

# Guidance and Counselling in Schools

Manmohan Joshi



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# **GUIDANCE AND COUNSELLING IN SCHOOLS**

Guidance and Counselling in Schools

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# CONTENTS

<b>1</b>	<b>Guidance</b>	<b>6</b>
1.1	Meaning and nature of guidance	6
1.2	Scope of guidance	6
1.3	Guidance and education	7
1.4	Principles of guidance	8
1.5	Need and importance of guidance	8
<b>2</b>	<b>Types of guidance</b>	<b>10</b>
2.1	Educational guidance	10
2.2	Vocational guidance	18
2.3	Personal guidance	21
2.4	Educational and informational service	24

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<b>3</b>	<b>Counselling and its nature</b>	<b>27</b>
3.1	Meaning and nature	27
3.2	Need	28
3.3	Characteristics	28
3.4	Objectives	29
3.5	Functions	29
3.6	Principles	30
3.7	Types of counselling	30
3.8	Process of counselling	33
<b>4</b>	<b>Skills of counselling</b>	<b>36</b>
4.1	Introduction	36
4.2	Skills of a counsellor	37
4.3	Common behavioural problems of adolescents	38
<b>5</b>	<b>Strategies for guidance and counselling</b>	<b>42</b>
5.1	Strategies	42
5.2	Techniques	43
<b>6</b>	<b>Testing and assessment</b>	<b>45</b>
6.1	Introduction	45
6.2	Non-standardized tests	46
6.3	Standardized tests	48
<b>7</b>	<b>Organisation of guidance and counselling in schools</b>	<b>54</b>
7.1	Purpose	54
7.2	Organisational set up	54
7.3	Requirement of counselling services	54
	<b>References</b>	<b>56</b>
	<b>About the author</b>	<b>57</b>

# 1 GUIDANCE

## 1.1 MEANING AND NATURE OF GUIDANCE

Literally, guidance means 'to direct', 'to point out', 'to show the path'. It is the assistance rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc.

Guidance has two implications:

- **As a concept:** Guidance is concerned with the optimal development of the individual.
- **As a process:** Guidance helps the individual in self-understanding – one's strengths, limitations, other resources – and self-esteem (ability to solve problems, make choices and decision making on one's own).

Several definitions of guidance have been provided, two of which are the following:

*"Guidance involves personal help given by someone; it is designed to assist the individual to decide where he wants to go, what he wants to do and how best he can accomplish his purpose".*

– Jones, A.J. (1951)

*"Guidance is a process of enabling each individual to understand his abilities and interest to develop them as well as possible and to relate them to life goals and finally to reach a state of complete and matured self-guidance as a desirable human element of the social order".*

– Traxler, A.E. (1957)

## 1.2 SCOPE OF GUIDANCE

The scope of guidance implies a variety of strategies for helping an individual to solve their problems. Hence it covers functionally all aspects of life. The present society is becoming more and more complex. As a result, the needs and problems of individuals are also increasing with the increasing complexity of society. This situation demands an organised programme of guidance.



Hence the scope of guidance covers:

- Types of guidance viz. personal, educational, vocational;
- Guidance for adjustment of individual in a wide variety of social interaction;
- Individual and group guidance;
- Administration of various tests such as Achievement Test, Aptitude Test, Intelligence Test etc;
- Counselling technique;
- Role of personnel involved in guidance.

### 1.3 GUIDANCE AND EDUCATION

The aim of education is to achieve the fullest realisation of possibilities inherent in the individual. Guidance is an integral part of education and helps in achieving the goals of education.

Knapp (1959) has remarked that:

*“The elements of guidance are learning about the individual student, helping him to understand himself, effecting changes in him and in his environment, which will help him to grow and develop as much as possible”.*

The purpose of any education system is not only to foster academic learning but also to ensure all-round development of children. Besides cognitive development, schooling also involves appropriate socio-affective development in the following areas:

- Self-reliance;
- Self-discipline;
- Taking initiative;
- Independence of thought;
- Understanding relationships with people and environment;
- Responsible action, etc.

Guidance, in harmony with the goals of education, aims to facilitate maximum personal development of children in all aspects of life. In its attempt to meet the needs of all students, guidance makes education a meaningful and satisfying experience.

## 1.4 PRINCIPLES OF GUIDANCE

Guidance is based on the following principles:

- **Holistic development of individual:** Guidance needs to be provided in the context of total development of personality.
- **Recognition of individual differences:** Each individual is different from another. This uniqueness needs to be recognized.
- **Acceptance of individual needs:** Guidance is to be based on individual needs i.e. freedom, respect, dignity.
- **Continuity:** Guidance needs to be a continuous process through the years of schooling.

## 1.5 NEED AND IMPORTANCE OF GUIDANCE

Student life is getting complex day by day. The students need to adjust to varied life situations. Quite often they are not able to do so without help. For this purpose, it is necessary to introduce and strengthen guidance programmes in educational institutions.

Some of the areas in which students need guidance could be some or all of the following:

- To help in the total development with regard to:
  - Better self-understanding,
  - Proper adjustment to self and society,
  - Motivation, and
  - Clarification of goals and objectives;
- To help in the proper choice of courses;
- To help in the proper choice of careers;
- To help in vocational development;
- To develop readiness to face new challenges;
- To minimize mismatch between education and employment;
- To face life situations confidently;
- To help in clarifying confusing situations;
- To help the gifted as well as those with special needs;
- To help in problem solving;
- To bring balance between home life and school/college life.



Problems and needs of the society are increasing at an unprecedented scale. Some of the problems are:

- Changing family structure;
- Urbanisation;
- Conflict in values and attitudes;
- Cynicism about politics;
- Economic factors;
- Changing role of work;
- New pressures and demands on school; and
- Problems of the youth, etc.

All these factors have necessitated the strengthening of guidance facility in educational institutions.

## 2 TYPES OF GUIDANCE

Guidance in educational institutions can be divided into the following categories:

- Educational guidance;
- Vocational guidance;
- Avocational guidance;
- Personal guidance;
- Social guidance;
- Health guidance.



**Fig. 2/1** Types of guidance

However, with regard to guidance in schools, we are mainly concerned with the following:

- Educational guidance;
- Vocational guidance;
- Personal guidance.

### 2.1 EDUCATIONAL GUIDANCE

#### 2.1.1 MEANING

Educational guidance is concerned with ensuring that students are prepared to achieve success in their educational career, and be able to make the most of educational opportunities available to them. It is actually an intellectual exercise to deal with various problems the students are facing or may face.

According to Myers (1947):

*“Educational guidance is a process concerned with bringing about, between an individual pupil with his distinctive characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favourable setting for the individual’s development or education”.*

Dunsmoor and Miller (1949) asserted:

*“Educational guidance is primarily concerned with the student’s success in his educational career. It relates to the student’s adjustment to school and to the preparation and carrying out of suitable educational plans in keeping with his educational needs, abilities and career interests”.*

We can say that educational guidance is not only a conscious but also a continuous effort on the part of teachers and/or guidance counsellors to help students overcome problems related to academics, such as:

- Choosing suitable courses and subjects;
- Achieving satisfactory progress in studies;
- Sitting examinations confidently;
- Managing school life efficiently;
- Focusing on their career objectives etc.

Educational guidance can be effectively provided if teachers and guidance counsellors ask themselves certain questions. Some of the questions, as suggested by Brewer (1932), could be the following:

- Did the students see connection between what they were going to study and what they studied earlier?
- Do the students understand that the value of learning will be useful to them now and in the future?
- Do the students find their work interesting?
- Are the students showing satisfactory performance?
- Do the students have difficulty in understanding and completing their assignments?
- Do the students make up for their absence from classes/lessons?
- Do the students know how to prepare for examinations?
- Do the students understand that their successful performance in current subjects will lead to similar performance later in higher studies too?

Answers to these questions will provide an insight into the broad field of educational guidance.

### 2.1.2 OBJECTIVES

The objectives of educational guidance are synchronous with the broad objectives of education. Hence educational guidance is concerned with all-round development such as:

- Physical;
- Mental;
- Social;
- Emotional; and
- Spiritual.

