

Guidance And Counseling

DEDU502

Edited by:
Dr. Kulwinder Pal



L OVELY
P ROFESSIONAL
U NIVERSITY



GUIDANCE AND COUNSELING

Edited By
Dr. Kulwinder Pal

Printed by
USI PUBLICATIONS
2/31, Nehru Enclave, Kalkaji Ext.,
New Delhi-110019
for
Lovely Professional University
Phagwara

SYLLABUS

Guidance And Counseling

Objectives:

To enable the learners to :

- (1) understand the concepts of guidance and counseling
- (2) understand testing and non-testing techniques in guidance service
- (3) understand the types of counseling and qualities of an effective counselor

Sr. No.	Content
1	Guidance: Meaning, Nature and Scope, Guidance: Goals and Principles, Need for Guidance with Reference to India
2	Guidance Services: Concept and Importance; Services: Placement Service, Follow-up Service
3	Educational and Vocational Guidance ; Organizing Guidance Services at School and College Level
4	Personal and Group Guidance: Concept, Aims and Methods, Personal Guidance at School Level and Personal Guidance at College Level
5	Counseling: Concept, Need and Goals with Reference to India, Counseling: Principles and Counseling Process
6	Types of Counseling: Directive Counseling, Non-Directive Counseling, Eclectic Counseling, Interview Process in Counseling
7	Counseling Services: Individual Counseling, Group Counseling
8	Organizing Counseling Services at School Level, Organizing Counseling Services at College Level
9	Psychotherapy: Meaning and Process, Dealing with Psychological Disturbance, Psychotherapy: Cognitive Approach, Environmental Approach ; Counselor: Role and Qualities
10	Testing and Non-Testing Techniques: Psychological Tests, Case Study, Rating Scale, Observation, Interview, Inventories, Problems of Guidance and Counseling in India and their Solutions

CONTENTS

Unit-1:	Guidance: Meaning, Nature and Scope <i>Kulwinder Pal, Lovely Professional University</i>	1
Unit-2:	Guidance: Goals and Principles <i>Dinesh Kumar, Lovely Professional University</i>	11
Unit-3:	Need for Guidance with Reference to India <i>Kulwinder Pal, Lovely Professional University</i>	21
Unit-4:	Guidance Services: Concept and Importance <i>Dinesh Kumar, Lovely Professional University</i>	32
Unit-5:	Services: Placement Service, Follow-up Service <i>Kulwinder Pal, Lovely Professional University</i>	43
Unit-6:	Educational and Vocational Guidance <i>Dinesh Kumar, Lovely Professional University</i>	50
Unit-7:	Organizing Guidance Services at School and College Level <i>Kulwinder Pal, Lovely Professional University</i>	72
Unit-8:	Personal and Group Guidance: Concept, Aims and Methods <i>Dinesh Kumar, Lovely Professional University</i>	91
Unit-9:	Personal Guidance at School Level <i>Kulwinder Pal, Lovely Professional University</i>	102
Unit-10:	Personal Guidance at College Level <i>Dinesh Kumar, Lovely Professional University</i>	115
Unit-11:	Counseling: Concept, Need and Goals with Reference to India <i>Kulwinder Pal, Lovely Professional University</i>	122
Unit-12:	Counseling: Principles and Counseling Process <i>Dinesh Kumar, Lovely Professional University</i>	135
Unit-13:	Types of Counseling: Directive Counseling <i>Kulwinder Pal, Lovely Professional University</i>	144
Unit-14:	Types of Counseling: Non-Directive Counseling <i>Dinesh Kumar, Lovely Professional University</i>	150
Unit-15:	Types of Counseling: Eclectic Counseling <i>Kulwinder Pal, Lovely Professional University</i>	157
Unit-16:	Interview Process in Counseling <i>Dinesh Kumar, Lovely Professional University</i>	162
Unit-17:	Counseling Services: Individual Counseling <i>Kulwinder Pal, Lovely Professional University</i>	176
Unit-18:	Counseling Services: Group Counseling <i>Dinesh Kumar, Lovely Professional University</i>	188
Unit-19:	Organizing Counseling Services at School Level <i>Kulwinder Pal, Lovely Professional University</i>	196
Unit-20:	Organizing Counseling Services at College Level <i>Dinesh Kumar, Lovely Professional University</i>	212

Unit-21.	Psychotherapy: Meaning and Process <i>Kulwinder Pal, Lovely Professional University</i>	228
Unit-22.	Psychotherapy: Dealing with Psychological Disturbance <i>Dinesh Kumar, Lovely Professional University</i>	237
Unit-23.	Psychotherapy: Cognitive Approach <i>Kulwinder Pal, Lovely Professional University</i>	246
Unit-24.	Psychotherapy: Environmental Approach <i>Dinesh Kumar, Lovely Professional University</i>	255
Unit-25.	Counselor: Role and Qualities <i>Kulwinder Pal, Lovely Professional University</i>	264
Unit-26.	Testing and Non-Testing Techniques: Psychological Tests <i>Dinesh Kumar, Lovely Professional University</i>	272
Unit-27.	Case Study <i>Kulwinder Pal, Lovely Professional University</i>	288
Unit-28.	Rating Scale <i>Dinesh Kumar, Lovely Professional University</i>	295
Unit-29.	Observation <i>Kulwinder Pal, Lovely Professional University</i>	300
Unit-30.	Interview <i>Dinesh Kumar, Lovely Professional University</i>	306
Unit-31.	Inventories <i>Kulwinder Pal, Lovely Professional University</i>	314
Unit-32.	Problems of Guidance and Counseling in India and their Solutions <i>Kulwinder Pal, Lovely Professional University</i>	319

Unit 1: Guidance: Meaning, Nature and Scope

Notes

CONTENTS

Objectives

Introduction

1.1 Meaning of Guidance

1.2 Nature of Guidance

1.3 Scope of Guidance

1.4 Summary

1.5 Key words

1.6 Review Questions

1.7 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of Guidance
- Describe the nature of Guidance
- Discuss the scope of Guidance

Introduction

Guidance is as old as civilisation. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance-unorganised and informal - in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine etc. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. Head of the family or leader of the community with a limited knowledge of the changed conditions is hardly competent in providing guidance and counseling to the youth of today. Hence, there is a need for specialised guidance services. In this unit, we will try to interact with you regarding the meaning and nature of guidance, its need and scope in India.

