distance learners in Bachelor of Education by distance of the University of Nairobi was obtained from registered learners in different parts, namely 2,3,4,5 and 6. Learners at different parts were stratified into five strata each for B.Ed. (Art) B.Ed. (Science) and stratified sampling technique to be used to select the required number of participants from each stratum part 2 (40) , part 3 (66), part 4, (63), part 5 (62) and part 6, (65) for Bachelor of Education(Arts) and parts 2 (5), part 3 (9) part 4 (7), part 5 (4) part 6 (6) for Bachelor of Education(Science) as presented in Table 1. The simple random sampling technique specifically the table of random numbers method was used. Simple random sampling was used to select 327 participants from serial numbers to be assigned to each learner on the register from 0001 to. 2199. Learners in part one were excluded because they had not done university examination.

To find the reliability of the research instruments, pilot testing was conducted among 41 participants. Cronbach's alpha of α =0.76 was attained as the reliability coefficient of the pre-test instruments for distance learners and university officials respectively. Simple and multiple linear regression and Pearson Correlation Coefficient models were used to determine the extent to which social guidance and counselling support services influenced study habits of learners in Bachelor of Education programme by distance learning in the University of Nairobi.

Limitation of the study

The collection of data was slowed since participants could only be reached when they came to the learning centres during the holiday.

RESULTS AND DISCUSSION

This   section   entails   analysis   and   discussion   of

Independent Variable

Social Guidance and Counselling

Dependent Variable
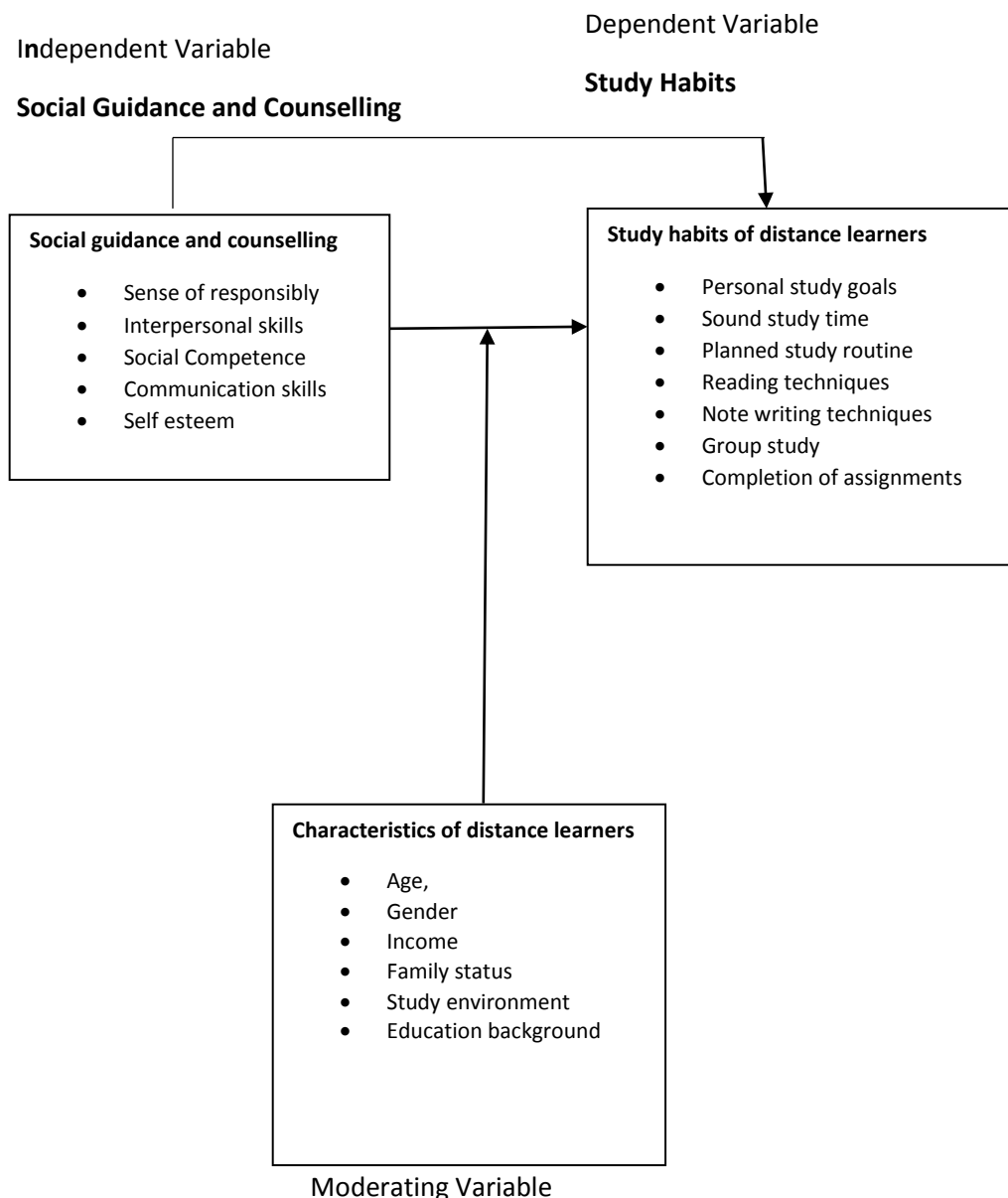
Study Habits

Figure 1. Conceptual framework showing relationship between social guidance and counselling and study habits.

demographic characteristics, influence of social guidance and counselling on study habits of distance learners, conclusion and recommendations.

Demographic characteristics of the respondents

The demographic characteristics of the learners in Bachelor of Education Programme by distance learning (part two to part six) considered by the study were gender, age group, education entry level, employment category, monthly income, number of dependents, finances issues affecting learners, year of enrolment, and

study environment (Table 2). Out of 319 respondents, 174(54.55%) were females and 145(45.45%) were males even when randomly selected. The implication of this result to the study is female distance learners, according to Bimrose et al. (2015), often lack sound study time due to several family-based and work-related burdens. Such learners need social guidance and counselling support services to set personal study goals as confirmed by study carried by Horzum et al. (2013). In addition, men in distance learning programme rarely seek social guidance and counselling for group study as indicated in ODeLmanual (2018). The distribution of the respondents by age indicated that most 108(33.9%) respondents part

Table 1. Sample Size for Distance Learners in Bachelor of Educational Programmes by Distance Learning of University of Nairobi.

Parts	B.Ed. (Arts)	Sample size B.Ed. (Arts)	B.Ed. (Science)	Sample size B.Ed. (Science)	Combined sample size
2	265	40	32	5	45
3	445	66	61	9	75
4	425	63	49	7	70
5	413	62	27	4	66
6	439	65	43	6	71
Total	**1987**	**296**	**212**	**31**	**327**

two to part six) were between 31 to 35 years old, 77 (24.1%) were between 19-25 years, 75(23.5%) were between 26 to 30 years, 34(10.7%) were between 36 to 40 years and 25(7.8%) were above 41 years. This result indicates that respondents were all adults (over 18 years of age) who would respond adequately to the items under investigation. The Implication of this result to this study majority falls between ages 31 to 35 that require social guidance for social confidence for planned study routine.

The result on the distribution of respondents (part two to part six) by marital status indicated that 186(58.3%) of the respondents (part two to part six) were married, 105(32.9%) were single, 12 (3.8%) were separated, nine (2.8%) were divorced, five (1.6%) were remarried and only two (0.6%) were widowed. The implication of this result is that most of the learners in Bachelor of Education programme by distance learning are married with family responsibility that makes them to seek for social guidance, and counselling better communication skills to avoid conflicts with spouses. This argument was supported by response 'we need social guidance and counselling to handle our spouse who become problematic and do not support us in setting personal study goals (Respondent 67). The study results on the distribution of the respondents by education level indicated that out of 319, 162(50.7%) were PI holders, 86 (27%) had O level and 71(22.3%) were having diploma and above educational level. The implication of this result to the study is that distance learners with previous higher education qualifications do better than those with lower qualifications in line with Julal (2013)'s proposition. The study results on respondents (part two to part six) by place of residence indicated that out of 319 respondents 198(62.1%) were residing in rural areas, 121 (37.9%) were residing in urban areas. The finding of this study is inconsistent with Entwistle et al. (2000) that most distance learners live in rural crowded environments that negatively affect their study habits. In addition, they may also have no access to web resources. The result on the distribution of the respondents (part two to part six) by employment category indicated that majority 153(47.96%) of the respondents were employed by the government. 109(34.17%) were privately employed and

57 were employed by the community. The implication of his result to the study is that these learners need social guidance counselling for sound study routine to balance between work related issues and studying,

The result on the distribution of respondents by monthly earnings indicated that out of 319 respondents, 119(37.3%) of them were earning a monthly income between Ksh. 21,000 to Ksh. 30,000; 72(22.6%) earning less than 10,000 a month; 65(20.4%) earning a monthly income of Ksh. 11,000 to Ksh. 20,000 and 63 (19.7%) earning over Ksh. 31,000 on a monthly basis. The result is inconsistent with Rambo (2008) who suggested large number of learners in Bachelor of Education programme by distance learning is low-income earners who may spend a lot of time looking for money at the expense of their studies and seeking for social guidance, and counselling services. The result on the distribution of the respondents by number of dependants indicated out of 319 respondents, 139(43.6%) had one to three dependents, 61(19.1%) had none and over five dependents respectively. While, 58(18.2%) had four to five dependents. The result is inconsistent with Fajonyomi (2012)'s finding that most of the distance learners have dependents who make it difficult for them to develop sound study time. The result on the distribution of the respondents on the basis whether study environment was conducive or not out of 319 respondents, 205(64.3%) were of the view that their study environment was not conducive to study. while 114 (35.7%) were of the view that the study environment was conducive. The implication of this result to the study is that most distance learners read at home in crowded environments that negatively affect their study habits as stated by Entwistle et al. (2000).

Influence of social guidance and counselling on study habits of distance learners

The participants responded to Items (indicators) of social guidance and counselling on the Likert scale of 1-5, where strongly agree (SA) = 5. Agree (A) =4 Undecided (U) =Disagree (D) = 2 and strongly disagree. (SD)= 1.

Table 2. Demographic characteristics of learners in Bachelor of Education programme by Distance learning (n=319).

Characteristics	n(f) frequency	(%)
Gender		
Male	145	45.45
Female	174	54.54
Total	**319**	**100**
Age(years)		
19-25	77	24.1
26-30	75	23.5
31-35	108	33.9
36-40	34	10.7
41 and above	25	7.8
Total		100
Marital status		
Single	105	32.9
Married	186	58.3
Separated	12	3.8
Divorced	9	2.8
Widowed	2	0.6
Remarried	5	1.6
Total	319	100
Education level		
Form 4	86	27.00
P1	162	50.70
Diploma and above	71	22.30
Total	319	100
Place of residence		
Rural	198	62.10
Urban	121	37.90
Total	319	100.0
Employment category		
Government	153	47.96
Community	57	17.87
Private	109	34.17
Total	319	100.0
Monthly income(Ksh.)		
Less than 10,000	72	22.6
11,000- 20,000	65	20.4
21,000-30,000	119	37.3
31,000 and above	63	19.7
Total	319	100
No. of dependants		
None	61	19.10
One to three	139	43.60
Four to five	58	18.2
Above 5	61	19.1
Total	319	100.0

Table 2. Contd.