The following objectives cover a wide spectrum of educational guidance:

- Self-realization;
- Human relationship;
- Economic efficiency;
- Civic responsibility.

These objectives focus on students' personal and social development.

According to Crow and Crow (1962), the following objectives of educational guidance for students – particularly school students – are very significant:

- Selecting the curriculum most suitable for their abilities and future needs;
- Developing study habits that will result in satisfactory performance;
- Learning about the school or college they are likely to attend in the future;
- Exploring the courses or subject areas that they will come across in the future;
- Engaging in activities that will lead to the development of leadership skills;
- Adjusting to the life at school.

We can further outline the following objectives:

- Keeping abreast of changes in the aims of education;
- Adjusting with the curricular activities of the school;
- Participating in co-curricular activities;
- Utilising leisure time in productive pursuits;
- Overcoming day-to-day problems related to studies;

- Understanding and evaluating their strengths, weaknesses, opportunities and threats;
- Cooperating with classmates, teachers and others;
- Adjusting to hostel situations in a boarding school;
- Understanding the boundaries of relationship with the opposite sex;
- Learning to be involved in self-direction, self-expression and self-development.

### 2.1.3 NEED

Educational guidance is required in schools for various reasons.

They are:

- There are individual differences among students in the areas of:
  - Ability to learn;
  - Rate of learning;
  - Interest in learning;
  - Motivation level.

In a general class, it may not be possible to cater to such individual differences.

- Students come from different family backgrounds and socio-economic status resulting in adjustment problems. In such cases suitable guidance can help solve the problem to some extent.
- It may not be possible for all students to know about the availability of:
  - New subjects,
  - Admission procedures,
  - Financial assistance,
  - Occupational scope of subjects, etc.

Teachers and guidance counsellors can help the students in these areas.

- Students need to be guided to utilise their leisure time in various productive ways.

### 2.1.4 FUNCTIONS

- **Elementary stage:** Functions of educational guidance at this stage are the following:
  - Helping students to make a positive beginning;
  - Assisting them to plan intelligently with regard to each subject;
  - Helping them overcome learning difficulties;
  - Helping them prepare for successful entry into the secondary stage.

- **Secondary stage:** Functions of educational guidance at this stage are the following:
  - Motivating them with the new purposes of education;
  - Helping them understand the role and scope of education;
  - Guiding them to choose suitable courses and activities according to their abilities and interests;
  - Preparing them to understand the complexities and challenges of higher education during the post-secondary stage;
  - Enabling them to analyse and evaluate their abilities, attitudes – connecting these to curricular courses and co-curricular activities;
  - Helping them overcome learning difficulties;
  - Guiding them to develop effective study habits.
- **Higher Secondary stage:** Functions of educational guidance at this stage are the following:
  - Helping them select courses suitable for higher education in accordance with their career goals;
  - Making them understand the objectives and dimensions of higher education, which will help them in pursuing courses at higher level effectively.

### 2.1.5 FRAMEWORK FOR GUIDANCE

The following framework is suggested for guidance at different stages of schooling:

#### ❖ **Primary stage (Age 5 – 11 years):**

- **Objectives:**
  - Smooth transition from home to school;
  - Identifying and assisting children with special needs;
  - Identifying deficit in basic learning skills;
  - Developing positive self-concept and healthy peer relationships;
  - Improving teacher-learner relationship;
  - Identifying and assisting students with behavioural problems;
  - Developing good work habits.
- **Suggested inputs:**
  - Attention to class and school;
  - Motivating children to stay in school;
  - Training in communication skills;
  - Creating healthy classroom climate;
  - Reinforcing desirable behaviour in children (No punishment!);
  - Exploring need and importance of work and work habits.

- **Suggested strategies:**
  - Meeting with parents;
  - Tour of school;
  - Songs, drama, play, display, films;
  - Observation;
  - Psychological assessment;
  - Diagnostic tests and remedial programme;
  - Group activities;
  - Group discussion, role play;
  - Career information.



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**❖ Upper Primary stage (Age 11 – 14 years):**

- **Objectives:**
  - Continuation of primary stage's objectives;
  - Improving academic performance;
  - Developing critical thinking;
  - Learning time management skills;
  - Developing problem solving skills;
  - Awareness about world of work;
  - Enhancing personal-social development;
  - Accepting increasing physical changes.
- **Suggested inputs:**
  - Examinations;
  - Critical thinking skills;
  - Time management skills;
  - Need and importance of career;
  - Self-discipline;
  - Ways to approach problems of life;
  - Communication skills;
  - Improving physical fitness.
- **Suggested strategies:**
  - Class talk;
  - Group discussion;
  - Brainstorming;
  - Thinking and reasoning exercises;
  - Role play;
  - Assessment.

**❖ Secondary stage (Age 14 – 18 years):**

- **Objectives:**
  - Transition to secondary;
  - Planning for a career;
  - Seeking detailed information on courses;
  - Resolving academic, personal-social and career related matters;
  - Making realistic career related decisions;
  - Enhancing self-understanding;
  - Coping up with academic and social pressure;
  - Facilitating adjustment at home and outside;
  - Developing healthy relationship with opposite gender;
  - Conflict resolution;
  - Prevention and remediation of bullying, violent behaviour, substance abuse etc.

- **Suggested inputs:**
  - Courses, facilities and activities offered in school;
  - Options in chosen courses of study;
  - Sources of information;
  - Problem solving skills;
  - Decision making skills;
  - Self-employment opportunities;
  - Importance of peer group;
  - Society's expectations of adolescent behaviour;
  - Communication skills;
  - Developing healthy relationships.
- **Suggested strategies:**
  - Class talk;
  - Group discussion;
  - Assessment;
  - Series of talks by specialist speakers;
  - Brainstorming;
  - Workshops/seminars;
  - Role play, films;
  - Individual and group counselling;
  - Self-introspection;
  - Observation.

### 2.1.6 BASIC PRINCIPLES OF EDUCATIONAL GUIDANCE

Educational guidance can be offered very effectively for all students if the following principles are observed:

- It should be provided to all and not only a chosen few.
- It should be student-centred.
- There should be no personal bias. It needs to be objective without any discrimination.
- It should be borne in mind that students have individual differences, and so it should centre around an individual student.
- It is to be expected that given the proper guidance and environment, every student is capable of realising their full potential – of course depending on their individual abilities.
- It needs to be evaluated in the light of facilities available to students.
- There should be a follow-up of students' performance.
- At the secondary stage, standardized tests should be administered upon entry in order to assess their capabilities with regard to the curriculum.

- Interest level of students should also form part of evaluation.
- If a particular student has difficulty in following the curriculum of a particular subject, the reasons for the same need to be found and corrective measures taken.
- During all these activities subject teachers concerned and parents need to be part of the discussions.

## 2.2 VOCATIONAL GUIDANCE

### 2.2.1 MEANING

Vocational guidance is an assistance provided to students in order to enable them to choose a suitable vocation and prepare for the same. As part of vocational guidance, students' aptitudes, abilities, maturity etc. are analysed and suitable guidance provided accordingly.

According to International Labour Organisation (ILO):

*“Vocational guidance is the assistance rendered by an individual to another in the latter’s solving of problems related to his progress and vocational selection keeping in mind the individual’s peculiarities or special abilities and their relations with his occupational opportunity”.*

National Vocational Guidance Association of USA (1937) stressed that:

*“Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building career decisions and choices necessary in effecting satisfactory vocational adjustment”.*

We can say that:

*“Vocational guidance is a development process by which students are assisted in understanding the interrelationship among their interests, abilities, and work in relation to academic and career planning. Students need to be aware of the career opportunities, explore them, and prepare themselves by choosing appropriate courses of study”.*

### 2.2.2 OBJECTIVES

The objectives of vocational guidance can be summarised as given below:

- To make the students aware of different occupations that are available;
- To make them aware of the knowledge, skills and scope of work in different occupations;
- To help them evaluate their abilities, interests and aptitudes required that will fit a particular occupation;
- To guide them how to acquire the knowledge, qualifications and skills they will need;
- To inform them about the courses of study they need to pursue in order to join different occupations;
- To let them visit relevant industries and other workplaces so that they may get first-hand knowledge about the world of work;
- To instil in them the dignity of labour – emphasizing that no work is menial;
- To help them analyse and evaluate themselves, their interests and abilities vis-à-vis a particular occupation;
- To help them understand that they should be really interested in performing the job related to their chosen occupation, and that they will be happy doing so;
- To help them to enhance the existing skills and acquire the new ones that will be needed in their chosen occupation;
- To guide them how to go about getting scholarships for their further studies;
- To guide them about the various institutions of higher learning – including all relevant details;
- To provide specific assistance to the differently abled students;
- To instil in them the need for continuous training and development activities.