1.1 Meaning of Guidance

It is true that a very minor percentage of our total population is capable of handling its problems independently without the cooperation and guidance of others. We find that majority of the people do not have either confidence or insight to solve their problems.

There have always been people in the past who need occasional help from older or more experienced associates in meeting with their problems of daily life in the society.

Traditionally, in our Indian society, the leader of the family or the local community was supposed to provide the necessary guidance and advice whenever any member of the family or the community

Notes

needed it. Needless to mention, too often informal advice given without a clear understanding of the problem involved was harmful and misleading to the individual. With the passage of time, revolutionary and evolutionary changes have taken place in all walks, of life. The variety of jobs, high aspirations of the people and vocational specialisation have made the work of guidance very difficult. The head of the family or the leader of local community with the limited knowledge of changed conditions such as globalisation, liberalisation and consumerism is not capable of providing guidance to the youth of today.

In the last two decades, guidance movement has spread like a wild-fire through out the world and generated a great amount of enthusiasm and zeal among parents, teachers and social workers who have devoted time to explore its feasibility and the utility for general population including school going adolescents. All are convinced that proper provision of guidance services should be made for children at different age levels for the harmonious development of their personalities in the larger interest of the society and the individual.

What does guidance precisely mean ? Let us first see what it does not mean. Lester.D. Crow and Alice Crow (1962) in “An Introduction to Guidance”, have aptly stated that “Guidance is not giving directions. It is not the imposition of one person’s point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life”. If guidance is not all these, then what is it really ?

To quote them again: “Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden”.

Ordinary Meaning

Guidance is help, assistance, and suggestions for progress and showing the way. In that sense guidance is a life long process. Man needs guidance throughout his life. He needs it even from his infancy. When a child is born, the world for him is big, buzzing, blooming confusion and he knows nothing. He learns everything from the society. From the mother, he learns how to stand on his feet, from the father, he learns to walk and from the teacher, he learns to seek knowledge and education, all learning takes place through guidance. The society guides the individual to learn, to adjust oneself to the physical and social environment. To sum up we may say that guidance is a personal help rendered by the society to the individual so as to enable him to adjust to the physical and social environment and to solve the problems of life.

Specific Meaning

Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc., which aims to adjust the individual in his environment in an effective way. There are usually three connotations attached to the word guidance :

1. Guidance as a **Specialised Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;
2. Guidance as a **General Service** and is considered to be synonymous with education and educational processes; and
3. Guidance as a **Sub-Process** of education in which developmental needs of the learners are considered the basic points.

Now let us look at some selected definitions of the term guidance in a bid to understand its conceptual and operational form :

The term guidance represents the concept that is neither simple nor easily comprehensible due to the complexity of the human nature, the individual differences and personal-social problems associated with changing environmental conditions and cultural traditions.

Shirley Hamrin (1947) defined guidance as : “*Helping John to see through himself in order that he may see himself through*”, is a simple and practical but challenging concept of guidance.

According to **Jones (1951)** : “*The focus of guidance is the individual not his problem, its purpose is to provide the growth of the individual in self-direction providing opportunity for self-realisation and self-direction is the key-note of guidance.* “

Downing (1964) : points out towards a common problem in defining guidance that is one of keeping the definition short and sufficiently broad to be informative. He has attempted it by giving definition of guidance in operational terms in two parts :

- (i) Guidance is an organised set of specialised services established as an integral part of the school environment designed to promote the development of the students and assist them toward a realisation of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.
- (ii) Guidance is a point of view that includes a positive attitude towards children and realisation that it is the supplement, strengthen and make more meaningful all other phases of a youngster’s education.

Ruth Strang (1937) : explains that guidance is a process of helping every individual through his own efforts to discover and develop his potentialities for his personal happiness and social usefulness.

Mathewson (1962) : defines guidance as the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values.

Arthur, J. Jones (1963) : thinks that guidance is the help given by one person to another in making choices and adjustments and in solving problems.

Traxler (1957) : considers guidance as a help which enables each individual to understand his abilities and interests, to develop them as well as possible and to relate the life-goals, and finally to reach a state of complete and mature self-guidance as a desirable member of the social order.

Recently, **B.L. Shepherd** stated that (1) the immediate objective in guidance is to help each pupil meet and solve his problems as they arise; and (2) the ultimate objective of all guidance is self-guidance.

According to the **Secondary Education Commission (1964-66)** :”

Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work.“

If we analyse the above definitions of guidance, we will find the following elements in it :

1. Guidance programme is organised; it has a structure, system and personnel.
2. It is an integral part of the school system.
3. It consists of specialised sences of testing, counseling, educational and vocational information, placement and follow-up scheme.
4. Its major aim is the promotion of student development.
5. It helps children to develop and promote their ability to deal with their own problems.

Notes

6. It provides for the identification and development of talents and potentialities.
7. The intangible elements of guidance are recognised as a point of view or as an attitude.

Self Assessment:

1. State whether the following statements are 'true' or false'
 - (i) Guidance is a help and suggestions for progress and showing the way.
 - (ii) Major aim of guidance is the promotion of student development.
 - (iii) Guidance does not develop ability to solve their problems in children.
 - (iv) Guidance is an integral part of the school system.

1.2 Nature of Guidance

By now, you have understood that guidance is a helping service. Guidance is by its very nature a self-oriented, problem solving and multifaceted activity. It presupposes two-fold understanding. The first is the understanding of one's own abilities, aptitudes, interests, motives, behaviour-patterns, skills and achievements up-to-date and social, cultural economic background. Secondly, it is the understanding of the real nature of one's environment and of the educational and vocational opportunities offered by that environment, along with their differential requirements of abilities and attainments. Guidance may be described as a process of relating these two types of understanding so that they become imbued with a new meaning in the life of the individual.



“Guidance seeks to create within the child the need and power to explore and understand himself in order to prepare a balance-sheet of his assets and liabilities so that is able to plan out his future growth and activities in a manner that offers maximum likelihood of success and satisfaction. “

The following services constitute the usual pattern of activities within a guidance programme and are called 'basic elements':

- Pupil Information or Appraisal Service
- Educational and Vocational Information Service
- Counseling Service
- Placement Service, and
- Follow-up Service.