Affected financially		
Yes	250	78.4
No	69	21.6
Total	319	100
Year of enrolment		100
2	45	14.1
3	71	22.3
4	68	21.3
5	66	20.7
6	69	21.6
Total	319	100
Study environment		
Yes	205	64.3
No	114	35.7
Total	319	100

The results are presented in Table 3.

Social guidance and counselling and interpersonal skills

Indicator (1) 'Social guidance and counselling helped me to develop interpersonal skills' had a mean of 3.20 and a standard deviation of 1.312. The results indicate that out of 319 participants 58(18.1%) of them strongly disagreed, 40(12.5%) disagreed, 34(10.7%) of them were undecided on whether or not social guidance and counselling helped them to develop interpersonal skills. On the other hand, 153(48%) agreed with the statement while 34(10.7%) strongly agreed. The results show that the item mean score of 3.20 and standard deviation of 1.312 were below the composite mean score of 3.29 and standard deviation of 1.297. The implication of the result to the study is that social guidance and counselling does not significantly influence development of interpersonal skills for group discussion. The result contradicts Lianos (2015)'s study finding that social guidance empowers learners to develop interpersonal skill to consult lectures and peer in matters of study at distance. Indicator (2) 'Social guidance and counselling has helped me to retain good relationship with my peers' had a mean of 3.20 and a standard deviation of 1.315. Out of 319 respondents, 54(16.9%) strongly disagreed, 45(14.1%) disagreed, 44(13.8%) of them were undecided on whether or not social guidance and counselling have helped them to retain good relationship with their peers. On the other hand, 134(42%) agreed with the statement and 42(13.2%) of them strongly agreed. The results show that the item mean score of 3.20 and standard deviation of

1.315 were below the composite mean score of 3.29 and standard deviation of 1.2. The implication of the results to this study is that social guidance and counselling does not significantly influence the retention of good relationship with peers These results are inconsistent with Wambugu (2012) who suggests that this could be true since not all learners receive all type of guidance and counselling due to their large numbers, lack of time and fewer professional student counsellors.

Social guidance and counselling and sense of responsibility

Indictor (3) 'Social guidance and counselling has assisted me to develop safety and survival skills' had a mean of 3.27 and a standard deviation of 1.277 and was the highest amongst the twelve indicators. Out of 319 participants, 43(15.4%) strongly agreed, 141(44.2%) of them agreed; while 53(16.6%) strongly disagreed, 44(13.8%) disagreed and 38(11.9%) of them were undecided. The item mean score of 3.27 and standard deviation of 1.277 were slightly below the composite mean score of 3.29 and standard deviation of 1.297. The implication of this finding is that social guidance and counselling modestly influences the development of safety and survival skills amongst learners for sound study habits. Indicator (4) 'Social guidance and counselling has helped me develop a sense of responsibility' had a mean score of 3.37 and a standard deviation of 1.269. Out of 319 participants, 51(16%) strongly agreed, 144(35.1%) agreed, 51(16.0%) disagreed, 39(12.2%) strongly disagreed and 34(10.7%) were undecided on whether social guidance and

Table 3. Influence of social guidance and counselling on study habits of distance learners.

Item	SA	A	UD	D	SD	Mean	Std. dev
Social guidance and counselling helped me to develop interpersonal skills.	34(10.7%)	153(48%)	34(10.7%)	40(12.5%)	58(18.1%)	3.20	1.312
Social guidance and counselling has helped me to retain good relationship with my peers.	42(13.2%)	134(42%)	44(13.8%)	45(14.1%)	54(16.9%)	3.20	1.315
Social guidance and counselling has assisted me to develop safety and survival skills	43(13.5%)	141(44.2%)	38(11.9%)	53(16.6%)	44(13.8%)	3.27	1.277
Social guidance and counselling has helped me develop sense of responsibility.	51(16%)	144(45.1%)	34(10.7%)	51(16%)	39(12.2%)	3.37	1.269
Social guidance and counselling services has helped me to develop social competence	47(14.8%)	142(44.5%)	32(10%)	48(15%)	50(15.7%)	3.28	1.320
Social guidance and counselling has enabled me to develop better self esteem	46(14.4%)	146(45.8%)	33(10.2%)	54(17.1.%)	40(12.5%)	3.33	1.267
Social guidance and counselling has helped me to achieve positive attitude towards study.	52(16.3%)	142(44.5%)	29(9.1%)	47(14.7%)	49(15.4%)	3.32	1.328
Social guidance and counselling has helped me develop better communication skills.	47(14.6%)	140(43.8%)	34(10.7%)	56(17.7%)	42(13.2%)	3.29	1.284
Social guidance and counselling has empowered me to develop self-confidence in my studies	39(12.2%)	144(45.1%)	42(13.2%)	43(13.5%)	51(16%)	3.24	1.289
Social guidance and counselling has helped me to respect others.	46(14.4%)	144(45.1%)	36(11.3%)	38(11.9%)	55(17.2%)	3.12	1.355
Social guidance and counselling has helped me to develop self-awareness.	49(15.4%)	144(45.1%)	36(11.3%)	45(14.1%)	45(14.1%)	3.34	1.29
I seek social guidance and counselling to overcome feelings of isolation issues	47(14.7%)	142(44.5%)	48(15.0%)	32(10.0%)	50(15.7%)	3.28	1.329
Composite mean						**3.29**	
Composite standard deviation							**1.297**

counselling had helped them develop a sense of responsibility. This shows that the item mean score of 3.37 and standard deviation of 1.269 were above the composite mean score of 3.29 and standard deviation of 1.297. The implication of this finding is that social guidance and counselling positively promote sense of responsibility for self-regulated study. Indicator (10) 'Social guidance and counselling has made me to respect others' had a mean of 3.34 and a standard deviation of 1.29. Out of 319 participants, 46 (14.4%) strongly agreed, 144(45.1%) agreed while 55(17.2%) strongly disagreed and 38(11.9%) disagreed. A few others 36(11.3%) were undecided on whether social guidance and counselling had made them to respect others. The item mean score of 3.34 and standard deviation of 1.29 were above the composite mean score of 3.29 and standard deviation of 1.297. The implication of this finding is that social guidance and counselling was perceived to positively

influence learners in Bachelor of Education programme by distance learning University of Nairobi respect to each other that is adequate for group study. This is in line with Cort et al. (2015)'s study finding.

Social guidance and counselling and social competence

Indicator (5) 'Social guidance and counselling services have helped me to develop social competence' had a mean of 3.28 and a standard deviation of 1.32. Out of 319 participants 47(14.7%) strongly agreed, and 142(44.5%) agreed with the statement. On the other hand, 50(15.7%) strongly disagreed, 48(15.0%) disagreed while 32(10%) of them were undecided on whether social guidance and counselling services have helped them to develop social competence. Further

analysis shows that the mean score was 3.28 and standard deviation of 1.32, which were slightly below the composite mean score of 3.29 and standard deviation of 1.297. The implication is that social guidance and counselling services were perceived to moderately influence the development of social competence. This finding supports the finding of Gedviliene (2014) that learners need social competence to deal with challenges that come with sound self-regulated study routine. Indicator (12) 'I seek social guidance and counselling to overcome feelings of isolation' had a mean score of 3.28 and a standard deviation of 1.329. Out 319 respondents, 47(14.7%) strongly agreed, 142(44.5%) agreed, 50(15.7%) strongly disagreed, 32(10.0%) disagreed. A substantive number, 48 (15%) were undecided on whether they seek social guidance and counselling to overcome feelings of isolation. Results show that the item mean score of 3.28 and standard deviation of 1.29 were slightly below the composite mean score of 3.29 and standard deviation of 1.297. The implication is that social guidance and counselling appear to be moderately perceived to influence feelings of loneliness in the Bachelor of Education programme by distance learning of University of Nairobi. This can enhance feeling that they belong to a scholarly community and consult peer and lecturers. This finding concurs with Moore and Kearsley (2012)'s suggestion that feelings of isolation and not belonging to scholarly community can negatively affect sound study time.

Social guidance, counselling and self-esteem

Indictor (6) 'Social guidance and counselling have enabled me to develop self-esteem' had a mean of 3.33 and a standard deviation of 1.267. Out of 319 participants 46(14.4%) strongly agreed and 146(45.8%) agreed with the statement while 54(16.9%) disagreed and 40(12.5%) strongly disagreed. Another 33(10.3%) of them were undecided on whether social guidance and counselling had enabled them to develop self-esteem the item mean score of 3.33 and standard deviation of 1.267 were above the composite mean score of 3.29 and standard deviation of 1.297. The implication was that social guidance and counselling was seen to positively influence development of self-esteem that helps distance learners set personal study goals. This finding supports the finding of Foster et al. (2017) that when learners feel less valued   socially, they may not set personal study goals. Indicator (7) 'Social guidance and counselling has helped me to develop positive attitude towards study' had a mean of 3.32 and a standard deviation of 1.32. Out of 319, 52 (16.3%) strongly agreed and 142(44.5%) agreed with the statement. On the other hand, 49(15.9%) of the respondents strongly disagreed and 47(14.7%) disagreed and 29(9.10%) were undecided as to whether social guidance and counselling have helped them to achieve

positive attitude towards study. The indicator's mean score of 3.32 and standard deviation of 1.328 were above the composite mean score of 3.29 and standard deviation of 1.297. The implication is that social guidance and counselling were perceived to positively influence study attitude of distance leaners. This result contradicts Wango (2015)'s study that reveals that distance learners do not seek guidance and counselling due to negative attitude.

Social guidance and counselling and communication skills

Indicator (8)' Social guidance and counselling have helped me develop better communication skills' had a mean of 3.29 and a standard deviation of 1.284. Out of 319 participants, 56 (17.6%) strongly agreed, 140(43.9%) agreed, 42(13.2%) strongly disagreed, 47 (14.7%). disagreed while 34(10.7%) were undecided as to whether or not social guidance and counselling had helped them develop better communication skills. This item mean score of 3.29 and standard deviation of 1.284 were more of the same as composite mean score of 3.29 and standard deviation of 1.297. The implication of the finding to the study is that social guidance and counselling is perceived to positively influence the development of better communication skills. The finding agrees with Cort and Anderson (2015) finding that distance education cannot help distance learners to master communication skills. Indicator (11)' Social guidance and counselling has helped me to develop self-awareness' had a mean score of 3.28 and a standard deviation of 1.329. Out of 319 participants, 49(15.4%) strongly agreed, 144(45.1%) agreed, 45(14.1%) strongly disagreed and the same number 45(14.1%) disagreed. A few 36 (11.3%) of them were undecided on whether social guidance and counselling have helped them to develop self-awareness. The item's mean score of 3.34 and standard deviation of 1.29 were above the composite mean score of 3.29 and standard deviation of 1.297. The implication of the result to the study is that social guidance and counselling is perceived by the respondents to positively influence development of self-awareness, which is the cornerstone in setting personal study goal. Such arguments are supported by Lianos (2015)' study

One respondent reported the following:

'…*It is true that social guidance and counselling is offered at University of Nairobi especially during orientation. Some lecturer and administrators do give us a chance to share with them social issues to sort out study difficulties. We are able to meet other learners whom we do not meet often. However, most of us are preoccupied with work and family commitment that takes away our time to seek for social guidance and counselling as much as we are*

aware that it can improve our study habits'….
(Respondent 10).