### 2.2.3 NEED

Students in general do not have knowledge and maturity to choose their future vocation. Consequently, they are not able to link their aptitudes with the choice of profession – thus not being able to pursue relevant courses. Moreover, they are quite often forced by their parents to choose a particular course of study that will lead them to make a career as per their parents' choice. Even students are not quite often clear about what they want to do in life. In this scenario, it is the responsibility of educational institutions – schools in particular – to provide systematic guidance that will help them to choose the right vocation. They then can be guided to select the courses that will lead to the attainment of their objectives.

The need for vocational guidance can be essential because of all or some of the following reasons:

- Students need to develop career identity. Guidance programme can help them find answers to the questions: Who am I? What will I do with my life? How will I do it?
- They need to have a vision of the world of work. It will help them to be motivated to pursue their courses of study diligently.
- They need to relate their interests with career options.
- They need to make career plans based on information on alternatives available.
- They need to develop their behavioural and decision-making skills.
- They need to understand the value of work with regard to interest, ability, status, job satisfaction, etc.
- Because of unprecedented developments in the area of technology, work processes, labour market situation there is a need for students to prepare themselves mentally to work in a demanding and competitive work environment.
- Vocational guidance is needed to guide the right person for the right job considering individual differences in factors such as abilities, aptitudes, knowledge, skills etc.
- Vocational guidance also plays a significant role in assisting students how to adjust in occupational life.

#### 2.2.4 FUNCTIONS

- **Elementary stage:** Functions of vocational guidance at this stage are the following:
  - It helps the students to develop a favourable attitude towards desirable habits and skills in relation to their probable choice of work.
  - It prepares them to choose the right courses for a job they might want to do immediately on the completion of elementary education.
  - It motivates the students to participate in various curricular and co-curricular activities which provide a basis for their future skills.
  - It helps to know their own abilities at an early stage.
  - It provides them desired information about various occupations.
  - It helps them to prepare well for courses at the secondary stage so that they will be able to choose the right courses in line with their preferred line of occupation.
- **Secondary stage:** Functions of vocational guidance at this stage are the following:
  - It helps them to analyse their abilities, aptitudes, interests and skills they will need in their future occupation.
  - It helps them to choose the relevant courses.
  - It helps them to collect all the information required with regard to job situation, nature and condition of job etc.

- **Higher Secondary stage:** Functions of vocational guidance at this stage are the following:
  - It helps them to know about the various job opportunities both in the private and the public sector.
  - It helps them to really understand the importance and value of different subjects which they have to excel in so that they can be prepared for their preferred occupation.
  - It helps them to know about the financial help that may be available to them.
  - It increases their knowledge about the right types of programmes, agencies and institutions of higher learning.

### 2.2.5 PRINCIPLES OF VOCATIONAL GUIDANCE

To be effective, vocational guidance strategies need to be based on the following principles:

- Job is to be looked upon as a source of satisfying needs.
- The students should have a clear idea about the job they have planned to take up.
- While deciding about a particular occupation the personal and social factors should also be considered.
- It must be understood that selection of a particular job is not very easy, and it takes a lot of time and effort to do so.
- Individual differences among students should be borne in mind.
- It should be able to satisfy the inherent desires and needs of students.

## 2.3 PERSONAL GUIDANCE

### 2.3.1 MEANING

Personal guidance occupies an important place in the life of students. Everyone needs to learn a number of things and practise to develop an all-round personality. Moreover, they face a lot of problems in addition to problems related to education and vocation.

Basically, personal guidance is concerned with the following problems:

- Health and hygiene – food and drink, drug abuse;
- Emotional adjustment – anger, fear, anxiety, jealousy, nervousness, stress;
- Social adjustment – lack of friends, loneliness;
- Family problems – parental authoritarianism, conflict among family members, socio-economic status, parental attitude towards co-curricular activities.

### 2.3.2 OBJECTIVES

The objectives of personal guidance can be classified as the following:

- To help overcome emotional problems;
- To help them develop a sound personality;
- To help them in adjusting to their social environment in the spirit of cooperation and understanding;
- To try to bridge the gap between the students and their problems at home;
- To assist them to develop awareness about personal health, hygiene and physical activities;
- To help them utilise their leisure time in productive activities;
- To help them understand different social situations and deal with them effectively;
- To help them understand the boundaries while dealing with the opposite sex.

### 2.3.3 NEED

In modern times there are innumerable problems facing the adolescents. It makes it necessary to have a well-organised programme of personal guidance at the school level. It is important because of the following reasons:

- Students have several emotional problems emanating from school or home.
- They need to understand and apply various mechanisms of adjustment.
- They need guidance to participate effectively in social activities.
- Biological changes in body necessitate that students understand how to deal with them.
- They need to focus on their academics.
- They must realize the importance of effectively utilising their leisure time.
- They need to know how to build their character and develop their personality.

Effective and continuous personal guidance definitely helps them to deal with their problems and develop into focused and likeable human beings.



### 2.3.4 FUNCTIONS

- **Pre-Primary stage:** Functions of personal guidance at this stage are the following:
  - To help them to share their experience and things such as toys, games material, books etc;
  - To help them to experience being a group leader as well as a member of the group;
  - To motivate them to work with their hands;
  - To help them learn to listen to others;
  - To learn rhymes and dramatize stories;
  - To help them to take care of their things like toys, books etc;
  - To help them to be independent in taking care of their clothing and other items;
  - To help them develop desirable food habits;
  - To help them to take care of their body.
- **Elementary stage:** Functions of personal guidance at this stage are the following:
  - It helps them to fulfil some of their basic needs such as health, fundamental skills, social acceptance, leisure time activities etc.
  - It helps in developing self-discipline at home, school or outside.
  - It helps them to differentiate between what is right and what is wrong.
- **Secondary stage:** Functions of personal guidance at this stage are the following:
  - It helps them to adjust to the class and school environment.
  - It enables them to develop a sense of belongingness to the school.
  - It helps them to overcome the problems of adjustment related to adolescent stage.
  - It helps them to understand the biological changes in body.
  - It motivates them to develop leadership qualities.
  - It prepares them to be self-dependent with regard to various curricular and co-curricular activities.

### 2.3.5 PRINCIPLES OF PERSONAL GUIDANCE

Effective personal guidance strategies need to be based on the following principles:

- All the students can be helped to deal with their emotional problems.
- Causes of their emotional problems need to be explored, analysed, evaluated, and suitable guidance provided.
- There are obviously individual differences in temperament, attitude, interests etc, which need to be understood.
- Only the guidance counsellor or a teacher can effectively deal with students' personal problems. All the teachers need to be involved and be in sync with each other.
- There is a need to boost up their morale and motivate them to develop their full potential.

## 2.4 EDUCATIONAL AND INFORMATIONAL SERVICE

The function of educational and informational service in schools is to make information available to the students. This is necessary for guiding them in making intelligent choices related to educational, vocational and personal adjustments. This service provides information with regard to:

- Various courses;
- Institutions;
- Colleges/universities;
- Distance/online programmes;
- Part-time courses;
- Scholarships and financial assistance;
- Training programmes;
- Occupations.

This service also assists students to obtain a realistic picture of their:

- General abilities;
- Personality characteristics;
- Interests;
- Achievements;
- Mental health;
- Social skills;
- Aspirations;
- Academic activities.