An effective guidance programme helps the youth to see clearly four things :

- (i) Where he has been,
- (ii) Where he is now,
- (iii) Where he is going, and
- (iv) What he has with which to get there.

A persual of the different activities of guidance shows that two types of guidance, i.e. educational and vocational, find place in every list. This fact indicates the importance of educational and vocational guidance. In practice, the entire guidance is a unitary process. Educational guidance is dependent on vocational guidance. Crow and Crow have observed, “As now interpreted, guidance touches

every aspect of an individual's personality -physical, mental, emotional and social. It is concerned with all of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities”.

These definitions indicate the following aspects of Guidance :

- (1) Helping people to make wise choices when faced with various alternatives available.
- (2) Helping people to solve their educational, vocational and personal problems as efficiently as possible.
- (3) Helping people to make adequate adjustments in life's situations.
- (4) Helping people to develop a more realistic understanding of themselves and their environment.
- (5) Helping people to know their potentialities, to acquire a knowledge of their level of intelligence, their interest and aptitudes, their self-concepts, values and level of maturity.
- (6) Helping people to develop their potentialities optimally.
- (7) Helping people to acquire more reliable information about the world of work.
- (8) Helping people to contribute their best to the development and welfare of the society.
- (9) Helping people to live a balanced and tension free-life with full satisfaction under the circumstances.
- (10) Helping people to satisfy their needs most effectively and efficiently in most desirable way.
- (11) Helping people to bring excellence in their according their abilities and potentialities.



Did u know?

Guidance is accepted as individualized help. Through the guidance an individual's personal development is provided a direction and not to a group. Hence, it is a process of individualized assistance.

Guidance As a Service

Guidance is one of the student personnel services which are getting important day by day. Student personnel services are non-instructional and non-administrative functions of the school. The classroom teaching and the administrative functions of the Principal are not considered student personnel services. These services are unique in nature and are provided to the students on individual or group basis. These services are provided to all categories of students such as talented, gifted and well adjusted on the one hand and retarded dull handicapped and problems children, on the other.

According to Lefever, Tussel and Weitzil, “Guidance is an educational service designed to help students make more effective use of the school training programme.” Guidance, hence, is an integral part of pupil activity. A broader opinion about guidance as a set of services is expressed by **G. E. Smith** who described Guidance as a process consisting of “a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in a variety of area.” These areas may be enumerated as educational, vocational, personal of some other ones which produce problems before the individual. Hence, Guidance is a service that is universal and continuous. It is not restricted to school or the family. It is situational and all pervasive and, is present wherever there are people who need help and wherever there are people who give help. The main purpose behind these services is to help the individual make satisfactory adjustment to his environment and thus give a significant account of himself.

Patterson defined personnel services as those which are provided outside, which are non-instructional in natural in nature and, which are provided to the individual students on an individual basis.

Notes

These services are usually provided by specialised personnel, professionally trained in various fields, rather than by the teacher. A teacher may, however, be exposed to some of these programmes to help him rearrange his schedules and manipulate classroom instructional environment in a general way.

- (1) **As a process:** Guidance does not occupy independent place. The chief aim of this process is to assist in the development of an individual keeping in view the social needs.
- (2) **A Continuous Process:** Guidance is a process. Here, it is important to point out that the process of guidance never ceases. It remains dynamic. In this process, an individual understands himself, learns to use maximum his own capacities interests and other abilities. He continues his struggle for adjustment in different situations. He develops his capacity of decision-making. Hence, we see that it is a non-stop process.
- (3) **Related with life:** The process of guidance is related to life. This guidance contributes formally or informally to life because life experiences both formal and in-formal occasions. A person gets informal guidance from his friends and relatives while formal guidance is sought from organised school guidance services and other organised guidance services.
- (4) **Development of Capacities:** During the process of guidance the individual is assisted in such a way that he makes himself enabled to develop his capacities maximum from all angles. Hence, guidance stresses the complete development of possibilities present in an individual. An individual becomes familiar with his real image. Hence, guidance is helpful in self-realization.
- (5) **Task of Trained Persons:** Providing guidance is not the function of all persons because various techniques and skill are to be used in it. Everybody does not possess the knowledge of the same. For this task, trained persons, psychologists and counselors are required. Hence, guidance is a skill-involved process.
- (6) **Helpful in Adjustment:** Guidance helps the person in his adjustment different situations. This process allows to learn to adjust with different types of problems. In this way, the main characteristic of the nature of the guidance is to provide new energy to the demoralised person by adjusting himself in the problematic situation through the process of guidance.
- (7) **Helpful in Developing the Ability of Self-guidance:** The nature of guidance also includes the characteristic of developing self-guidance in a person with help of guidance process. This enables him in achieving self-dependence by searching out the solution of problems of life.
- (8) **No Imposition of One's View Point:** It is also the main characteristic of guidance not to impose one's viewpoint on others. It depends upon the wish of an individual how he acquires benefit by accepting the decision of the guidance worker. If he wishes, he may deny to accept such decisions of the guidance workers. Hence, it is not a process of imposing the decisions.
- (9) **Helpful in Preparing for Future:** The process of guidance is helpful in preparing a person for his future. Hence, a person can succeed in preparing himself for future activities. In this way, guidance is a well-wisher of an individual's future.
- (10) **Guidance as an Educational Service:** The nature of guidance also includes educational touch. It has been defined as educational service. The meaning of guidance is explained in the context of problems occurring in the field of education and in the context of adjustment in the school environment.
- (11) **Client Centred :** Guidance has been accepted as a specialized service. In this form, this process is more client centred. In other words, it is based upon developmental approach.



Task

How is "Guidance" a continuous process ?

Scope of guidance service in schools help to make a satisfactory transition from home to the school to diagnose the difficulties in the learning of basic skills, to help them to avoid potential dropouts to study in schools. To help them understand the purpose and meaning of life to plan for further education.

1.3 Scope of Guidance

The scope of guidance is all pervading. Its scope is very vast in the light of modernisation and industrialisation and is ever increasing. As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally to much of the social context, to matters of prestige in occupations, to the broad field of social trends and economic development. Crow and Crow have rightly quoted, "As now interpreted, guidance touches every aspect of an individual's personality-physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities."