However, another respondent blamed the student counsellor for inadequate guidance and counselling support services.

'…*When we come during tutorial sessions in main learning centres to seek for social guidance and counselling, the student counsellor always refers us to course coordinators or administrators who may not have the adequate guidance and counselling counselling skills…*'. (Participant 100).

However, lecturers provide social guidance and counselling, chaplain and support staff (Respondent 302).

Correlation analysis of social guidance and counselling and study habits of distance learners

Pearson correlation coefficient adopted to test the relationship between social guidance and counselling and study habits of Bachelor of Education Programme by distance learning. This was done at 95% level of confidence. Several characteristics of social guidance and counselling versus study habits were analysed; Social guidance and counselling helped me to develop interpersonal skills (Item 1; r =0.855, P-value=0.000<0.05), Social guidance and counselling have helped me to retain good relationship with my peers (Item 2; r =0.916, P-value=0.000<0.05); Social guidance and counselling have assisted me to develop safety and survival skills (Item 3; r =0.906, P-value=0.000<0.05); Social guidance and counselling have helped me develop sense of responsibility (Item 4; r =0.914, P-value=0.000<0.05); Social guidance and counselling services have helped me to develop social competence (Item 5 r =0.926, P-value=0.000<0.05); Social guidance and counselling have enabled me to develop self-esteem (Item 6r=0.913, P-value=0.000<0.05) ; Social guidance and counselling have helped me to achieve positive attitude towards study (Item 7 r =0.906, P-value=0.000<0.05) ; Social guidance and counselling have helped me develop better communication skills (Item 8, r =0.875, P-value=0.000<0.05); Social guidance and counselling have empowered me to develop self-confidence in my studies (Item 9, r =0.846, P-value=0.000<0.05); Social guidance and counselling have made me to respect others (Item 10, r =0.839, P-value=0.000<0.05) ; Social guidance and counselling have helped me to develop self-awareness (Item 11, r=0.918, P-value=0.000<0.05) ; I seek social guidance and counselling to overcome feelings of isolation issues (Item 12, r =0.879, P-value=0.000<0.05); The results obtained are indicated in Table 4.

Regression analysis of social guidance and counselling influence on study habits of distance learners

Simple linear regression adopted to investigate how social guidance and counselling influence the study habits of distance learners in Bachelor of Education programmes by distance learning of the University of Nairobi. Table 5 presents the regression model summary table on the social guidance and counselling influence on the study habits of distance learners in Bachelor of Education programmes by distance learning of the University of Nairobi.

The model summary table suggests that there is a positive correlation(R=0.953) between social guidance and counselling   and   the study habits of distance learners in Bachelor of Education programmes by distance learning of the University of Nairobi and these are predicted by the regression model. This results contradict Bowa (2008) studies that suggest that there are significant relationships between social guidance and counselling academic performance of learners pursing Bachelor of education (arts) by distance learning. The ANOVA results indicated that (F-statistics $(1,317)$ = 3132.444 is significant at P value 0.000< 0.05. The implication to this study is that the regression model results in significantly better prediction of influence of social guidance and counselling on study habits of learners in Bachelor of Education programme by distance learning of University of Nairobi. The regression ANOVA output statistics results are shown in Table 6. The regression model for social guidance and counselling was y=0.074 +0.931X_2. The implication to this study is that for each indicator of social guidance and counselling support services, study habits of distance learners marginally changed by 0.931 unit. The regression coefficients results are in Table 7.

CONCLUSION AND RECOMMENDATIONS

Therefore, the findings of the study confirm that social guidance and counselling are critical in enhancing study habits of distance learners for quality education. The study recommends that all universities providing distance education should provide effective social guidance and counselling in order to improve the study habits of distance learners. Mentorship and social skills training should be given to lectures and university officials dealing directly with distance learners. Online social guidance and counselling should be improved to enhance study habits of distance learners. The University of Nairobi officials should ensure the integration of social guidance and counselling as an integral part of the curriculum, in order to address the myriad challenges facing distance learners in connection with study habits. Distance learners should also be encouraged to put into practice

Table 4. Correlations of social guidance and counselling and study habits of distance learners.

Statements of social guidance and counselling		Study habits of distance learners
Social guidance and counselling helped me to develop interpersonal skills	Pearson correlation	0.855**
	Sig. (2-tailed)	0.000
	N	319
Social guidance and counselling have assisted me to develop safety and survival skills	Pearson correlation	0.906**
	Sig. (2-tailed)	0.000
	N	319
Social guidance and counselling have helped me to retain good relationship with my peers	Pearson correlation	0.916**
	Sig. (2-tailed)	0.000
	N	319
Social guidance and counselling services have helped me to develop social competence	Pearson correlation	0.926**
	Sig. (2-tailed)	0.000
	N	319
Social guidance and counselling have helped me to develop sense of responsibility	Pearson correlation	0.914**
	Sig. (2-tailed)	0.000
	N	319
Social guidance and counselling have enabled me to develop esteem	Pearson correlation	0.913**
	Sig. (2-tailed)	0.000
	N	319
Social guidance and counselling have empowered me to develop self confidence in my studies	Pearson correlation	0.846**
	Sig. (2-tailed)	0.000
	N	319
Social guidance and counselling have helped me develop better communication skills	Pearson correlation	0.875
	Sig. (2-tailed)	0 .00
	N	319
Social guidance and counselling have helped me to develop self –awareness	Pearson correlation	0.918**
	Sig. (2-tailed)	0.000
	N	319
Social guidance and counselling have made me to respect others	Pearson correlation	0.839**
	Sig. (2-tailed)	0.000
	N	319
I seek social guidance and counselling to improve my self-esteem issues	Pearson correlation	0.906**
	Sig. (2-tailed)	0.000
	N	
Social guidance and counselling have helped me to achieve positive attitude towards study	Pearson correlation	0.906**
	Sig. (2-tailed)	0.000
	N	319
Study habits of distance learners	Pearson correlation	1
	Sig. (2-tailed)	
	N	319
Social guidance and counseling(overall correlation)	Pearson correlation	0 .953**
	sig. (2-tailed)	0.000
	N	319

Table 5. Regression model summary table of the social   guidance and counselling and study habits of distance learners.

Model summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.953[a]	0.908	0.908	0.385
a. Predictors: (Constant), Social Guidance and counselling				

Table 6. An ANOVA of the regression of social guidance and counselling and study habits of distance learners.

				ANOVA[a]	
Model	Sum of Squares	Df	Mean square	F	Sig.
	Regression	463.559	1	463.559	3132.444	0.000[b]
1	Residual	46.912	317	0.148		
	Total	510.470	318			
a. Dependent Variable: Study habits of distance learners					
b. Predictors: (Constant), social guidance and counselling					

Table 7. Coefficients for the Regression of Social Guidance and Counselling and Study Habits of Distance Learners.

Coefficients						
Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	(Constant)	0.074	0.059		1.255	0.210
	Social guidance and counselling	0.931	0.017	0.953	55.968	0.000
a. Dependent Variable: Study habits of distance learners						

various social guidance and counselling strategies provided, in order to counter act any emerging issues that may negatively influence study habits.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Making space for the adolescent unconscious: A case-based reflection on practice

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Community-based psychotherapists and school counsellors work to assist adolescents through sharing resources, building awareness of cognition and behavior, and skill development in communicative competence. However, adolescents, eager to delve deeper into the unknown territory of their being, also present us with speech and acts coming from the unconscious, in the form of metaphors, forgetting, behavioral excesses, mishaps, and physical symptoms. As adolescents search for ways to manage childhood trauma, find meaning and purpose in their lives, and clarify an aspirational direction that makes sense to them, they rarely have opportunities to work at a deeper level. In this article, psychoanalytically informed counselling is presented as a powerful and effective way to work with adolescents. The authors discuss what is at stake during adolescence and they consider the determined denunciation by the adolescent of the impositions of cultural and societal mandates. The call to "make space for the adolescent unconscious" is contextualized in an overview of the historical foundations of psychoanalysis with children and adolescents. The article analyzes two counseling sessions in which the adolescent works with a school-based counsellor to use dreams to "interact with" his unconscious. Drawing from their own counselling and educational experience with adolescents and emerging adults, the authors discuss the ethics upon which psychoanalytically informed work with adolescents must be grounded. The counselling vignettes are interpreted using the work of Freud, Klein, Lacan and the analysts of Groupe interdisciplinaire freudien de recherche et d'intervention clinique et culturelle (Gifric) of the Freudian School of Quebec.

Key words: Adolescence, emerging adulthood, counselling adolescents, trauma, dream interpretation, Freud, psychoanalysis, unconscious.

INTRODUCTION

Josh[1] frequented the school counseling office, often to seek solace from upsetting interactions with his peers. In the spring of eleventh grade, on his own initiative, he brought Freud's *Interpretation of Dreams* to his counselling session and suggested that he begin talking about his dreams. In subsequent sessions, he arrived

with his dreams and with his curiosity, eager to see what he might learn about himself by engaging with what might be coming up from his unconscious. When asked how he knows that dreams can be helpful, he answered, "It allows you to interact with your subconscious, which is basically the best thing you can do. The subconscious knows what you are looking for." (Josh used the word subconscious because that is the term he learned in his psychology class. We think he often meant "unconscious.")

Indeed, we have found in our work with adolescents and emerging adults a similar resonance with the idea of something inside them—hidden from view, yet full of possibility—that can help them navigate toward the object of their search. Josh seemed to know that what he was "looking for" was much more than a job and a plan for higher education. He invited depth in counselling to explore what was operating in his excessive use of videogames, everyday conflicts, and his wish to "fix this broken world." It also meant a return to the trauma-based terror of his childhood.

Counselling adolescents in schools is typically an academic and future-oriented process intended to set students on track toward specific social, vocational, and educational goals. Using assessments, questionnaires and brief activities, we train our attention toward helping adolescents clarify interests, establish priorities, and solve every day, tangible academic and interpersonal problems. The counsellor's stance as mentor, guide, and witness is vital when working with adolescents. However, we make a case for questioning the widely practiced behavioral strategies typically in use when working with adolescents (Lin, 2016). By listening carefully to adolescents, we have come to appreciate what Josh himself told us: the counsellor's well-intentioned behavior-oriented compass was out of step with what was troubling him. This reflection helped us to understand the power and urgency of Josh's words and the dissonance between the structured, culturally-bound, future planning project and what was real for him.