This service needs to be easily available to students, teachers and parents.

### 2.4.1 DISSEMINATION OF INFORMATION


Information can be disseminated to the students through the following strategies:

- **Career talk:** As per students' needs professionals, school alumni can be invited to deliver career talk in a classroom situation. The topics should be decided keeping in view the age group, interest and educational level. Generally, a career talk covers the following:


- Introduction about the occupation;
  - General and specific nature of work;
  - Work conditions;
  - Earnings;
  - Qualifications required (age, education, skills, aptitude);
  - Methods of entering the job;
  - Career progression;
  - Employment outlook;
  - Sources of further information including various websites.
- **Career exhibition:** A large variety of career information materials are available from various sources. Exhibition of career information materials may be arranged in the school library, guidance room, corridor or at any other place where all students can see them. Colleges/universities may also be invited to provide information once in a year.
  - **Class talks:** There is ample scope for dissemination of occupational information in schools through subject teachers. In language, social science, mathematics, science there is maximum scope for dissemination of occupational information. The dissemination of occupational/career information by subject teachers motivates the students to learn the subject matter with interest and to explore further information.

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- **Career resource centre:** This centre can keep various occupational information material in different forms for use by teachers, counsellors and students. The centre may be equipped with the following:
  - Occupational monographs;
  - Newspapers and magazines;
  - Recruitment literature;
  - Occupational reviews;
  - Career films;
  - Posters;
  - Computers with Internet connectivity.

# 3 COUNSELLING AND ITS NATURE

## 3.1 MEANING AND NATURE

Though the terms ‘guidance’ and ‘counselling’ are quite often used interchangeably, both the terms have different meanings. In everyday life, we find that counselling goes on at many levels. In a family, parents counsel their children, doctors counsel patients, lawyers counsel clients and teachers counsel students.

According to Wren (1962):

*“Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem, with mutual consideration of each other to the end that the younger or less mature or more troubled of the two is aided to a self-determined resolution to his problem”.*

Shertzer and Stone (1976) have defined counselling as a learning process in which individuals learn about themselves, their interpersonal relationships and behaviours that advance their personal development.

We can say that counselling constitutes three activities:

- Informing;
- Advising;
- Counselling.

In fact, counselling can be considered to have the following attributes:

- It is a two-way process.
- It involves two individuals.
- There is mutual relationship between two individuals.
- It helps an individual to gain self-understanding, self-acceptance and self-realisation.
- It helps an individual to become happier, more creative and better adjusted.

### 3.2 NEED

Counselling is an integral part of the guidance programme. The need for counselling to students is of great importance. Counselling in schools covers the following areas:

- Proper choice of courses;
- Developing readiness to face new challenges;
- Minimizing the mismatch between education and employment;
- Overcoming personal problems;
- Getting help in specific attitudinal and behavioural problems;
- Bridging the gap between perceptions at home and at school;
- Settling disciplinary problems;
- Awareness about misuse of drugs and other harmful substances;
- Challenges related to academic performance;
- General adjustment problems.

### 3.3 CHARACTERISTICS

Since counselling involves two people, it is characterized as follows:

- It is important that there should be a relationship of mutual respect between the counsellor and the counselee.
- Counselling is more than advice giving. It can help an individual only if they are helped in thinking for themselves based on the solutions suggested by the counsellor.
- Counselling paves the way for the counselee to acquire independence and develop a sense of responsibility, to explore and utilise their potentialities.
- It should be able to produce changes in the individual so that they can overcome their difficulties.
- Emotional attitude is the most important material of the counselling process. This is the way an individual can analyse their attitude and behaviour, and helps them to know themselves better and move on in the right direction.

### 3.4 OBJECTIVES

Counselling has specific objectives. It aims to ensure that students are able to:

- Develop a sense of purpose;
- Evaluate the problem by breaking it down in smaller parts, and concentrate on finding solutions;
- Maintain healthy interpersonal relationships;
- Understand their emotions;
- Identify their needs;
- Realise that only they can bring about changes with constant effort.

In all these areas a counsellor needs to equip the students with life strategies to help them think, feel, and act differently in order to enhance the quality of their life in all aspects – academic, behavioural, vocational. A counsellor may keep a poster in their office containing the following prayer:

*“God! Grant me the serenity  
To accept the things I cannot change,  
Courage to change the things I can, and  
Wisdom to know the difference”.*

Students may be encouraged to look at this prayer, understand its meaning, and imbibe it.

### 3.5 FUNCTIONS

Basically, counselling has three functions:

- **Adjustment functions:** Rapid changes in life on account of industrialization, urbanisation, and technological developments have created new situations. To face these challenges effectively counselling helps the students in making the best possible adjustment to the current situations be it in educational institution, occupational world, in the home or in the community.
- **Orientation functions:** Awareness of the need to plan in the context of environmental constraints and resources and personal constraints and resources is necessary for students. Counselling orients the students about these constraints by giving information and creating awareness about problems of career planning, academic planning etc. This function acts as a link between adjustment and development.
- **Developmental function:** Through this function counselling not only helps the students having problems but also helps them before the problems arise. This function helps in self-development, self-realization, development of society, and national development.



### 3.6 PRINCIPLES

The process of counselling is based on the following principles:

- It involves face-to-face interaction between the counsellor and the counselee.
- It is concerned more with the emotional rather than the intellectual attitude.
- It is not merely advice giving. It is the process of making the counselee think for themselves and make appropriate decisions.
- It is concerned not only with the solution of immediate problem but also addresses itself to the future decisions of the counselee.

During the process of counselling, the counsellor should follow the following principles:

- **Warmth:** To make the counselee feel valued as an individual;
- **Acceptance:** To accept the counselee and their feelings without resorting to criticism;
- **Genuineness:** To be very honest, open and friendly;
- **Empathy:** To sense the feelings and experience of the counselee.

### 3.7 TYPES OF COUNSELLING

Based on the nature of the counselling process, the following are the techniques of counselling:

- Directive counselling;
- Non-directive counselling;
- Eclectic counselling.

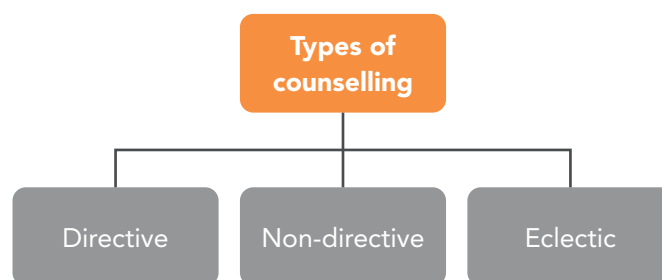


Fig. 3/1 Types of counselling

#### 3.7.1 DIRECTIVE COUNSELLING

Williamson (1950) is the chief exponent of this viewpoint. Its main features are the following:

- It is counsellor-centred. It is the counsellor who directs the counselee to take appropriate steps to resolve their conflicts.
- It is assumed that the counselee cannot solve their problem for lack of information.
- The counselee directs the thinking of counselee by informing, explaining, interpreting and advising.
- It stresses intellectual aspect more than emotional aspects.

**Steps:**

- **Analysis:** Collecting data from various sources to understand the counselee's problem;
- **Synthesis:** Interpreting and organising data to reveal students' assets, liabilities, adjustments etc;
- **Diagnosis:** Identifying the nature and cause of the problem;
- **Prognosis:** Predicting the future development of the problem;
- **Counselling:** Taking steps to bring about adjustment;
- **Follow-up:** Helping with recurrence or new patterns.

**Merits:**

- This approach saves time. It can be adopted when an early solution is required.
- It lays more emphasis on the intellectual rather than the emotional aspects of an individual's personality.
- It is the best method at lower level where the student is not in a position to analyse their own problem.
- The methods used are direct, persuasive and explanatory.

**Demerits:**

- It makes the counselee over-dependent on the counsellor.
- The personal freedom of the student is not respected, so it leads to new adjustment problems.
- It does not guarantee that the counselee will be able to solve the same problem on their own in future.