Kothari Commission has stressed the need of guidance services in the schools. Regarding scope of guidance, commission was of the view. "Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and developmental, it helps the student in making the best possible adjustments to the situations in the educational institutions and in the home. Guidance, therefore, should be regarded as an integral part of education."

The scope of guidance has been increasing with the advancement of science and technology, embracing all spheres of life and providing facilities for it. Therefore, it will be difficult to put a fence around it. While discussing the scope of guidance we may think of some specific or specialised areas of guidance. Even though the guidance programme is addressed to the whole individuals treated as an integral unit. It is possible to classify an individual's problems broadly into educational, vocational and personal.

- (1) **Educational Guidance:** It is a process concerned with bringing about a favourable setting for the individual's education and includes the assistance in the choice of subjects, use of libraries, laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities :
- (2) **Vocational Guidance:** It is the assistance rendered in meeting the problems :
 - (i) relating to the choice of vocation (ii) preparing for it (iii) entering the job, and (iv) achieving adjustment to it.
 It also aims-at helping individuals in the following specific areas :
 - (a) making individuals familiar with the world of work and with its diverse requirements and,
 - (b) to place at the disposal of the individual all possible aids in making correct appraisal of his strength and weaknesses in relation to the job requirements offered by his environment.
- (3) **Personal Guidance:** Personal guidance deals with the problems of personal adjustment in different spheres of life. Mainly it works for the individuals adjustment to his social and emotional problems. Jones has put the following aims of personal guidance :
 - (i) to assist the individual gradually to develop his life goals that are socially desirable and individually satisfying.
 - (ii) to help him to plan his life so that these goals may be attained.

Notes

- (iii) to help him grow consistently in ability to adjust himself creatively to his developing life goals.
- (iv) to assist the individual to grow consistently in ability to live with others so effectively that he may promote their development and his own worthy purposes.
- (v) to help him grow in self-directive ability.

Thus the goal of personal guidance is self-directive and self realisation.

This three-fold division of guidance illustrating its scope should not be taken to form watertight compartments, but it is more a matter of practical convenience for making the concept clearer. There is no real difference among the problems to which the different types of guidance services are addressed.

Mathewson while discussing the focus and scope of guidance programme has very aptly stated that the focus of guidance is improving the capability of the individuals to understand and deal with self-situational relations in the light of social and moral values. The scope of guidance operation in school is to deal with :

- personal and social relations of the individual in school.
- relation of the individual to the school curriculum, and
- relation of the individual to the educational and vocational requirements and opportunities.

Self Assessment

2. Fill in the blanks:

- (i) is a specialised service whose primary concern is with the individual and to help them to solve their problems.
- (ii) According to “Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices.
- (iii) Personal guidance deals with the personal adjustment to his and problems.
- (iv) The guides the individual to learn, to adjust on self to the physical and social environment.
- (v) Guidance in is comparatively a new field of education and is used as a technical term as a specific meaning.
- (vi) Guidance is one of the which are getting important day by day.

1.4 Summary

- “Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden”.
- Guidance is help, assistance, and suggestions for progress and showing the way.
- Guidance as a **Specialised Service** whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points.
- By now, you have understood that guidance is a helping service. Guidance is by its very nature a self-oriented, problem solving and multifaceted activity.
- Guidance is one of the student personnel services which are getting importance day by day. Student personnel services are non-instructional and non-administrative functions of the school. The classroom teaching and the administrative functions of the Principal are not considered student personnel services.

- Guidance does not occupy independent place. The chief aim of this process is to assist in the development of an individual keeping in view the social needs.
- Guidance is a process. Here, it is important to point out that the process of guidance never ceases. It remains dynamic.
- The process of guidance is related to life. This guidance contributes formally or informally to life because life experiences both formal and in-formal occasions.
- During the process of guidance the individual is assisted in such a way that he makes himself enabled to develop his capacities maximum from all angles.
- Providing guidance is not the function of all persons because various techniques and skill are to be used in it. Everybody does not possess the knowledge of the same.
- **Goals of Guidance:** 1. Providing the psychological support; 2. Adjustment and resource provision; 3. Problem solving and decision making; 4. Improving personal effectiveness; 5. Insight and understanding; 6. Self actualization; 7. Achievement of positive mental health.
- The scope of guidance is all pervading. Its scope is very vast in the light of modernisation and industrialisation and is ever increasing. As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally to much of the social context, to matters of prestige in occupations, to the broad.
- It is possible to classify an individual's problems broadly into educational, vocational and personal.
 - (1) Educational Guidance: It is a process concerned with bringing about a favourable setting for the individual's education and includes the assistance in the choice of subjects, use of libraries, laboratories.
 - (2) Vocational Guidance: It is the assistance rendered in meeting the problems: (i) relating to the choice of vocation (ii) preparing for it (iii) entering the job, and (iv) achieving adjustment to it.
 - (3) Personal Guidance: Personal guidance deals with the problems of personal adjustment in different spheres of life. Mainly it works for the individuals adjustment to his social and emotional problems.

1.5 Keywords

Guidance : Help or advise that is given to somebody especially by somebody older or with more experience.

Nature : The basic qualities of a thing.

Scope : The range of things that a subject.

Civilisation : A society, its culture and its way of life during a particular time.

1.6 Review Questions

1. What is the meaning of guidance ?
2. Give the nature of Guidance ?
3. Explain the scope of Guidance in India ?
4. In which specific areas vocational guidance does help ?

Notes

Answers : Self Assessment

- | | |
|-------------------------|---------------------------------|
| 1. (i) T | (ii) T |
| (iii) F | (iv) T |
| 2. (i) Guidance | (ii) Kothari Commission |
| (iii) Social, emotional | (iv) Society |
| (v) India | (vi) Student personal services. |

1.7 Further Readings



1. Guidance & Counseling: *S. Nageshwara Rao, Discovery Publishing House*
2. Guidance & Counselince: *B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.*
3. Guidance & Counseling : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 2: Guidance: Goals and Principles

Notes

CONTENTS

Objectives

Introduction

2.1 Philosophy of Guidance

2.2 Structure of Guidance

2.3 Purpose of Guidance

2.4 Goals of Guidance

2.5 Principles of Guidance

2.6 Summary

2.7 Keywords

2.8 Review Questions

2.9 Further Readings

Objectives

After reading this unit students will be able to:

- Discuss the philosophy of guidance.
- Explain the structure of guidance.
- Discuss purpose of guidance.
- Describe goals of guidance.
- Explain principles of guidance.