Adolescence and unbound drives

For psychoanalysis, which takes the unconscious as its *raison d'être*, what distinguishes adolescence from childhood is the reactivation of the drives which have rested dormant during the so-called "latency period." In practical terms, this means adolescence is the moment in a person's life during which they are pushed-driven-to break with norms, values, and ideals that constitute their social order. Whereas the child is at pains to discover, internalize, and navigate the demands imposed by culture and civilization—in other words, to *learn the rules* and how to abide by them—the adolescent realizes that these rules were not devised with them in mind, and that the world these rules supposedly safeguard therefore has been constructed without regard for, and is even against, everything about the adolescent that does not conform

with established expectations, codes of conduct, or parameters of possibility. Faced with the anguish of this realization, their dissatisfaction regarding the adult world they had hitherto been compelled to accept, and with a surge of energy (unbound or free drives) coming from the unconscious, adolescents seek to make a way for their own core truth, even as this truth remains obscure, hidden and mysterious, to them and others.

Because this truth inheres only at the margins of sense, in the in articulable space of an unexplored desire, it can find no place in language and expresses itself instead through acts, sometimes creative sublimations, energetic investments in new activities, or revaluations of old ones, and other "socially acceptable" means. At other times, what cannot be spoken is expressed through behaviors that seem dangerously impulsive, reckless, and self-destructive. In any case, the adolescent's acts are neither unmotivated nor reducible to the biological realities of puberty. They are motivated by the activation of the drive. And while puberty is indeed a fact of growing older, the notion that adolescence names merely a momentary surplus of hormones is a common cultural defense against, and a pejorative dismissal of, a wholly legitimate disaffection with the social order.

Small wonder, then, that many adolescents, in our experience, track toward the notion of the unconscious as a helpful source of knowledge and are drawn to Freudian insights and formulations despite their purported obsolescence with respect to more recent clinical orientations. As Freud wrote:

The liberation of an individual as he grows up from the authority of his parents is one of the most necessary though one of the most painful results brought about by the course of his development. It is quite essential that that liberation should occur and…Indeed the whole progress of society rests upon the opposition between successive generations (1909/1974:237).

Though his remarks are here confined to the family scene, Freud's association between liberation from paternal authority and "the whole progress of society" draws a link to the wider frames of culture and civilization. Here, then, is a clinical orientation in which students' anxieties and ambitions are recognized, legitimized, and even lauded as a painful but necessary step toward the full assumption of their unique place in the world and their responsibility to it.

LITERATURE REVIEW

What is at stake during adolescence?

Klein (1932/1975) wrote that, in puberty, impulses are more powerful, fantasies are greater, and the more developed ego of the adolescent begins to search for aims with a different, and often defiant, relationship to ideals and norms. The adolescent develops, "… various

interests and activities (sports and so on), with the object of mastering anxiety, of overcompensating for it, and masking it from himself and others" (p. 80). Erikson (1968) wrote that adolescents experience a developmental impasse as they struggle with societal and cultural demands to conform to structures, rules, and institutions that they have come to see as deeply flawed. Importantly, Erikson (1975) described this crisis as a time of possibility when the adolescent might create a way to move beyond the internalization of prohibitions toward a subjective ethic—a commitment to learning what is at stake for his or her life, what is at the core of one's being, and how to take responsibility for that, beyond the mandates and expectations of others (p. 206).

Psychoanalysis posits that an ethical position is to strive to know and to act upon true desire—in essence, to become the author of, and subject in, one's own story. But the adolescent is particularly confined by "the hold of cultural constructs" (Cantin, 2017a) and the repression of the desire:

In such a structure of repression, what place remains for the real of the subject, for the particular sensibilities that experiences, which are fundamental and out-of-language, have inscribed in him or her, tracing the path of singular modalities of jouissance and anxiety that the family, the society, the culture, and the civilization are powerless to manage? (pp. 65-66).

Anxiety and symptoms arise when the adolescent persists in their pursuit of something that is out of the bounds of cultural constructs and they are met with the constraints of the montage—cultural ideals, societal norms, and prohibitions—that seek to moderate their drive (Blum, 2010). Child analyst Dolto (2013) explains: "Anxiety tries to liberate itself by producing a symptom, which will then allow an emotional discharge" (p. 7). And this excess of energy is aimed toward a yet-undiscovered desire.

Following Freud's (1901) early and continuous work on *The psychopathology of everyday life*, Anna Freud (1935/1963), in *Psychoanalysis for teachers and parents*, characterized symptoms or acts arising out of the unconscious as follows: "It was psychoanalysis that succeeded in proving that there was always at the root of the little daily mistakes of human beings—such as forgetfulness, losing things, accidents, errors in reading, etc.—some purposive desire" (p. 24). She explained further, "…we forget nothing except what we wish to forget for good reason which may, however, be quite unknown to ourselves… people scarcely take so much trouble to lock up something worthless!" (p. 25).

Lacan (1992) calls this precious thing *das Ding*, The Thing, the "beyond-of-the-signified" which functions to provide the subject an uncertain destination for her desire (p. 54). According to psychoanalytic experience, Lacan asserts, "it is this object, *das Ding*, as the absolute other of the subject, that one is supposed to find again" (p. 52).

It is the "first stranger" in relation to which the subject is oriented, the germ of the unconscious. Apropos of what we have established concerning the psychoanalytic treatment of adolescence, for the analysts at Gifric, this Thing is the origin and cause of the human's quest to carve out a space in the world, to find new modes of expression for what otherwise would not exist except in the singular domain of unconscious fantasy.

The task of the subject, in this view, is to machinate a way to translate this radical, thus untranslatable, singularity from the subjective to the social, to accept the impossibility of this task and to take it on, not despite, but precisely because of the impossibility of its fulfillment. This is why the quest of the unconscious, for patients or practitioners, must be an *ethical*, not merely utilitarian, endeavor (Cantin, 2017b; Apollon, 2006, 2010). That collection of constraints the analysts at Gifric call the "cultural montage"—censorship of the ego and the social link, mechanisms of repression, normative injunctions, and, most importantly, the way in which this is all knitted together within the identity of the subject—is from its foundations constituted to the exclusion of the singular humanity at work in every person, every instance of the human. With this, we therefore can say that adolescence is the moment of the discovery of one's own humanity, and the impulse to make a way for this precious thing in a world which wants to either resist it or channel it according to the world's own insufficient terms.[2]

Foundations of psychoanalysis with children and adolescents

Holding space for the unconscious through psychoanalytic work with children and adolescents is, of course, not new. Sigmund Freud learned a great deal from his failed analysis with 18-year-old Dora (Freud, 1905; Gorelick, 2016). His daughter, Anna, like Melanie Klein, was deeply invested in promoting psychoanalytic treatment with vulnerable and traumatized children (Aldridge et al., 2014). In 1927, Anna Freud explained the purpose and power of psychoanalysis with children in *Introduction to the technique of child analysis.* As a former school teacher herself, she gave four lectures on psychoanalysis to teachers at the Children's Centers of the City of Vienna in 1935. In these published lectures, she stressed the dangers of parents and teachers colluding with the ideals of the superego to install conformity, submission, and repression, in other words, pressing the child "to fulfill the demands of the adult world" (p. 96). Anna Freud believed that the "adolescent upset" is inevitable and developmentally necessary. She proposed a position in schools that would be on the side of adolescent insight, agency, and desire, rather than on the side of conformity.

With the rise of short-term cognitive behavioral therapies and the demand for evidence-based practices, clinicians grew more ambivalent about psychoanalysis after 1970. More recently, however, there is renewed interest in

outcome research and case studies in psychoanalytically informed strategies with children and young adults (Werbart et al., 2016; Rogers, 2015). Anzieu-Premmereur et al. (2016) introduced a volume of articles on psychoanalytic work with children by encouraging "analysts to look again at the dreams of their child and adolescent patients and see their potential as the proverbial royal road leading to the unconscious conflicts of their patients" (p. 197).

Relevant to the case at hand, peer group and familial violence have significant consequences in the formation of self-concept (Gesinde, 2013) and the lack of parental nurturance can set a course toward struggle and distress during adolescence (Ijeoma et al., 2016; Afolabi, 2014). Parental support can moderate hopelessness and increase optimism in pursuing a future life plan (Sumer et al., 2009); however, we know that, frequently, childhood trauma reaches deep into a person's life, troubling relationships, employment, and mental health (Connolly, 2014). Importantly, there are efforts to integrate psychoanalytically informed techniques in K-12 schools. For example, motivated by the unmet mental health needs of students, a schoolwide, classroom-based intervention was designed to provide creative, psychoanalytically informed interventions to respond to the disturbances of adolescence (Ansari, 2015). There is much promise in the collaboration between psychoanalysts and school-based counsellors, as shown in efforts to integrate psychoanalytically informed trauma responsive interventions in elementary schools (Waterson, 2018).

In our work, we have consistently been moved by how readily adolescents—wanting to be seen, heard, and believed—lean into a process that is a journey of self-discovery and an opportunity to name something that agitates from the core of their being. In the following sections, we describe what we learned from one adolescent's search for a shape and a place for that "purposive desire."

METHODS AND PURPOSE

In this case-based reflection, we welcomed iterative reframing, based on the dynamic situation of the counselling process and what we were hearing and experiencing in counselling sessions. In *The reflective practitioner: How professionals think in action,* Schon (1984) argued for practice-based knowledge as a corrective to institutional predilection to constrain knowledge toward "…a *particular* epistemology, a view of knowledge that fosters selective inattention to practical competence and professional artistry" (p. vii). In the complexity and uncertainty of constructing meaning out of everyday life experience, there is "a problem in finding the problem" (p. 129). Reflection-in-action is the stance of a practitioner attuned to new words and situations that call for constant reframing: "The situation talks back, the practitioner listens, and as he appreciates what he hears, he reframes the situation once again" (pp. 131-132).

For this article, we used the specific methodology outlined by Nakkula and Ravitch (1998) in *Matters of interpretation: Reciprocal transformation in therapeutic and developmental relationships with youth.* This methodology compels counsellors to consider the ethics

of interpretation—the ways that interpretation is pre-determined by the demands of context, culture, discipline, and identity. They propose a case-based reflection—a "phenomenological investigation"—grounded in a rigorous process of note-taking, reading, iterative interpretation based on searching for what is missing in our understanding, acknowledging and challenging our assumptions, and, at last, examining how perspective and stance change over time. This is a never-ending process and, even in the preparation of this article, new questions emerged that begged for further examination.

In the case discussion, we draw from the work of Jacques Lacan and the analysts of *Groupe interdisciplinaire freudien de recherche et d'intervention clinique et culturelle* (Gifric) of the Freudian School of Quebec. We pose these questions: How might the adolescent unconscious come into the counselling room and what is the adolescent asking for? How might counsellors shift their stance to listen differently without prescriptions and preconceived interpretations of the meaning and significance of an adolescent's struggle? How can we make space for the unconscious, and, consequently, respond to trauma memories that emerge? What ethics ground psychoanalytically-informed work with adolescents?