### 3.7.2 NON-DIRECTIVE COUNSELLING

Rogers (1951) is the chief exponent of this view. Its main features are the following:

- It is a client-centred process.
- The counselee is the focus of the whole counselling process.
- The main function of the counsellor is to create an environment in which the counselee can work out their problem.
- Emotional elements rather than intellectual elements are stressed.

#### Steps:

- **Defining the problematic situation:** The counsellor defines the problem.
- **Free expression of feelings:** The counselee is encouraged to express their feelings freely.
- **Development of insight:** The counsellor classifies the feelings of the counselee into negative and positive feelings.
- **Termination of counselling situation:** Either the counsellor or the counselee can suggest the termination of counselling situation.

#### Merits:

- Freedom of the individual is respected.
- Relieves tension.
- Counselee moves towards acceptance of themselves.
- Confronts weaknesses without feeling threatened.

#### Demerits:

- It is usually time-consuming.
- It is not suitable for a less mature or less intelligent counselee.
- The counsellor's passive attitude might inhibit the counselee from expressing freely.
- It is not suitable in a school situation where the counsellor has to attend to several students.

### 3.7.3 ECLECTIC COUNSELLING

Thorne (1950) is the chief exponent of this view. Its main features are the following:

- It is a type of counselling which is a combination of directive and non-directive.
- The counsellor is neither too active as in directive counselling nor too passive as in non-directive counselling, but follows a middle course.
- The problem is solved jointly.

#### Steps:

- Diagnosis of the cause;
- Analysis of the problem;
- Preparation of a tentative plan;
- Ensuring effective conditions for counselling;
- Interviewing and encouraging the counselee to develop their own resources and to assume responsibility.

#### Characteristics:

- Methods of counselling may change from time to time.
- It is highly flexible.
- Freedom of expression is open to both the counsellor and the counselee.
- Mutual confidence is basically required.

## 3.8 PROCESS OF COUNSELLING

The process of counselling involves a sequence of identifiable events spread over a period of time. The time taken, the sequence of events, and dynamics involved, the nature and extent of exploration, differ from individual to individual. However, there are certain basic stages which form the essentials of counselling process.

They are:

- **Readiness:** The counselees are of two types i.e. one who seeks assistance and the other who are referred. The counselling presupposes a desire on the part of the counselee that makes them come for the assistance. This desire is referred to as readiness.
- **Counter will:** People experience difficulty in asking for help and accepting it because they are reluctant to face the consequences of change or an admission of inadequacy or failure. The negative feeling that holds back one from seeking help is referred to as counter will.
- **Case history:** Case history is a systematic collection of facts about the counselee's past and present life. However, focus of attention varies from case to case.
- **Rapport:** It is a warm, friendly and understanding atmosphere created by the counsellor, which is catalytical in the formation of an effective counselling relationship. Warmth of relationship and feeling of trust, which grows out of unconditional acceptance are important in contributing to the establishment of rapport.
- **Transference:** It refers to the counsellor transferring emotions originally felt toward someone early in life. The counselee is encouraged to express their feelings and emotions freely. The counsellor acknowledges these feelings and handles in a therapeutic way.
- **Counter transference:** This occurs when counsellor projects their unresolved conflicts upon the counselee. When counsellor feels uncomfortable and experiences feelings of anger, resentment or becomes over-emotional, it is unhealthy.
- **Resistance:** It refers to counselee's move to oppose the counsellor's attempts to work towards set goals. This influences counselling outcome negatively. Resistance ranges from open hostility to passively resistant behaviour like being late for an appointment.

### 3.8.1 STAGES OF COUNSELLING PROCESS

- **The first stage: Initial disclosure:**

At this stage, the counselee is helped to articulate their personal concerns and to place those concerns in a context so that the counsellor can understand the personal meanings and significance the counselee attaches to them. The main aim at this stage is to promote trust in the counselee. The following characteristics help in understanding:

- **Empathy:** Understanding other's experience as if it were yours;
- **Genuineness:** Being natural, consistent in behaviour and dependable in relationship;
- **Unconditional positive regard:** Caring without condition;
- **Correctness:** Using clear language to describe the counselee's situation.

- **The second stage: In-depth exploration:**

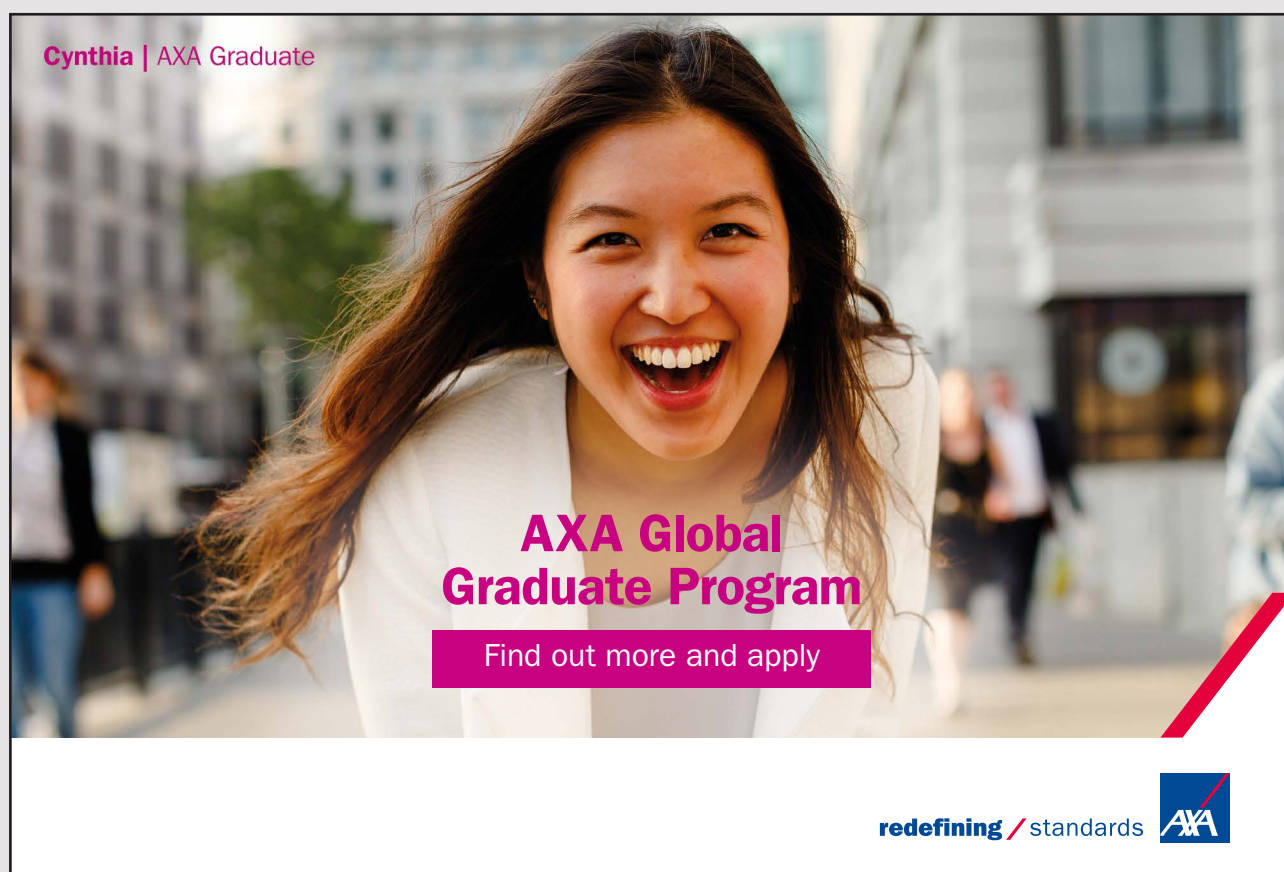
At this stage:

- Counsellor at first discusses the diagnostic impressions of the counslee's dynamic behaviour.
- As the relationship becomes more secure, the counsellor begins to confront the counslee with observations about their goals or behaviour. This will help the counslee arrive at newly challenged and refined views of self.