Introduction

The fundamental concept of the philosophy of guidance is the discovery of individual differences. Not only the individuals differ, they differ significantly and in a variety of manner. No two individuals are alike. They differ as to their genetic potential, their inborn physical, mental and intellectual endowments, in their hereditary potential, in achievement capability, interests, aptitudes, desires, needs and aspirations. There are differences in growth rate, in socio-economic background, in the interaction of heredity and environment, in their reaction to personal, social and psychological needs. Hence Guidance should provide for all kinds of individuals, besides, there are differences between groups and sexes in matter of interests, ability, attitudes and approach. The philosophy of Guidance recognises the import and role of these differences when preparing a guidance schedule/ programme. We will discuss broadly goals and principles of Guidance.

2.1 Philosophy of Guidance

There are some points about the philosophy of guidance .

- All people from time to time need assistance in determining alternatives, making decisions, and developing a course of action.

Notes

- School guidance programs should be provided to all students regardless of race, creed, sex, ability, achievements or aspirations; and that every individual is important and to be respected for his/her individual differences.
- Individual counseling should be made available to each student as needed and that the counseling relationship remain confidential unless the counselor has approved release of the information or in emergency situations to protect the individual or others.
- All students need the opportunity to develop a better understanding and acceptance of himself/herself as well as an understanding of others.
- All students need a broad understanding of the world of work on which to base future career decisions.
- All students need to develop an appreciation for the contribution of all occupations to society and develop an understanding of how being male or female relates to jobs and careers.
- All individuals need to be aware of the many career opportunities.
- All students need to be able to make wise decisions.
- All students need to be able to obtain a job upon graduation if not continuing their education in a college or vocational school.
- All students need assistance with improving basic skills and study/learning skills.

2.2 Structure of Guidance

The guidance programme should three major areas: career planning and exploration, knowledge of self and others, and educational/vocational development and career development, including effective employment-seeking and employment-retention skills. The purpose of the curriculum is to provide structured learning experiences implemented through large and small group and/or individual activities. Implementation is the responsibility of the counselor with cooperation and support from the faculty and staff.

Individual Planning

- The individual planning area of the guidance program should involves guidance and counseling functions that help students formulate their own life-career plan. Goals and objectives in this area are usually delivered on an individual or small group basis whenever feasible with the purpose of helping each individual develop his/her personal, educational and vocational goals.
- Implementation strategies include individual appraisal, individual, testing, and placement.
- Students will be able to assess their abilities, skills and interests as part of the life-career planning process.
- Students will be able to use self-appraisal information along with current educational and occupational information to help them plan educational, occupational and personal goals.
- Students will acquire the resources to made the transition from school to work and/or post secondary education or training.

System Support

- The system support area of the guidance program consists of activities that are not necessarily direct counseling functions, but that are related to guidance and counseling and that help the school's programs run efficiently and purposefully.
- Management activities help maintain and improve the guidance program.
- Administrative assignments will be carried out as needed for the maintenance of the school.
- Professional development activities will be pursued by the counselor.

- Testing and interpretation will be implemented.
- The program will be evaluated annually.

Responsive Services

- The responsive services area of the guidance program consists of activities needed to respond to the individual needs of students. Usually these are student or teacher initiated requests for services in personal concerns. These concerns may require implementation strategies such as parent or teacher consultation, personal counseling, crisis counseling or appropriate referrals.
- Students will be able to process and resolve personal concerns.
- Student will be able to identify problem areas, evaluate alternatives, consequences, and make decisions on what action to take.
- Students will be able to utilize services from outside agencies.
- Students evidencing need will receive appropriate intervention.

2.3 Purpose of Guidance

Guidance is to help one to adjust to abilities, interests and needs of the society. In other words guidance means helping a person to develop in the desired direction and to orient him/herself according to the needs and demands of changing times and society.

The purpose of guidance at **elementary school level** is focussed on assisting pupils to integrate such primary groups forces as the home, the school, religion and the peer-relationships. These are the forces which form the base for the students' adolescence, then blend those forces into a harmonious whole.

At **secondary school level** it is centrally focussed upon differentiating aspects of these forces as they effect the pupils knowledge, acceptance, and direction of him/herself, Secondary guidance services have as their focus the assistance given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships and interpersonal acceptance.

Thus the purpose of guidance is to improve the capability of the individual to understand and deal with self-situational relations for greater personal satisfaction and social usefulness which includes students, teacher, parents, etc.

Contribution to students

- To help them understand themselves by knowing more about their abilities, aptitudes, interests and limitations.
- To get along better with other people and understand the world in which they live.
- To get the most out of school by gaining information regarding career, subjects, etc.
- To explore their own interests, abilities, learn about various aspects of the world of work and learn to make most of their abilities.
- In recognizing gifted and slow learners and students having special needs and helping them to develop proper attitude and make maximum use of their potential ability.

Aid to the teacher

1. Guidance offers opportunities to increase teachers' understanding of their students through in service education programmes carried on by the guidance person. The school counselor assists in administering in testing programmes and in familiarizing teachers with the interpretation of the tests. These test results give information which assists teachers to better understand their students' classroom behaviour and performance.

Notes

2. Data on students' special interests, capabilities and past experiences are provided on the cumulative record by the guidance faculty. Knowledge about students' physical condition, medical history, family background, scholastic record, scores on standardized tests, personal characteristics, etc help the teacher to provide better instruction to the student.
3. Beneficial to the parents:
To give clearer perception of the child's intelligence, abilities, interests and potentialities, the programme helps the parent know, understand and accept the child , as he/she is.
4. To assist the total community population towards better mental health.
5. Help the entire school in many ways. e.g. by aiding students in their choice of courses by counseling on the basis of their interest and aptitudes. Give administration information on those aspects of the school programme which relate to the educational career and personality development of the students.