We analyze two counselling sessions in which the adolescent works to "interact with" the unconscious and we discuss what might be gained in psychoanalytically informed work. During counselling sessions, the counsellor wrote down dream narrations word for word, and also jotted words, phrases, and sentences during the entire session. After each session, the counsellor wrote up extensive notes, including observations, interpretations, and reflections. Notes about Josh were written over a period of two years, and these notes, along with session notes and email exchanges, are used for this article. The Institutional Review Board of Lesley University approved this study.

RESULTS

Counseling practice vignettes

Ethics in the face of the adolescent quest

The student we refer to as Josh, a thin, pale, distracted high school student, came to the counselling office often. He had itchy red blotches of eczema on his arms and face; the dandruff on his clothes drew negative attention from his peers. He was first referred to counselling in the 9th grade, at the age of fourteen, because he was having a hard time adjusting to high school and had difficult relationships with others, at school and at home. Josh grew up in a small factory town where, after the mills closed, his family had a hard time making ends meet. During his childhood, his family was evicted from their home twice. Josh is the oldest of four children and, on at least one occasion, he showed up after school as the "parent" for his younger brother's parent-teacher conference. He spoke of his dad, a man diagnosed with bi-polar disorder, with disdain for being harsh and judgmental, and about his mom with indifference, saying she spent most of her time watching TV in her bedroom. He often described being the target of bullying at school and in the community. While school served as an anchor, and he did well academically, he was socially isolated and lacked a sense of connection at home. After two years, he began to speak about early traumas: a car

crash, falling down the stairs, and falling off the playground slide. In the fall of his senior year he began speaking with more urgency about his memories of his father's anger. One day, he paced around the counselling room and, with his voice stifled in his throat, he spoke about how making a big breakfast with his father could turn dangerous. He remembered a scene when he and his younger brother were helping with breakfast. They knew their father needed things to be "perfect," but the bacon burnt, his father raged, Josh hid, and his father beat his little brother instead. His mother was rarely part of his narrative.

Josh was particularly competent in computer technology; he eventually graduated in the top quartile of his class. In 11th and 12th grade, life after high school and future plans became a more urgent topic, perhaps for the counsellor more than for Josh himself. He spoke passionately about video games, but by 16-years-old, he was sensing that video games were a waste of time—he wanted to do something more purposeful: "I want to fix this broken world," he said. A year after graduating from high school, the counsellor received an email note from Josh. His experience of impasse was tangible:

Part of my problem I think is that I have no life goals or goals of any type at all. Well I guess I do kind of want to fix this crazy government we have, but not through political means. I thought making games…would help me achieve that by getting other people to think about it. Game programming. I am not sure that I want to do that anymore. Actually, I am not even sure I want to be around computers... Video games at least I think have destroyed my life more than anything and for one reason or another (probably the no goals) I can't escape, I can't remove them or lessen the amount I play them… It is too bad that goals don't define themselves or I might be fine. But, yes, this year contains something good possibly, but as of this moment I only see a brewing storm.

It is clear, then, that for Josh his trouble is an impasse of desire. On one hand, he acknowledges the need to intervene in the world and to improve it; on the other hand, he is dissatisfied with the available means to do so. In this, he is not unlike young Rasselas, the title character in Samuel Johnson's classic novel about the unbreakable link between desire and dissatisfaction, who wanders through the world trying and failing to make his "choice of life." At the origin of his adventure, Rasselas characterizes his trouble in terms that resonate startlingly with Josh's: "I have already enjoyed too much," he laments, "give me something to desire" (2009:13). As with Johnson's fictional adolescent, Josh is confined within a prison of pleasure from which, as he says, he "can't escape." While Josh considers the possibility of designing videogames that get people to think about "the crazy government we have," he is left with a sense of being untethered, without goals or pathways.

It is tempting here to impose a psychoanalytic inter-

pretation concerning Josh's childhood memories of his tyrannical father and their relation to the other scenes of infantile trauma—the playground slide, the car accident, and so on—as well as his early knack for computers. Indeed, this knot of associations begs to be unwound. The properly ethical point, however, is that no such unknotting is possible unless Josh himself takes the lead. Here, we must resist the counsellor's impulse, perhaps even her professional expectation, to clear things up for her subject, to explain his own psychic complexity to him, in short, to help him feel better. For what Josh was asking for was not help in any pedestrian sense of the term, but an ear to which he could address his inner anguish without having to subordinate it to any predetermined objective. The Thing which sets the subject on its quest, which orients the subject toward the other, is not looking for a job or a college major or any object that can be held or named. If Josh says he does not know what he wants, our task is not to tell him what he wants or should want, not to enumerate a list of vocational options that would only augment his sense of entrapment within the strictures of the social link, not to proffer some bauble that would satisfy his frustration but, instead, to honor his uncertainty and recognize it as a totally valid protest against a "broken world."   Whether the counsellor succeeded in providing such recognition may be seen in what follows.

Two segments from counselling notes will illustrate what we learned from Josh about the persistent way the unconscious is present in our counselling sessions. By speaking and interpreting his dreams, Josh made it clear that dreams can be a way for adolescents to visit primal fears, grapple with interpersonal conflicts, and confront the demands of the other. In the first dream, while there were important insights, the counsellor did not sustain an open space for the unconscious. In the second example, there was more space provided for uncensored speech and Josh used his dream to hold space for himself as a subject of the unconscious.

"I am always looking through another person's eyes"

In the spring of his 11th grade year, the counsellor started a meeting with an interest survey that Josh completed. For the counsellor, there was a sense of urgency about developing future goals and plans and an eagerness to help him interpret the survey and give him some ideas that might foster positive future orientation. For example, the counsellor asked, "You answered several questions in a way that suggests you have a big heart. Have you ever thought of yourself that way"? "No," he said, "I avoid people." The counsellor's future planning project was not going well.

As often happened when talking about the future, the conversation turned toward traumatizing events. Josh spoke about bullying incidents and said his goal was to make these experiences "mean nothing." Were his video-

games serving as a distraction, a way to alleviate anxiety, a way to play out a successful end by fighting back against aggression? Then, he said, "I'm caught up in video games that I don't care about. The experience playing them is hollow." And because we had been talking about his interest survey and what his career aspiration might be, he said he thinks a college program in computers would be "hollow."

Picking up on his words, "making it mean nothing" and "hollow," the counsellor asked, "You've used the word 'hollow' twice, why is that word coming up for you right now"? "Without meaning; not much there; just a shell—like a hollowed tree trunk," he said. Again, the counsellor asked, "Why is 'hollow' coming up for you right now"? He said he did not know but if he could tell a dream it might help him understand. Then, after asking to leave for a few minutes, he went to the school library and returned to the counselling room with *Freud's Interpretation of Dreams* (1899/2010). The counsellor had never spoken about psychoanalysis, but, somehow, Josh knew that he had to find a way to help the counsellor tend to what was most important to him. Unprompted, he began to tell a dream that he said was a recurring dream:

I'm at the JHS. There are doors one on either side of the office and one straight ahead. There's a big glass window in the stairwell—a spiral stairway down to a cement floor. Three doors open to a wide area. It is grassy and peaceful. There is a student reading a book.

Counsellor: You spoke about reading earlier today. Might the student in the dream represent you?
Josh: No but in the first grade I won a reading award.
Counsellor: Why are there three doors?
Josh: Many directions to go.
Counsellor: Does this have something to do with your life right now?
Josh: I can learn a new program language or keep doing what I am doing.
Counsellor: But you said there are many directions… what does that mean?
Josh: So many ways.
Counsellor: Like what?
Josh: Accountant, Chef…
Counsellor: You said there are three doors opening up to a wide area?
Josh: The paths all go to the same place but then they diverge. (He showed with his hands how paths get further and further apart as they go.) You can get off the path at any time.
Counsellor: How so?
Josh: You can always change direction in life. I am in this dream going by myself, going through the building like in a video game. I am always looking through another person's eyes.
(Counselling notes reveal a bit of a panic—this is deep but what to do with it?!)
Counsellor: You can always change your path in life?

Josh: When you follow one path it gets farther away from the other path. The longer you wait the harder it is to change but it doesn't mean you can't.
Counsellor: Away from what?
Josh: Home and my dog Coco. (Then he spoke about no one being able to care for his old dog if he were to leave).

This was the first time Josh spoke about possibilities other than building computer games, and it was the first time he spoke about the pull toward home even as he also said he couldn't wait to get away from home. This dream opened possibilities for continuing discussions in the coming weeks about choosing different paths, diverging paths, and concerns about distance from home and his dog. He had been stuck about his future plans, worried about money—a very real constraint—but now it was clear that there were other worries as well.

However, after reading session notes many times, it became clear that the counsellor wanted to make the interpretation of this dream go in a positive direction—a wish he surely picked up on. The counsellor avoided the reason he brought the dream in the first place—when he said that hollow meant, "Without meaning; not much there; just a shell—like a hollowed tree trunk." The counsellor tried to attend to the dream, but worry for him, the urge to help him identify barriers and possibilities, and the counsellor's wish for a good future for Josh, interrupted the work of the unconscious. In this session, the counsellor took up the position of other adults who press with their own expectations and hopes. "Always looking through another person's eyes"—Josh said what he thought the counsellor wanted to hear.

The unconscious persists

Some months later, Josh joined his counsellor and a few other seniors to visit a couple of colleges. He was excited about going but during the day he became more and more withdrawn until, by the end of the day, his anger was palpable. At one point, he was zig-zagging down the hall of a classroom building from one wall to the other and, when the counsellor attempted to joke with him, saying, "Josh is creating a new video game," he became angry and was brooding during the 90-minute ride back to school. Two weeks later, Josh brought a dream and during this session he was sometimes teary-eyed:

There is a very tall building, a skyscraper in NY. A lot of windows; it looks pretty nice. I'm standing on the stove reaching into the ceiling, trying to reach for a box of Hamburger Helper. One of the boxes says, "Cooking with President Obama." There is a golden helicopter partially made of cardboard.

Counsellor: Reaching into the ceiling?
Josh: Barely out of my reach; a hidden supply.
The counsellor asked what part of the dream made the

least amount of sense—"the navel" of the dream (Freud, 1899). He said the helicopter that is partly cardboard, and he explained, "The building is under attack." The counsellor remembered that in a previous session Josh said one of his earliest memories was being injured on the playground the day of the 9/11 attack on the World Trade Center. He was sent home where he watched TV all day.

Counsellor: Under attack?

Josh: Under attack by what seems of worth to everyone else but has no importance to I.

This prompted the memory of the college visit when he became upset with the counsellor for joking with him about making a videogame.

Counsellor: What happened during our college visit?

Josh (very directly): I was angry that you were making fun of something that is important to me. He continued to express his anger while the counsellor listened quietly. As the intensity of his words lessened, he said to the counsellor, "I was especially angry because you are someone I care about."