At this stage, counslee and counsellor come to a mutually acceptable diagnosis of the problem,

- **The third stage: Commitment to action:**


This stage includes identifying possible alternative courses of action the counslee might choose. Once an action decision is made the counslee tries some new behaviours. The counsellor supports and reinforces the trying of new behaviours.



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## 4 SKILLS OF COUNSELLING

### 4.1 INTRODUCTION

Counselling can result in the achievement of its stated goals when a good positive relationship exists between the counsellor and the counselee. The counsellor's interactions with the counselee are a powerful tool in the development of this relationship. This can be achieved if the counsellor has the following counselling skills.

#### 4.1.1 LISTENING

During listening it is important to show that the counsellor is listening through the 'prompts' such as eye contact, head nod, body posture etc. However, overuse of these should be avoided. Listening has the following components:

- Listening for words, phrases, figures of speech;
- Paying attention to non-verbal aspects such as facial expressions, gestures, body position, eye contact etc;
- Attending and showing receptiveness.

#### 4.1.2 EMPATHY

It means having the ability to perceive the counselee's experience and then to communicate that perception back to the individual to clarify and amplify their own experiencing and meaning.

#### 4.1.3 COMMUNICATION

It includes the following:

- **Clarification:** To get definite information through this to help clarify the counselee's thinking without pressurizing.
- **Correctness:** Keeping communications specific – focused on facts and feelings of relevant concerns, while avoiding generalisations, abstract discussions etc.
- **Restatement:** Enables the counsellor to let the counselee realize that they are being fully understood and accepted.

- **Paraphrasing:** The counsellor summarises. They select those ideas and feelings which seem most important and relevant and feed them back to the counselee in a more organised form.
- **Questioning:** Open-ended questions are to be asked because they promote discovery and stimulate thinking. They are useful to help the counselee to start talking about a topic, outline a situation, give a broad description of what happened and how they reacted.

## 4.2 SKILLS OF A COUNSELLOR

A good counsellor should be:

- A good listener and communicator;
- Respectful to the counselee's feelings and points of view;
- Kind, caring and understanding;
- Non-pre- judgmental;
- Trustworthy and respectful;
- Relaxed;
- Approachable;
- Able to motivate and inspire the counselee.

### 4.2.1 ROLE AND FUNCTIONS OF A COUNSELLOR

The specific functions of a counsellor are:

- Orientation of students;
- Student appraisal;
- Educational and information service;
- Holding counselling interviews;
- Research and evaluation;
- Designing and initiating a comprehensive career development plan;
- Preparation and development of tests and tools of assessment;
- Collection, classification, production and dissemination of career information.



### 4.2.2 CODE OF ETHICS IN COUNSELLING

Trust is an essential component in the development of healthy relationships. Counsellors must regard the promise of confidentiality to be essential for the development of counsellee trust. Managing confidentiality when counselling students is more complex than when counselling adults. School counsellors are part of an educational community. As such, they consult with teachers, administrators and parents. It is important for school counsellors to clarify that their consultation is on behalf of students, and that all information needs to be kept confidential.

Counsellors have ethical responsibilities and obligations. According to Bergin (1985), “It is a profession based on values, which are orienting beliefs about what is good and how that good should be achieved”.

## 4.3 COMMON BEHAVIOURAL PROBLEMS OF ADOLESCENTS

The most common behavioural problems of adolescents that the counsellors have to deal with are the following.

### 4.3.1 ADDICTION

Teenagers are vulnerable and can be easily swayed to the wrong side. Substance abuse is one of the biggest problems that parents of adolescents and their counsellors around the world have to deal with.

#### Causes:

- Peer pressure is one of the significant factors that drive adolescents to take up smoking and drinking or to do drugs.
- What starts as a ‘thrill’ becomes a habit.
- People in the family who smoke and drink become role models.
- Poor self-esteem also leads them to resort to such abuse.
- Easy access to substances like cigarettes, alcohol, drugs, and anabolic steroids may increase the temptation to try illicit substances.

**Suggested solutions:**

- Look for erratic behaviour, change in appetite, mood etc.
- Encourage them to talk about these and be honest. Discuss the problem with them sympathetically.
- Suggest therapy through rehabilitation centre, if nothing else works.

**4.3.2 AGGRESSION**

Aggression is especially a concern with adolescent boys – though some girls are equally guilty. Young boys start to develop muscles, grow tall and have a hoarse, manly voice. In addition to that, they are moody and can let others get under their skin.

Their aggression can be typically identified as the following:

- They get into fights at school.
- They start bullying others.
- They may fall into bad company and may resort to using firearms and other weapons.
- Quite often teenage girls fall prey to the violence of their male classmates/schoolmates.

**Suggested solutions:**

- Counsel them and their parents to the importance of nurturing relationships at home, as quite often such aggression emanates from what they experience at home.
- Prevent access to firearms and alcohol.
- Teach them life skills.
- Avoid exposing them to violent stories, games or movies at an age when they cannot differentiate between what is right and what is wrong.

**4.3.3 ANXIETY**

Anxiety is very much prevalent today among adolescents. The pressure to measure up well to others, or problems with friends or parents/siblings can also be a source of anxiety.

**Symptoms:**

- Having insomnia;
- Remaining irritable;
- Having physical pains and aches.

**Suggested solutions:**

- Speak in confidence to such students.
- Try to find reasons behind their anxiety. Consult parents also in order to find out whether the problem is related to some home situation.
- If necessary, such student can be referred to a medical practitioner.

**4.3.4 TRUANCY**

Some students play truant and skip going to class/school. There may be some or all of the following reasons:

- Peer pressure to skip class/school;
- Fear of bullying;
- Mental health issues;
- Boredom in class or school;
- Lack of ambition;
- Poor performance in academics;
- Not doing home assignments;
- Poor relationships at school.

**Suggested solutions:**

- Finding out the real cause of truancy;
- Focusing counselling on dealing with the cause(s);
- Motivating and encouraging to improve study habits;
- Encouraging to participate in a wide variety of curricular and co-curricular activities;
- Consulting and counselling parents also.

### 4.3.5 ADHD

Attention Deficit Hyperactivity Disorder (ADHD) is the most common health disorder of childhood and often persists into adolescence and adulthood.

#### Effects:

There is nothing a counsellor can do about this condition except to suggest medical treatment.

However:

- ADHD is often treated with stimulant drugs (such as amphetamine or methylphenidate), which are often abused. Such treatment does not appear to increase the risk of developing a substance abuse disorder in individuals who are appropriately diagnosed with ADHD.
- Some adolescents complain of symptoms of inattention in an attempt to obtain a prescription for stimulants, either to be used as study aids or recreationally. Such students need appropriate guidance and advice from the counsellor.

### 4.3.6 ADDICTION TO CYBERSPACE

The development of social media has changed the way we interact with each other. It has affected teenage lifestyles the most.

#### Effects:

- They may seem to spend hours on their smart phones – texting, talking or playing games.
- Such adolescents lead a very inactive social life and do not participate in physical activities.
- Their lifestyle becomes sedentary.
- Internet addiction adversely impacts academic performance.

#### Suggested solutions:

- Counselling to restrict their internet time so as to leave sufficient time for academic and co-curricular activities;
- Encouraging them to understand the benefits of outdoor activities and participating in them;
- Counselling the parents to not say ‘NO’ to Internet but guide them to use it judiciously.

# 5 STRATEGIES FOR GUIDANCE AND COUNSELLING

## 5.1 STRATEGIES

Two types of strategies may be adopted:

- Individual guidance; and
- Group guidance.

### 5.1.1 INDIVIDUAL GUIDANCE

Individual guidance is tailored to an individual. It can be used to refer to any advice on some or all of the following issues:

- Academic performance;
- Career counselling;
- Behavioural problems;
- Psychological problems;
- Addiction, etc.

### 5.1.2 GROUP GUIDANCE

It is guiding the individual in a group situation. Group could be of any type, but for guidance purposes a group should have a common goal. Group guidance is used to address the developmental needs of a functional group consisting of a number of students to implement programme that would benefit them at all time.