Self Assessment

1. *State whether the following statements are 'True' or 'False'.*
 - (i) School guidance program should be provided to only higher and prestigious family children.
 - (ii) The individual planning area of the guidance program involves guidance and counseling functions that help students formulate their own life career plan.
 - (iii) The responsive services area of the guidance program consists of activities needed to respond to the individual needs of students.
 - (iv) Guidance offers opportunities to increase teachers understanding of their students through inservice education programmes carried on by the guidance person.
 - (v) Guidance slows down the capability of the individual to understand and give social instability.

2.4. Goals of Guidance

The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services are also based on the principle that the individual is of crucial importance in an educational institution. The aims of guidance lend emphasis and strength to the educational programme and make it more dynamic, Specifically the aims of guidance may be laid as follows from the individuals point of view :

1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.
2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
3. To help the individual to lay a permanent foundation for sound and mature adjustment
4. To help the individual to live a well-balanced life in all aspects-physical, mental, emotional and social.
5. Providing the psychological support
6. Adjustment and resource provision
7. Problem solving and decision making
8. Improving personal effectiveness
9. Insight and understanding
10. Self actualization
11. Achievement of positive mental health

From the point of view of the institution the aims of guidance can be stated as follows:

- (i) The guidance programme should encourage and stimulate teachers towards better teaching.
- (ii) The programme should aim at providing assistance to teachers in their efforts to understand their students.
- (iii) It should provide teachers with systematic technical assistance and in-service training activities.
- (iv) It should contribute to the mutual adjustment of children and school.
- (v) It should provide for referral of students by teachers.

The Kothari Education Commission (1964-66) has given the following aims of guidance at the secondary school stage:

1. Guidance services are designed to bring about required adjustment in any direction/area/aspect of the individual's personality. The individual must come out as a unity.
2. The individual should be so assisted that he is able to unfold himself and develop in his own unique way affecting desired adjustment in his personal and social aspirations. He must tackle his problems in his own characteristics fashion.



Notes

Main concern of guidance is the optimum enrichment of an individual. It must deal with the whole, person and is the totality of experiences.

As every individual is a unity, a person within himself, guidance will do well to attend to his personal and unique reactions to be scientific, meaningful, relevant, and worthwhile. It must take stock of individual differences and have independent schedules in conformity with each individual under observation or appraisal.



Task

What are responsive service?

2.5. Principles of Guidance

In order to organize a guidance programme successfully, it is essential to understand the principles along with the meaning of guidance upon which the guidance process is based. After knowing these principles, it becomes convenient to run this programme. All the educationists do not agree on the principles of guidance. For example, Jones has given five principles of guidance, Humphrey and Traxler have given seven while Crow and Crow have described fourteen principles of guidance. Some principles are common. The principles, convincing to all, are as follows:

- (i) **Study of an Individual and Evaluation :** In the guidance programme, unless and until correct information regarding every person is not collected, it is impossible to run this programme. Hence, in order to collect such informations, it is essential to appraise the individual, to study him and to run the programmes based on research. In order to run a guidance programme, cumulative record must be presented before the guidance programmers. This presents a clear picture of a pupil's achievements and progress to the guidance worker. According to this principle, the use of well-selected standardized tests for the study and appraisal of a person prove very helpful. We can collect facts regarding a person's achievements, interests, mental abilities with the help of these tests. The maintenance of such facts as cumulative record is must for guidance.

Notes

- (ii) **Evaluation of Guidance Programme** : The guidance programmes being run in the schools should be evaluated from time to time. The success of guidance programme should be explored in the form of changes brought about as a result of guidance. If such changes are not seen, then the entire programme would be considered ineffective. Hence, to follow the principle of evaluation of guidance programme is essential for the success of guidance workers.
- (iii) **Responsibility of Skilled Workers** : In the guidance programme, the specific problems of the persons are tried for solution. Its responsibility should be of skilled workers otherwise there will be a question mark on the success of this programme.
- (iv) **Responsibility of Teachers and Principals or Headmasters** : The responsibility of guidance programme should not be of teachers only but it should also be shared by the principal or headmaster. In a guidance programme, if they are assigned specific roles, the guidance programme can be conducted more smoothly.
- (v) **Advantage of Guidance** : The benefit of guidance should be given not only to those who demand it directly or who express its need. But the benefit of guidance should be given to those persons also who can benefit it directly or indirectly. Hence, the scope of its advantage should be wider.
- (vi) **Guidance by a Trained Person**: In order to accomplish guidance process, the entire responsibility of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.
- (vii) **Flexible Programme of Guidance**: Variations among the needs of an individual and society are must. Hence, keeping in view these variation, the guidance programme should be very flexible so that necessary changes can be brought about.
- (viii) **Related to Every Aspect of Life**: A man is a social being. The life of social being has various aspects. The guidance programme should be related to all these aspects of life. The various aspects of life include those aspects which study an individual's physical and mental hygiene, his family, school, social needs and vocational needs etc.
- (ix) **Cooperation among Related Persons**: In the present circumstances various difficult situations create many problems. In order to solve these problems it is very essential to develop a feeling of cooperation among the persons involved in the guidance work.
- (x) **Preference to the All-Round Development**: In order to develop a person's personality, it is essential to develop each and every aspect of the personality. Hence, the guidance service should follow the principle in which attention is paid towards all-round development of a person.
- (xi) **Guidance according to the Stages**: All persons are not alike but still they show similarities and variations. Guidance should be imparted according to the needs of children, adolescents and adults so that desirable assistance can be provided to them.
- (xii) **Help in Achieving Useful Objectives**: The function of the guidance programme should be to achieve the useful objectives for a person and from this point of view, this programme should be executed.
- (xiii) **A Continuous Process**: Guidance process is a continuous process which goes on life long.
- (xiv) **Attitude of Guidance**: Guidance is such a programme that its attitude appears in the curriculum contents and teaching methods.
- (xv) **Guidance for All** : The main principle of guidance is that it is not for specific person but it is for all or it should be for all because at every step of life a person needs guidance. Practically this wrong concept was developed that guidance is to be given to only mal-adjusted persons. But due to some difficult situations, guidance service is restricted to those persons only who give up their studies or remain unsuccessful. But according to this principle the facility of

guidance should be extended to the maximum persons. Every member of the society is to be made felt that there is sufficient provision of guidance service for him.