The dream, with its language of being under attack, helped Josh to confront the counsellor who perhaps was, during the college trip, the "helper out of reach." His early trauma comes forward in the 9/11-type catastrophe and the construction of an impractical cardboard helicopter. We wonder if this dream expresses his childhood effort to be the "good child" in order to elicit the "good father"—he replaced his father with President Obama ("cooking with President Obama"), whom he admired. He also spoke about reaching for something, "barely out of reach; a hidden supply"—a profound way to speak about his own unnamable desire and the *savoir* of the unconscious. Reflecting on this dream, the counsellor grasped the rupture he experienced while visiting colleges. He was literally "under attack by what seems of worth to everyone else but has no importance to I." In this session, the counsellor knows she must hold space for his sense of being "under attack" and she does not steer away from anger or trauma. This session proved to deepen Josh's faith in his own ability to walk into painful territory, hold ground for his unconscious, and explore using his own compass.

DISCUSSION

Adolescents often bring to counselling their concerns about how to negotiate new settings, future transitions, and the relationships that trouble them with peers, teachers, family members, and employers. Community-based psychotherapists and school counsellors work to assist adolescents through sharing resources, building awareness of cognition and behavior, and skill development in communicative competence. However, adolescents, eager to delve deeper into the unknown territory of their being, often present us with speech and acts coming from the unconscious, in the form of metaphors, forgetting, behavioral excesses, mishaps, and physical symptoms.

Common narratives of adolescents as "impulsive" and "self-centered" reduce what is at work in the adolescent to caricature; likewise, societal demands often reduce the role of counsellors and psychotherapists to instrumental, rather than insight-oriented, purposes. In such a structure, we can easily miss the adolescent's layered and encoded search for a singular meaning for their lives, and instead feel compelled to "fix" rather than hold space for the creative, disruptive quest of the adolescent. In so doing, and however well-meaning our interventions, we risk contributing to the conservative tendencies of culture and society by buttressing their censorship of adolescent drives.

Although Jung and Freud parted ways in a painful and public split over some of Freud's most fundamental thoughts especially concerning the definition of *libido* (Bettelheim, 1991), Jung's own brand of psychoanalysis nevertheless clarifies the function of dreams in helpful ways. In his seminars from 1936-1940, he delineates four ways to understand dreams: (1) an unconscious reaction to a conscious situation that occurred in the previous day or two; (2) a way to introduce conflict into a conscious situation that seems settled; (3) a counter-position or alternative attitude introduced to the dreamer that might bring change if the person understands there is an alternative; and (4) "great dreams," or *somnia a deo missa* [dreams sent by God], having no relation to the conscious situation or a conflict but still holding great power (Jung, 1987/2008: 4-5). It is clear that Josh used dreams to accomplish the first three purposes described by Jung. It is interesting to note that Jung's fourth point is relevant in cultures where "dreams are valued as another way of knowing"—a way to offer useful guidance and direction in life (Kelly, 2018: 37).

We find that many adolescents, regardless of social class, race, parenting, or religion, are fervent in their pursuit of personal meaning—to uncover what is "hidden away." When we make room for the unconscious, they often lean in with curiosity and a yearning to know. But most adolescents have very little opportunity for exploration and uncensored speech. Josh invites us to listen differently—to shift stance in order to probe deeper in counselling using psychoanalytic approaches.

Psychoanalytic strategies can include paying attention to lapses like missing or "forgetting" deadlines, asking about sickness and symptoms, picking up on repeated words, slips, losing things, and excesses, like many hours a day of videogames, which elicits both pleasure and anxiety. When adolescents speak in socially acceptable platitudes (how wonderful everything/everyone is), we should wonder out loud about the opposite. We now work hard to be aware of the way our own ego pulls us toward comfort or conforming talk, reinforcing societal and cultural ideals, and constraining the

individual toward goals that would fulfill the wishes of others coming from parents, teachers, and even peers. We try more often to listen in silence as a way to sustain the hard emotions that are the birthplace of creativity, imagination, and possibility. We try to move from, "*I know,* and I will tell you," to "*You know*, you tell me." We have become suspicious of narratives that are shaped by superego ideals and we work to support the dislocation of these old narratives in order to make a place for new narratives that confront constraints and provide creative alternatives.

Conclusion

If for psychoanalysis "adolescence," like the unconscious, is a universal property of the human condition, then, also like the unconscious, its manifestations are necessarily specific to the terms and conditions of its historical circumstances. It is true to the point of cliché that adolescents today are compelled to negotiate an increasingly media-saturated world, one in which the vectors for the transmission of social norms, cultural expectations, and civilizational ideals continue to multiply. This proliferation of mechanisms of conformity— mechanisms which nefariously posit themselves as avenues of self-expression—brings with it new or differently configured possibilities for resistance, self-discovery, and, of course, failure.

In addition, the sad amalgam of political polarization, environmental devastation, and economic and social injustice has offered young adults little reason to accept— to say nothing of their being comfortable with—the reality they have been given, or to trust older generations to know what is best for them. These circumstances demand that we vitalize our attunement to their triumphs and frustrations, desires and anxieties, against our impulses to repair the rift in the social link that their experiences represent, and toward an ethical fidelity to what is working in the adolescent, driving them, from the position of the unsaid, the unheard—in short, from the position of the unconscious.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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[1] The name "Josh" is a pseudonym.

[2] On the topic of adolescence, also see the June 2017 issue of *Correspondances,* including, "Adolescence, masculine, and feminine," by Apollon, and "Adolescence, the moment to center everything on humanity despite the siren-song lure of the sexual montage," by Bergeron. Also see, "The borderline or the impossibility of producing a negotiable form in the social bond for the return of the censored," by Cantin (2010); "Four seasons in femininity or four men in a woman's life," by Apollon (1993); and "The discourse of gangs in the stake of male repression and narcissism" by Apollon, 1994. *After Lacan* (2002) by Apollon, Bergeron, and Cantin is also recommended.

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Full Length Research Paper

Influence of psychological training on personal and professional development and group cohesiveness among the staff of residential campus, BRAC University

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The present study aims to identify the impact of psychological training on the staff of BRAC University and how it has increased the group bonding of staff members. To see the impact, researchers conducted a series of training session with the participants over a span of one year. After the training, data were collected through interview method from the 18 participants. Besides, observation method was applied to see their group cohesiveness. By manually analyzing the data, it was found that the participants have changed themselves both personally and professionally. They have undergone remarkable changes in terms of sharing of ideas and information, empathetic attitude towards fellow mates, and pattern of communication among themselves. Analyzing the problems and managing work stress has improved than before. This training has helped them to realize the entire problem from others' frame of reference, develop collaboration within group and improve positive and holistic attitude about the workplace and their organization's goals. It can be said that apart from some limitations, this training makes the participants to develop healthy communication among the colleagues.

Key words: Psychological training, transactional analysis, psychodrama, personal and professional development, group cohesion.

INTRODUCTION

According to World Health Organization, "Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (WHO, 2014). If the person can be psychologically healthy, he or she can adjust with day to day life and also can utilize his or her full capacity. To maintain an individual's personal, social and professional

life, it is necessary to be emotionally stable person because emotional stability is a vital component in a person's life to cope and adapt with various life situation. Also, it is associated to the individual's occupational life (Bhagat et al., 2016).

Sometimes, the issue of mental health is ignored at the workplace. Poor mental health is the cause of employee turnover, increasing stress, loss of motivation and affects productivity but it has not been addressed in many

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organizations. A study showed that 49% employees were absent due to mental illness (Ohta et al., 2017). Compared to the last few decades, job security and pressure have increased all over the world which could lead to mental health problems. The recent socio-economic condition makes more people to be stressed and worried about their jobs. It is necessary to address the employees' mental health issue in the first phase, make them aware of it and be conscious of taking care of their mental health. One research shows, due to of failing to provide early intervention for their employees, Australian businesses lose 3.2 workdays per worker per year and more than $6.5 billion each year (Haynes, 2017). In Bangladesh though there are not many reports found about the condition of workplace, it can be shown that the overall prevalence of mental disorders is between 6.5 to 31% among adults; it was much higher in urban areas than rural areas. This rate is both for psychiatric and psychogenic disorders (Hossain et al. 2014).Higher percentage of people work under stressful job conditions which draws the attention to deal with mental health issue in Bangladesh perspective. There are a lot of physical assaults as well as mental tortures which make us aware that it is high time to monitor their condition (Ahmed and Islam, 2016). However, it is necessary to make people feel good and function well to increase productivity for both the individual and the workplace. According to the British Psychological Society (2010), "Improving the psychological well-being of a workforce brings benefits for both the individual employees and the organization as a whole. Psychological well-being is a core aspect of overall well-being and is linked to physical health, longer lives and greater happiness for individual employees."

To maintain positive environment, conflict among staff or with their supervisor should be reduced, and training and workshop should be done to enhance and ensure their psychological well-being. Those trainings and workshops help to increase group bonding and productivity in workplace. Transactional Analysis and some techniques of Psychodrama are useful techniques to enhance positivity among group members as well as personal growth of a member. The theory of Transactional Analysis, developed by Eric Berne, 1958 is a theory of personality, behavior, and communication. By applying Transactional Analysis, individuals can identify the core barrier of interaction with one another. This was also applied for bringing a change in personality and these changes promote both personal and professional area (Mazzetti, 2013). On the other hand, the theory of Psychodrama, developed by Jacob Jacob L. Moreno, MD, in 1921, is a kind of psychotherapy method where an individual presents his or her life events and plays them. It is also a helpful method to accelerate group process in group setting (Blatner, 1996).

Theory of Transactional Analysis (TA) and Psychodrama are useful techniques to explore self and to understand how people function, how they express their personality in terms of behavior. TA is a useful technique to know about self and also a systematic tool to foster personal growth and changes. It is the theory of personality which is used in different fields in our social arena, such as administration, teaching and learning, academic and professional performance, and organization employees to improve the quality of their relationship and job satisfaction in workplace; it helps a person to improve social communications and solve conflicts (Reza et al., 2018). There are some ideas which made the foundation of TA theory. In this training some of these ideas were used which go with the objectives of this training. Among them, strokes, Ego state model and Transactions were applied. The Ego state model of TA was applied because it tells us how we are structured psychologically. According to Berne, "Ego state is a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behavior". It tells that each person has three ego states which are Parent, Adult and Child. There are two basic models of ego states, the structural and the functional model. In the structural model it shows what is in each ego state and in the functional model shows how we use them (Bianchini and de Nitto, 2019). In Organizational settings communication and interaction between individuals can be improved by the awareness of own ego state model. When employees can understand their own ego state model they can raise their awareness to take action to use their adult ego state. Besides that, knowledge of transaction helps a person to keep the communication parallel and they know how to cross the communication if there is any possible argument. The analysis of stroke helps to increase job motivation. From the pattern of stroke, an individual can learn to give positive stroke rather than talking about the negative part of the individual. (Stewart and Joines, 1987)

In addition, tools from psychodrama were helpful to increase group bonding. How to take decisions in the group was learned from this technique. It enables us to intervene in the organization systems through encouraging creativity and leadership of the group members which cause great contentment among them. (Chen et al., 2013)

As these trainings outcomes are effective for human growth, communication and helpful in dealing with the group in the organizational settings, so the training was applied for the residential staff of BRAC University. The training was designed by the few components of these two theories which helped to explore and understand the dynamics of the members of the residential semester (RS) of BRAC University. BRAC University's Residential Semester on Savar campus is unique among the higher education experiences in Bangladesh. It offers a holistic curriculum based on the principle of 'experiential learning' which cultivates a broad range of soft skills and qualities to complement the theoretical contribution that students

undergo. To ensure the development process of the students, the staff and teachers work hand in hand. As the semester is entirely residential, the staff members of the university play an important role in the well-being of the students (BRAC University, n.d.). Staff members of the Residential semester work full time for the students' wellbeing where they need to maintain communication with the students and with other members of the RS. However, sometimes working in groups can be indeed challenging because of the different personalities of the team members and some personal issues individuals undergo.