#### Objectives:

- To help students in identifying common problems, analysing them and finding appropriate solutions;
- To disseminate a wide range of information useful to them;
- To help them interact with each other about common problems.

**Organisation:**

Group guidance activity may focus on the following points:

- **Need assessment:** To find the common problems through interview, questionnaire etc;
- **Size of group:** To decide the size depending on the type of activity;
- **Selection of members:** To communicate to the students about their roles in group activities;
- **Orientation:** To clarify goals in clear and measurable terms;
- **Monitoring:** To use feedback for conducting these activities purposefully.

## 5.2 TECHNIQUES

- **Group discussion:** This technique is more useful at the secondary stage. For organising a group discussion, it is necessary to arrange for:
  - Suitable room/hall;
  - Coherent/similar group;
  - Relevant topic;
  - Expert resource person.

Group discussion can be useful only if the members participate effectively without any fear or hesitation. They should all have equal opportunity to participate. Moreover, the effectiveness of the facilitator will go a long way in making group discussion successful.

- **Problem solving:** This technique comprises the following steps:
  - Existence of a common problem;
  - Focused description of the problem;
  - Analysis of the problem in the light of data collected;
  - Initiating action based on relevant facts;
  - Degree of acceptance of solution in the group.
- **Role play:** It is quite suitable for a relatively small group. Through role play real life situations can be simulated by group members. It may comprise the following steps:
  - Existence of common problem;
  - Orientation of the group;
  - Assigning roles;
  - Encouraging other members to observe keenly;
  - Evaluating the role play;
  - Collecting and discussing feedback.

**Advantages of group guidance:**

Some of the advantages of group guidance are the following:

- **Encourages learning:** Interaction in a group situation encourages learning. Each member learns from others in the group.
- **Saves time:** The counsellor and the students can save a lot of time while discussing common problems. The time thus saved can be utilised for more complex individual problems.
- **Improvement in students' behaviour:** In a group setting students have better opportunity to improve their general behaviour as they have to interact with each other rationally and respectfully.
- **Attention to unrecognized problems of students:** When a group discussion is in progress, quite a few hitherto unknown problems may surface, and the counsellor can discuss them with the entire group.

**Limitations of group guidance:**

Though group guidance serves a very useful purpose, it has some limitations. It cannot be a substitute for individual guidance:

- Students may be reluctant to talk about their specific problems.
- Lack of cooperation on the part of the administration may not allow the counsellor to collect a large group at the same time.

## 6 TESTING AND ASSESSMENT

### 6.1 INTRODUCTION

Testing can be defined as collecting information to analyse and evaluate a counselee to identify problems, and aid in diagnosing. Testing involves examining a person's responses and quantifying for describing their meaning.

Testing can be done prior to, during, or following counselling. Testing a counselee prior to the start of counselling gives an idea who the person is walking through the door. Testing during counselling can help identify additional areas in which to focus on could provide additional information that the counsellor needs. Following counselling, a counselee may undergo testing to see if any changes have taken place.

Tests are of two types:

- Non-standardized tests; and
- Standardized tests.





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## 6.2 NON-STANDARDIZED TESTS

To understand and evaluate the problems of students some of the non-standardized tests that may be used are the following.

### 6.2.1 OBSERVATION

Observation is the most direct method of learning about the development of students. It allows the counsellor to know the student as a unique individual. One of the most accurate ways to do so is to observe them in their daily activities. It requires systematic and rigorous observation, which involves far more than just being present and looking around.

### 6.2.2 ANECDOTAL RECORDS

Based on the observation, anecdotal records can be created. For this purpose, the counsellor should:

- Be descriptive in taking field notes – critical incidents etc;
- Gather information from various sources – peers, parents, teachers etc;
- Record the views of the people, their experiences in their own words;
- Separate description from judgment.

### 6.2.3 CASE STUDY

Case study means systematic, complete and intensive study of the student – their family background, their physical, social, emotional and intellectual environment. It makes an in-depth study of the student concerned. They could be delinquent or talented.

A case study contains interpretations, recommendations and reports in follow-up work. This method is specially followed in learning difficulties, emotional disturbances, delinquency and other behavioural problems.

In preparing a case study the information is collected from the following sources:

- Preliminary information;
- Past information;
- Present condition;
- Physical;
- Medical;
- Social;
- Emotional;
- Interest;
- School achievement.

#### **6.2.4 CUMULATIVE RECORDS**

The student's cumulative record is the compilation of information maintained in the school for the student. It contains information regarding a student's:

- Academic progress;
- Mid-term and final marks;
- Adaptations;
- Attendance.

The cumulative record helps the counsellor in understanding the needs and aspirations, problems, and frustrations of the students through the analysis of data provided by the cumulative record.

It contains the following information:

- Personal data;
- Family data;
- Health data;
- School history and achievement;
- Mental and achievement data;
- Special and co-curricular activities;
- Interests and talents;
- Educational plans;
- Vocational plans;
- Records of counselling.

### 6.2.5 INTERVIEWS

Interview is one of the most important techniques used to collect data in guidance and counselling. The purpose is to know the student in depth. It works for the personal rapport.

The types of interviews are:

- Diagnostic interview;
- Administrative interview;
- Admission interview;
- Information interview;
- Counselling interview.

Advantages of the interview are the following:

- It is a dynamic way of understanding the student.
- It can be used for a variety of purposes.
- It helps the counsellor to solve the student's problems.
- It is easy to conduct.

### 6.2.6 SOCIOMETRIC TECHNIQUES

Sociometry is used for study of students in classroom situation. It is a technique for describing the social relationships among individuals in a group. Students in a classroom may be asked to name in order of preference the students they would invite to a party, have lunch with, work on a class project with, play with, or have as a close friend.

It provides the basis for measuring social relationships. These tests can discover, describe and evaluate social status and structure, and can measure the acceptance or rejection felt between sport groups.

## 6.3 STANDARDIZED TESTS

Standardized tests are used in guidance and counselling for the following reasons:

- They are accurate and reliable.
- They are a time-saving device.
- They provide same interpretation for all.
- More information can be gathered.
- Prediction is made easy.
- They help in decisions for planning.
- Problems can be easily diagnosed.
- Evaluation of guidance and counselling is facilitated.

### 6.3.1 ACHIEVEMENT TESTS

It is a measure of one's developed knowledge or skill. It provides insight into the student's knowledge and skills in a particular field of expertise or a particular grade level. In this test, the student is given a series of tasks, at the end of which, they will be graded according to prescribed guidelines.

#### Types of Achievement Tests:

They are of the following types:

- **Formative and summative tests:** Formative tests are used to measure progress made in knowledge and skills before and during instruction. Summative achievement tests are given at the end of course instruction, so as to assess the outcome of the instruction.
- **Prognostic tests:** Readiness or prognostic tests are used to predict how well an individual is expected to profit from training.
- **Diagnostic tests:** Diagnostic achievement tests provide information on performance of the students in different subjects and indicate their strengths and weaknesses in reading, arithmetic and language use.

#### Uses of Achievement Tests:

The counsellor can use the achievement tests for:

- Initiating decision on making appropriate choices for a career;
- Diagnosing problems faced by the students in different subject areas so that corrective remediation can be planned and carried out;
- Encouraging self-study after gaining an insight into their strengths and weaknesses in different subjects.

### 6.3.2 INTELLIGENCE TESTS

These tests are of different types and for different age levels. There are two types of intelligence tests:

- Individual tests; and
- Group tests.

These tests may be verbal, non-verbal, performance-based or mixed. They may be power and speed tests.

Intelligence tests help in identifying individual differences. They help to explain that people differ from each other in their ability to understand complex ideas or to learn from experience.

Gardner's (1983) theory of multiple intelligences asserts that intelligence is not a single entity and there exist multiple intelligences, each distinct from others. These different types of intelligences interact and work together to provide a solution of a problem.