- (xvi) **Guidance is a Life Long Process** : Guidance is a life-long process because it is required at each step of life. At each step, a person has to face various problems. With solving these problems person cannot step forward. Similarly, guidance should not be for any particular age-group. It is for all age-groups. The occurrence of problems in life and efforts for their solution are natural. Hence, the need of guidance always persists.
- (xvii) **Acceptance of the Worth of the Individual** : The society consists of persons. If the society is not made strong it will lag behind. The prestige of each member of the society has to be accepted which is very important. For this, equal opportunities should be made available to each member of the society so that his personality may develop. It is the aim of guidance to let an individual move towards development according to his energies and capacities. Hence, by insisting to provide opportunities for expression according to education, profession, family, abilities and capacities, we accept the worth of a person.
- (xviii) **Guidance should be based on the Objective Analysis of Data** : Data are collected in guidance programme. These data are related to the various aspects of life. We can reach to guidance only by analysing these data objectively. In order to solve a problem objective analysis of data is very essential. Without this, nothing can be concluded. In the absence of this, the entire guidance process seems to be meaningless. Hence, it is essential to make available data to the guidance worker related to the guidance seeker so that after analysis, something can be concluded.
- (xix) **Importance should be given to Individual Differences** : It is a well-known fact that all persons are not alike, even twins show many variations. We can measure or assess various aspect of a person's personality by different tests. These variations cannot be overlooked in a guidance programme and this should not be done. Various factors are responsible for these variations and we can observe various effects of these variations on a person's personality. From this point of view it becomes necessary to study these variations in detail before starting guidance work in order to solve the problems of an individual. On the basis of the results of these studies, an outline of counseling for problem-solving and an individual's development should be prepared. This principle includes both the individual differences created by heredity and environment. Both of these variations are important.
- (xx) **Consider most of the Individuals as Normal Persons** : According to this principle, the majority of the persons seeking guidance should be considered as normal persons and it should be ensured that every normal or abnormal person may take advantage from guidance. Often this thinking develops that the guidance should be given to those persons only who are in some problem. It is not true that the guidance programme is only for problematic children. An attitude of equality for all the pupils should be developed.



Did u know? The success of the guidance programme is based on the principle of importance to the whole personality of a person. It is because the problem of a person will not solved by considering the parts of a person's personality.

Self Assessment

2. Fill in the blanks :

- (i) The guidance programme should provide with systematic technical assistance and in service training activities.
- (ii) There is a great need of skilled in guidance programme.

Notes

(iii) Guidance process is a and process.

(iv) are collected in guidance programme.

2.6. Summary

- All people from time to time need assistance in determining alternatives, making decisions, and developing a course of action.
- School guidance programs should be provided to all students regardless of race, creed, sex, ability, achievements or aspirations; and that every individual is important and to be respected for his/her individual differences.
- Individual counseling should be made available to each student as needed and that the counseling relationship remain confidential unless the counselor has approved release of the information or in emergency situations to protect the individual or others.
- The guidance programme should three major areas: career planning and exploration, knowledge of self and others, and educational/vocational development and career development, including effective employment-seeking and employment-retention skills.
- Individual Planning: The individual planning area of the guidance program should involves guidance and counseling functions that help students formulate their own life-career plan. Goals and objectives in this area are usually delivered on an individual or small group basis.
- System Support: The system support area of the guidance program consists of activities that are not necessarily direct counseling functions, but that are related to guidance and counseling and that help the school's programs run efficiently and purposefully.
- Management activities help maintain and improve the guidance program.
- Administrative assignments will be carried out as needed for the maintenance of the school.
- Responsive Services: The responsive services area of the guidance program consists of activities needed to respond to the individual needs of students. Usually these are student or teacher initiated requests for services in personal concerns.
- Guidance is to help one to adjust to abilities, interests and needs of the society. In other words guidance means helping a person to develop in the desired direction and to orient him/herself according to the needs and demands of changing times and society.
- The purpose of guidance at **elementary school level** is focussed on assisting pupils to integrate such primary groups forces as the home, the school, religion and the peer-relationships. These are the forces which form the base for the students' adolescence, then blend those forces into a harmonious whole.
- At **secondary school level** it is centrally focussed upon differentiating aspects of these forces as they effect the pupils knowledge, acceptance, and direction of him/herself, Secondary guidance services have as their focus the assistance given to the students to develop themselves according to their potentialities and opportunities in the area of educational planning, career choice, interpersonal relationships and interpersonal acceptance.
- The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services.
- the aims of guidance may be laid as follows from the individuals point of view :
 1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.
 2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
 3. To help the individual to lay a permanent foundation for sound and mature adjustment.

- From the point of view of the institution the aims of guidance can be stated as follows:
 - (i) The guidance programme should encourage and stimulate teachers towards better teaching.
 - (ii) The programme should aim at providing assistance to teachers in their efforts to understand their students.
 - (iii) It should provide teachers with systematic technical assistance and in-service training activities.
- In order to organize a guidance programme successfully, it is essential to understand the principles along with the meaning of guidance upon which the guidance process is based.
- Some principles are common. The principles, convincing to all, are as follows:
 - (i) *Study of an Individual and Evaluation:* In the guidance programme, unless and until correct information regarding every person is not collected, it is impossible to run this programme.
 - (ii) *Evaluation of Guidance Programme:* The guidance programmes being run in the schools should be evaluated from time to time. The success of guidance programme should be explored in the form of changes brought about as a result of guidance. If such changes are not seen, then the entire programme would be considered ineffective.
 - (iii) *Responsibility of Skilled Workers:* In the guidance programme, the specific problems of the persons are tried for solution. Its responsibility should be of skilled workers otherwise there will be a question mark on the success of this programme.
 - (iv) *Responsibility of Teachers and Principals or Headmasters:* The responsibility of guidance programme should not be of teachers only but it should also be shared by the principal or headmaster.
 - (v) *Advantage of Guidance:* The benefit of guidance should be given not only to those who demand it directly or who express its need.
 - (vi) *Guidance by a Trained Person:* In order to accomplish guidance process, the entire responsibility of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.
 - (vii) *Flexible Programme of Guidance:* Variations among the needs of an individual and society are must.
 - (viii) *Responsibility of Teachers and Principals or Headmasters:* The responsibility of guidance programme should not be of teachers only but it should also be shared by the principal or headmaster.
 - (ix) *Advantage of Guidance :* The benefit of guidance should be given not only to those who demand it directly or who express its need.
 - (x) *Guidance by a Trained Person:* In order to accomplish guidance process, the entire responsibility of guidance should be of a trained person so that this programme can be executed after contacting the related persons and departments.
 - (xi) *Guidance should be related to All Aspects of Pupil's Growth:* The process, of guidance should be related to all the aspects of the pupil's progress instead of some specific field.
 - (xii) *Part of Total Educational Process:* Guidance should be considered as a sub-process of total educational process.