To overcome the challenges, the Counseling Unit of BRAC University organized and conducted a series of training sessions with the motto of enhancing self-awareness, growth and development for RS. It was assumed that going through psychological training would assist them to create a support network and a sound board with the team member. Other members of the group could develop specific ideas for improving a difficult situation or challenge through group work. Besides, by observing how other people tackled problems and made positive changes, the individual would be able to discover a whole range of strategies to face their own concerns. These changes would ultimately help to fulfill the purpose of the RS as well as the BRAC University. Besides, this research emphasized on how it would help the employees of the organization so such sessions can be arranged on a regular basis for other employees. Moreover, it would be beneficial for the researcher to implement it in further trainings and research initiatives.

Objectives of the study

1. To identify the changes in both personal and professional lives of the staff members who took part in this training program
2. To measure the influence of these changes in their personal and professional lives through this training.
3. To implement the impact of psychological training on group cohesiveness.

METHODOLOGY

The sample of the research was based on purposive sampling method. The participants of this research were the eighteen staff members of RS who took part in the training program/ group therapy. Among them 13 were males and 4 were females. The age group of the participants was in between 24 to 44. They all have bachelor and post graduate degrees. They have work experience of 1 to 11 years.

A series of training was designed by applying some tools from Psychodrama and the theory of Transactional Analysis. Both techniques were intended to explore and understand the dynamics of the members of the RS as well as to promote their personal and professional areas. At the same time, the target was to enhance group bonding with the other members and develop self-

awareness among them.

The contents we have chosen for the training program was covered by the seven training sessions. Training was combined with transactional analysis and psychodrama method. The contents covered the rapport buildup of the group member, personal growth and enhance communication with each other which suitably fit with seven sessions. Table 1 gives the short summary of the session.

After the session, interview method was used where open ended questions were asked about the training progress and measured the influence of the changes in their personal and professional lives and how it has impacted their group work. The researcher recorded the interviews which were later used for analysis.

The group cohesiveness was also measured by a neutral observer. The participants were assigned to a group task and the observer measured some contents which will show their group cohesiveness through the checklist. The contents of the checklist are whether they can agree on plan, work promptly, and share responsibilities with others or not. Also showing respect to each other, listening to others' opinion and taking mutual decision, appreciating each other, handling stressful situation were measured. Other things in the checklist include displaying assertiveness, evaluating others in a positive way, motivating others and asking for help and taking collaborative decisions. The observer measured these entire components in four areas to understand the group cohesiveness while the participants were engaged in the group works. The measured areas are: all members, most members, some members, and few members.

The trainers who gave the training in Transactional Anlaysis and Psychodrama have training in Transactional Analysis and Psychodrama. The trainer was supervised by the supervisor about the module and training program.

RESULTS

The results of the present study are divided into three categories as shown Figure 1:

Personal changes:
Question: How have the contents and learning from this training helped you to bring changes in your personal life?
How have these changes created impact in your life?
The interview data and observation of the participants can be clustered in four areas where they saw marked personal changes in their family with family members and friends.
Increased sharing: The participants opined that they could share their feelings with others more than before which helped them to improve their relationship with their family members and friends. As a result, sharing emotions with close ones made them feel relieved and relaxed.
"I have improved communication with my wife. I communicate with her over phone four times in a day. I feel much relieved than before".
"Now I can understand that giving quality time to my family members is very important. I can share my feelings with others".
Empathetic understanding: Almost all the participants reported that this training assisted them to understand others' feelings and they felt empathetic towards others. From the aspect of Transactional Analysis theory, they

Table 1: Training Session

Sessions	Topics
Session 1	Session 1- Opening and Social capital
	Session 2- Introduction and Expectation using Psychodrama method
	Session 3- Exploring self -strength
	Session 4- Positive affirmation to self and each other- stroke practice (Transactional Analysis)
Session 2	Session 1- Review and Reflection of Day 1
	Session 2- Loco gram to increase group bonding (Psychodrama)
	Session 3- Role reveres for empathetic understanding (Psychodrama)
	Session 4- Giving Stroke (Transactional Analysis)
Session 3	Session 1- Review and Reflection of Day 2
	Session 2- self journey exercise to explore self through Ego state (Transactional Analysis)
	Session 3- Understanding self through Ego state (Transactional Analysis)
	Session 4- Role play (Psychodrama)
Session 4	Session 1- Review and Reflection of Day 3
	Session 2- Communication (Transactional Analysis)
	Session 3- Rules of Communication (Transactional Analysis)
	Session 4- Meditation
Session 5	Session 1- Review and Reflection of Day 4
	Session 2- Asana and Pranayama, Relaxation and Meditation (Relaxation techniques)
	Session 3- Stroke Economy (Transactional Analysis)
Session 6	Session 1- Review and Reflection of Day 5
	Session 2- Practicing stroke economy (Transactional Analysis)
	Session 3- Closing the session
Session 7	Review of all the session

stated that they could use Positive Nurturing Parent ego state to help them understand their partners' feelings, prioritize others' feelings and communicate by using Nurturing Parent ego state".

"After doing this training, I can understand others' feelings and thoughts better than before".
"Now I try to understand others' problems by considering their own viewpoints. Besides, now I first listen to my family members before taking a decision".

Changes in communication: Participants observed and shared their significant changes in communication during the one year period of the training program. The changes are like; they could say "No" assertively. They have been giving quality time to their children and family members. Moreover, they said that they could distinguish between

their professional and personal lives much better.

"Before delivering speech to others, I think about the content now. I do not make comments to others if I do not know about the event in detail. This realization helped me to keep a stable relationship with my family members and friends".
"In my family, now I take any important decisions by using my Adult Ego state. It helped me to create a healthy environment in my family. I can say 'no' whenever necessary. Besides that facilitator's facilitation, discussion about the topic in details has helped me to become aware about their communication to improve relationship with my family members."

Appreciate others' positive qualities: Another remarkable change was they had developed family members. They
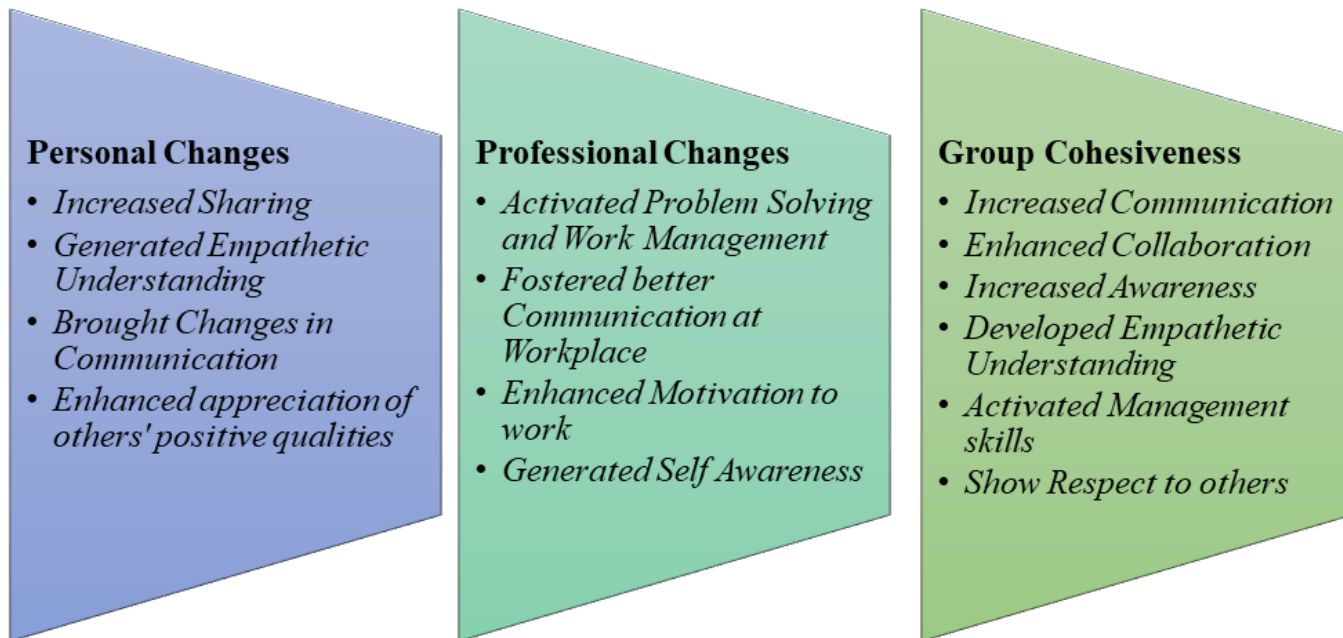
Personal Changes
- *Increased Sharing*
- *Generated Empathetic Understanding*
- *Brought Changes in Communication*
- *Enhanced appreciation of others' positive qualities*

Professional Changes
- *Activated Problem Solving and Work Management*
- *Fostered better Communication at Workplace*
- *Enhanced Motivation to work*
- *Generated Self Awareness*

Group Cohesiveness
- *Increased Communication*
- *Enhanced Collaboration*
- *Increased Awareness*
- *Developed Empathetic Understanding*
- *Activated Management skills*
- *Show Respect to others*

Figure 1. Overall Changes after Training

Table 2. Areas of personal changes after doing this training

Areas of personal changes	
Increased sharing	**Empathetic understanding**
1. Increasing quality time	1. Understanding others' thoughts and feelings
2. Developing sharing feelings	2. Realizing others' viewpoint
3. Improving communication	
4. Improving relationship	
Brought change in communication	**Enhanced the ability to Appreciate**
1. Resolving conflict	1. Positive Qualities of Self and Others
2. Increasing Parenting skill	2. Knowing about unconditional positive stroke
3. Being Conscious about own words	3. Increasing self-stroke
4. Changing communication style with family members	4. Strengthening positive quality
	5. Appreciating others

said that giving recognition enhanced their family bonding and intimacy as well as in their relationship. *"I give unconditional positive stroke (recognition) to my family members and now she also gives me positive stroke. It has helped us to improve our relationship and intimacy than before".*
"After this training, I realized that I am a happy human being and I am thankful to God. I used to self-stroking me this way. When I think about my positive qualities, I also do self-stroking myself for my patience."
The significant area of changes has been mentioned in Table 2.
Professional Changes: Question: How have the contents

and learning from this training helped you to bring changes in your personal life?
How have these changes created impact on your life and workplace?
The interview data and observation of the participants can be clustered in two areas where they saw marked personal changes in their family with family members and friends.
Problem analysis and work management: There was significant change found from the participants' sharing, which was to identify and clarify the source of problems and then find out the solution. Besides that, they now could handle workloads in any stressful situation and

Table 3. Areas of professional changes after doing this training

Professional changes	
Problem analysis and work management	**Communication in workplace**
•Identifying problem	•Developing communication skill by shifting Ego States
•Clarifying problem by using Adult Ego State	•Improving Adult-Adult communication.
•Taking prompt decision	•Enhancing knowledge about Communication skills and Personality Pattern
•Understanding others frame of reference	•Increasing assertiveness
•Stopping argument and improving thinking before saying	•Improving listening skills
	•Managing workload in stressful situation
	•Improving interaction and developing intimacy
Motivation	**Self-awareness**
•Widening the level of satisfaction	•Being aware about my emotion- anger and managing it
•Expanding inspiration towards my workplace	•Growing empathy towards others' feelings
•Inflating motivation towards the job	•Widening respect to colleagues and organization
•Achieving success in work	•Increasing sharing
•Improving realization about the importance of job responsibilities	•Understanding self and others' personality pattern
	•Progressing realization about self-care
	•Achieving ability to set boundary between personal and professional life
Appreciation	
Giving, receiving and accepting positive stroke (Recognition) at the workplace	

work collaboratively at work.