The nine types of intelligences proposed by Gardener are the following:

- **Linguistic Intelligence:** Capacity to use language fluently to express one's thinking and understanding others.
- **Logical Mathematical Intelligence:** Thinking logically using abstract reasoning to manipulate symbols and solve mathematical problems.
- **Spatial Intelligence:** Abilities involved in forming, using and transferring mental images. Used in getting from one place to another, in reading a map, and in packing suitcase in the trunk of a car so that they all fit into a compact space. Pilots, sailors, interior decorators, surgeons, fashion designers generally exhibit this ability.
- **Musical Intelligence:** Capacity to produce, create and manipulate musical patterns.
- **Bodily-Kinaesthetic Intelligence:** Ability to use one's body and muscle structure in a coordinated and planned way. Athletes, dancers, actors, gymnasts, surgeons, sports people exhibit this more than others.
- **Interpersonal Intelligence:** Used in relating to other people, such as when we try to understand another person's behaviour, motives or emotions. Counsellors, psychologists, politicians, social workers, religious leaders are usually high on this ability.
- **Intrapersonal Intelligence:** Knowledge of one's internal strengths and limitations and using that knowledge to relate to others.
- **Naturalistic Intelligence:** Complete awareness to our relationship with the natural world, useful in recognizing the beauty of different species of flora and fauna and making a distinction in the natural world.
- **Existential Intelligence:** Ability to be sensitive to or tackling deeper questions about human existence, such as the meaning of life, why we are born, why we die, what is consciousness or how we got here.

As the meaning of intelligence differs from one culture to another, there is a need to understand the cultural context for measuring intelligence.

### **6.3.3 APTITUDE TESTS**

Aptitude is thought of as a natural tendency, special ability or cluster of abilities. Often these natural abilities are looked at in relationship to a person's readiness to learn or their suitability for a particular career. Aptitude may be defined as a trait that characterizes the individual's ability to perform in an area or to acquire the learning necessary for performance in a given area.

These tests help gauge the student's aptitude such as spatial, numerical, clerical or mechanical aptitudes. Interest tests are designed to find out the student's areas of interest, the results of which are used for the purpose of career counselling.

Aptitude tests may be used by the counsellors for the following reasons:

- They may identify potential abilities of which the individual is not aware.
- They may encourage the development of special or potential abilities of an individual.
- They may provide information to assist an individual in making educational and career decisions or other choices between competitive alternatives.
- They may serve as an aid in predicting the level of academic or vocational success an individual might anticipate.
- They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

### **6.3.4 PERSONALITY TESTS**

In addition to physical aspects, personality includes the emotional, motivational, interpersonal, attitudinal and even moral aspects of a person. Some researchers have included intelligence also as part of personality. Personality refers to a unique combination of characteristics of an individual, which pre-disposes the person to behave in a particular and consistent way.

Personality testing is necessary to achieve the following purposes:

- Personality plays an important role in an individual's personal, educational and vocational adjustment and success.
- It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty a person encounters in making proper adjustment with the educational and occupational choices, lies in emotional conflict about which the individual has no knowledge,

There are two types of personality tests:

- **Projective** – answers are more subjective and unrestricted to any scale or measure.
- **Objective** – mainly consisting of true/false responses which are restricted to a scale.

### **Techniques of testing personality:**

Several techniques are used for testing personality:

- Interview;
- Observation;
- Self-report measures;
- Checklists;
- Rating scales;
- Situational tests or behavioural tests;
- Projective techniques;
- Anecdotal records;
- Autobiography;
- The daily diary.

### **6.3.5 ATTITUDE SCALE**

Attitudes are expressions of how much we like or dislike various things. Attitudes represent our evaluations and performances towards a wide variety of objects, events, persons, and situations.

- **Types of Attitude Scales:** Attitudes need to be tested because our social life depends on some desirable attitudes. They can be tested through various techniques. They are:
  - The method of 'equal-appearing intervals' has an absolute interpretation in terms of the psychological continuum of scale value of the statements making up the scale.

Score		Attitude
Score value in middle range	>>>>	Neutral
Towards favourable	>>>>	Favourable
Towards unfavourable	>>>>	Unfavourable

- The method of summated ratings developed by Likert (1932) is obtained by assigning arbitrary weights of 5,4,3,2, and 1:

Response	Weight
Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

In addition to the above, there are some more techniques such as:

- Error Choice Technique;
- Free Response Technique;
- Paired Comparisons;
- Opinion Polling or Surveying;
- Diaries;
- Autobiography etc.

Attitude scales are used to measure the degree of positive or negative feeling associated with any slogan, person, organisation, religion, political party etc. Educationists, for example, conduct opinion surveys to find out how people feel about educational issues.



# 7 ORGANISATION OF GUIDANCE AND COUNSELLING IN SCHOOLS

## 7.1 PURPOSE

The purpose of organising guidance and counselling services in schools can be summarized as follows:

- To help the students and their parents make appropriate career plans;
- To understand the physical, emotional, social and academic problems of students and guide them appropriately;
- To take cognizance of varying abilities of students and guide them;
- To collect essential reliable data on students;
- To enable students to adjust to the school and community;
- To utilise the expertise of different members of the school staff;
- To utilise community resources;
- To develop and sustain desirable human relationships.

## 7.2 ORGANISATIONAL SET UP

There should be a counselling committee comprising the following:

- Head of school;
- Deputy Head of school;
- Counsellor;
- Teachers (1 or 2);
- Administration staff (1).

However, the role of this committee should be confined to administrative support functions only.

## 7.3 REQUIREMENT OF COUNSELLING SERVICES

Different facilities and logistics are required for school guidance and counselling.

They are:

- **Accommodation:** Provision of a separate room is to be made in order to store material and documents safely and systematically for easy retrieval when required. The counsellor's office should be located in a quiet place where open and confidential conversation can take place. The structure could be as follows:
  - **Counsellor's main office:** It should have a pleasant and quiet ambience so that it looks a 'welcoming' one and makes the student comfortable.
  - **Waiting room:** The waiting room outside the counsellor's office should be elegantly decorated, and a number of magazines, newspapers, career-related literature etc. can be kept there.
  - **Library/Equipment room:** The following material may be kept in this room:
    - ✓ Manuals on careers;
    - ✓ Brochures of institutions of higher education;
    - ✓ Career guidance books;
    - ✓ Information about financial assistance for higher studies;
    - ✓ Battery of various psychological tests (in locked cupboards).
  - **Conference room:** It should be large enough to arrange for:
    - ✓ Group counselling;
    - ✓ Seminars;
    - ✓ Workshops;
    - ✓ Film shows etc.
- **Time:** A lot of time is required by the counsellor to carry out the following functions:
  - Organisation of information about students;
  - Meeting and answering queries from students, parents, teachers etc;
  - Organising career talk, industry and field visits etc;
  - Conducting research on job opportunities;
  - Collecting information about institutions of higher learning.
- **Finances:** The school should allocate sufficient funds in its budget so that the counsellor can carry out their various activities.

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# ABOUT THE AUTHOR

Dr. Manmohan Joshi, M.A., M.Ed., Cert. Educational Admin, Dip. HRD, Dip. Mgmt. (UK), MBA, Ph.D. (Mgmt.), has over 45 years' teaching, training and administrative experience. He has worked as Principal of large and reputed educational institutions in India, Kuwait and the Sultanate of Oman.

For his work on Innovative Practices in Value Education he was awarded by the National Council of Educational Research and Training, India.

He is also the recipient of the Best Teacher Award from the Govt. of Tamilnadu as well as the Central Board of Secondary Education, India.

He has presented papers at various national and international conferences under the auspices of UNESCO. He has also conducted various workshops for teachers, students, parents and administrators. The topics covered a wide area viz., Leadership and Team Building, Value Education, Administration Skills, Career Choice, Effective Decision Making in Administration, Effective Communication Skills, Interpersonal Relationships, Continuous Comprehensive Evaluation, Skills in Dealing with Managers, Secretarial Skills. He has also authored several books on different subjects.

He has also worked as Acting Chief Executive for a reputed Training Institute in the Sultanate of Oman.

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