"I try to understand the students' frame of reference and their perspectives. As a result, I can handle students more effectively and understand their needs."
"I have decided to distribute my works with my colleagues who have become helpful for me to complete our official tasks smoothly and collaboratively."
"Previously, I used to debate with my colleagues about few illogical issues. Now, I have realized the usefulness of it and have stopped arguing. I can think before saying anything to others."
Communication in the workplace: The participants shared that now they could communicate with others in healthy ways, like dealing with their supervisors by responding from Adult ego state, share and express feelings with colleagues, they could think before saying anything to others, improved behavior style with students.
"Now I can use proper way of communication according to the theory of Transactional Analysis and can apply that. My intimacy with my colleagues at the workplace is developing day by day."
"My dealing with my boss has become comfortable after doing this workshop. When my boss gives feedback to me, I do not reply quickly. I think about the feedback and communicate with the boss later by using Adult ego state."
Motivation: The participants shared that their motivation

in workplace has improved. They can enjoy their success and their work rate has increased which is expressed through the following statements.
"I feel Inspiration towards my workplace more than before."
"My success in work has been increasing."
Self- awareness: Their self -awareness has increased through their understanding of controlling emotion and behavior.
"I can understand my colleagues with my empathy and feel their situation. I also try to understand others' feelings, moods as well and then discuss about any issues. My empathy has developed toward others."
"I was introvert in nature. I could not share my feelings with others. Now I can share my feelings with my colleagues. Whatever I think, I can express."

Appreciation: Giving and receiving stroke has increased in the workplace situation. Thus relationship with colleagues has improved and it has increased their positivity.
"Now I can give stokes to my boss which is a significant change in me and also I can give positive stroke to my colleagues as well."
"Stroking was helpful for my professional and personal life."
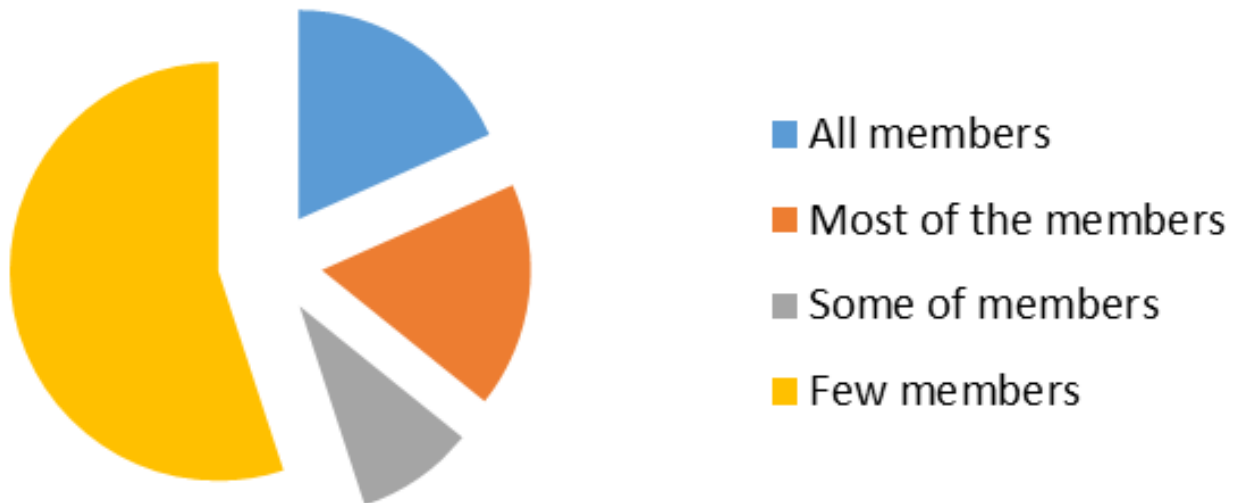The overall changes are given Table 3.

Figure 2. Participants involvement in group work. *All members' involvement- 40%; *Most of the members' involvement- 38%; *Some of the members' involvement- 20%; *Few of the members' involvement- 2%;

Group Cohesiveness

Question: How did this training help you to work in a group?

The participants informed that this training helped them to realize the problems from others' frame of reference develop collaboration within the group, develop positive and holistic attitude about the workplace and organizations goals, increase problem solving ability and sharing. In addition to that, their communication style changed a lot in positive manners which have created great impact to enhance their potentiality and motivation toward the organization. Their dropout from the organization has decreased and the team spirit has increased. They have been willing to adjust with their colleagues and can manage their emotions like stress, anger, performance anxiety much better than before. From the theory of Transactional Analysis, they have learnt to apply shifting Ego States, Stroke Economy, Giving Stroke (Recognition), Rules of Transaction Table 4.

From the checklist, the observer find out the level of involvement of the participant in the group activity and the following information was obtained Figure 2.

From the observer's view point it has also come out that all of the members involved in group work is high, which is 40%. That means most of the group members work in their group.

DISCUSSION

The findings of the research showed that the psychological training has brought positive changes in both personal and professional lives of the participants.

Besides, their working ability within the group has also significantly increased after the training. Moreover, participants' motivation towards the organization is enhanced which decreased their dropout rate from residential campus of BRAC University.

In personal level, it was found that remarkable changes in different areas, such as increase of sharing, empathetic understanding, and changes in communication, appreciates positive qualities of self and others and increase self-care etc have occurred.

Participants' empathetic understanding has developed from role reveres activity from the Approach of Psychodrama. They could perceive themselves, others and environment in a more positive way than before which has brought constructive changes in their communication styles. Besides, motivational words of the facilitators have helped them to become aware about their self-care both in physiological and psychological areas.

It is seen from the participants' reflection that tools from Transactional Analysis have helped them to bring some changes. Transactional analysis has helped them to face challenging and conflicting situations. Changing in ego state could help them cope with the conflicting situations with other people in the society. The study also showed that some techniques of TA, like ego state, have helped to understand the individuals' consistent pattern of feelings and behavior and also the root of these behaviors. It has helped one to realize how other persons think about him or her, and thus one could understand where to change. From Transactional Analysis, both the tools of types of transaction and rules of communication have helped them to understand their own communication style as well as others. This has helped them to know how to communicate which would lead to healthy patterns of communication (Stewart and Joines, 1987).

Table 4. Changing in group behavior.

Areas of changing in group behavior	
Increasing communication	**Enhancement collaboration**
1. Adult –Adult communication increased in the group.	1. Expanding collaboration
2. Broadening positive communication skills with group	2. Cooperating with colleagues
3. Explaining self-limitation to other group member confidently	3. Broadening communication
4. Appling Rules of communication and Types of transaction within group	4. Creating supporting environment
Awareness increase	**Empathetic understanding**
1. Consciously practicing Stroke (appreciation)	1. Increasing understanding others problems
2. Being responsive to cooperate colleagues and in collaboration	2. Developing mindful listening abilities
3. Being aware about the qualities of other members	
4. Collaborating to achieve holistic success	
Working ability/motivation	**Management skills/awareness**
1. Expanding positive energy towards job	1. Being aware of time management
2. Developing adjustment skill	2. Maintaining chain of command
3. Taking responsibility	3. Handling students appropriately
4. Increasing team spirit	4. Taking right decisions
5. Increasing adjustment ability in group	5. Involving in group activity, team work, problem solving
6. Increasing motivation of togetherness	
Showing respect	
1. Giving priority to colleagues and students	
2. Developing non-judgmental attitude	
3. Taking initiative to share feelings	

Self-awareness regarding emotion and behavior has also helped them to reflect on their overall personalities. Another significant finding is that they learn to appreciate each other. They have started to appreciate their self, colleges, students' positive qualities and accept others' appreciation willingly. It was found that learning about stroke could be a useful strategy to break the obstacles between two persons' communications and help them increase positive strength about self and others (Stewart and Joines, 1987).

In addition, this research revealed that, some of the strategies did help the participants resolve their professional conflicts and bring positive changes in the working environments of the residential campus. After this training, the participants analyzed the source of the conflict and started to take decision about their tasks management profoundly which they could not do before. Besides, communication in work place, motivation towards colleagues and the organization has helped them to create supportive environments at residential campus.

The most remarkable findings were their ability to develop group cohesiveness among themselves, members of the residential campus. In the interviews, participants shared that their communication within the group, collaboration with others, awareness about self and others, empathetic understanding, working ability and motivation, management skills and showing respect have vastly increased. All these issues have improved their group cohesiveness.

Conclusion

The purpose of this study was to bring changes in both professional and personal lives of the staff and dorm supervisors at the residential campus of the BRAC University. Besides, it helped to enhance the group cohesiveness and empathetic transparent communication among themselves. From the interview data, it was found that the participants' professional and personal lives have undergone changes in few significant areas. As a result, their frame of reference, thinking pattern, behavioral responses have changed tremendously. The impact of the study was to develop healthy communication among the colleagues, to create collaboration in their work, to improve sharing and intimacy, quality of work, productivity, manage their stress and other emotions in healthy ways.

In future, the researcher can apply this research on other faculty members and staff group to improve their relationship. Besides, this data can be successfully used

to develop further training programs to enhance productivity and healthy environment in any professional setting.

Limitation

The limitation of the study was that, there was a lack of questionnaire and a viva session. Moreover, quantitative research can be done as a further extension of this research. This program also needs follow up sessions which would help participants to resolve and find out new ways of communication strategies.

Recommendation

Since this study was done with small sample, it is recommended to conduct more researches with larger population so that the outcome of the research can have strong reliability and validity and the results can be generalized. Comparative studies can be done to see whether there is any interest for counseling service and mental health support to improve the relationship and group cohesiveness.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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