2.7. Keywords

- Planning** : The act or process of making plans for something.
- Individual** : Connected with one person.

Notes

Contribution : An action or a service that helps to cause or increase something.

Goal : Something that you hope to achieve.

2.8. Review Questions

1. Explain the structure guidance programme.
2. What is the purpose of Guidance ?
3. How guidance is beneficial to the parents ?
4. Give the goals of guidance.
5. What are the principles of Guidance ?

Answers : Self Assessment

1. (i) F (ii) T (iii) F (iv) T
(v) F
2. (i) teachers (ii) workers (iii) Continuous, dynamic
(iv) data

2.9. Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 3: Need for Guidance with Reference to India

Notes

CONTENTS

Objectives

Introduction

3.1 Reasons for Need of Guidance with Reference to India

3.2 Types of Need in Guidance

3.3 Summary

3.4 Keywords

3.5 Review Questions

3.6 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the reasons for need of guidance with reference to India
- Discuss the types of need in guidance

Introduction

Life-problems are becoming more and more complex. Traditional morals and personal convictions concerning rightness and wrongness of attitude and behaviour are breaking down. The black-and-white analyses of our Puritan ancestors in matters dealing with human relations are fast giving way to neutral grays. No longer are we able to affirm, unchallenged, that one mode of conduct is completely right and another wrong. Nor are thinking people willing to assert didactically that any person must necessarily behave in the future in a manner similar to his past or present behaviour.

Many diverse factors inherent within our home, school, and social and occupational activities and relationships pull us in different directions. We often find ourselves in such a state of confusion or bewilderment that it is difficult to steer unaided the course of our conduct toward ends which will be satisfying to ourselves and to those about us. Too often the recognized need for advice or guidance leads us to become the victims of those who set themselves up as authorities in areas of guidance for which they have little or no capacity beyond the power to speak convincingly in a 'patter' of glittering generalities. These generalities may satisfy the listener for the moment, but they do little toward building within him the power to face reality courageously or to gain strength to meet the problems which arise in his life.

3.1 Reasons for Need of Guidance with Reference to India

Guidance and counseling services are becoming more and more important as the society and its various institutions are growing in complexity. The society and all its institutions are built of individuals as their units as a mansion is built of bricks. The strength and solidarity of the society and its institutions are, therefore, contingent upon the strength of these individual units. Strength and solidarity of these individual units constitute the foundation of a strong nation. Hence, the optimum development of each of these individual units. Strength and solidarity of these individual units constitute the foundation of a strong nation. Hence, the optimum development of each of these

Notes

units should be the most cherished goal of every nation. Guidance and counseling efforts are made to develop the potentialities of individuals to the maximum possible extent so that they may live an effective life themselves and may contribute their best to the progress of the society. From this point of view guidance and counseling should be considered essential social services. Besides, there are several other considerations on the basis of which the need for guidance and counseling may be justified.



Notes

Guidance services are provided at the colleges and universities to help the students in the process of vocational development by making a possible for them to gain knowledge about themselves their abilities, interests and needs and knowledge about the world of work.

The following are the main reasons for the need of guidance.

- (1) **The total development of the student :** Intellectual development though the teaching of subjects along cannot lead to the total development of the students. There has to be a basic and fundamental change in the entire system of education, which recognizes that a person remains a barbarian unless he knows something about himself no matter how well a human being is educated in chemistry, physics, economics, history or literature. Self-knowledge in depth must become its primary focus. This is done through a programme of guidance and counseling. Total development of the students requires that individual differences among students are accepted and understood, and all types of experiences are so organized in an institution as to contribute to their total development.
- (2) **Proper choice of courses :** Everyone knows that our educational system has grown haphazard. While humanities and the liberal arts are subjects most frequently offered and taken, both in the colleges and the universities they were the oldest and relatively inexpensive areas of knowledge, taken because they require no specified intellectual equipment. Hence, thousands of young men educated in these liberal arts without jobs.
- (3) **Vocational development :** The process of vocational development covers almost the entire span of life of an individual. It begins quite early in one's life and continues till sometimes after retirement. In this process, the individual passes through *growth, exploration, maintenance and decline*. Their transition from education to work can be facilitated by providing them opportunities for self-exploration as well as exploration of the world of work while they are still in an educational institution.
- (4) **Minimising the mismatching between education and employment and help in the efficient use of manpower :** The hiatus between education and employment has rarely been as wide and so disturbing as it is today. Higher academic education is far too general and diffused to be of practical value to the vast majority of young men and women. Most of Indian young men and women have no clear objectives or career targets. They go through university courses of learning without acquiring much knowledge or preparing themselves for an uncertain future. Every year, Indian colleges and universities send thousands of hopeful youngsters into the labour market virtually *unemployable* despite their fancy degree and diplomas. (Employers often complain that of the hundreds of applications that come in response to a single vacancy, at least 80 per cent have no relevance to the job specifications.) Few students pursue their education with a clear idea as to what they would eventually like to become. People register at the employment exchange with scant idea about the sort of work they would like to take up. Thus, while jobs to abegging the youth go begging for jobs. The employment of workers ill-suited to their jobs leads to a higher rate of labour placement or to the retention of persons who

are inefficient. This is a huge wastage of scant resources. Guidance facilities may help in reducing this wastage and thus ensure efficient use of manpower.

- (5) **Motivating the youth for self-employment** : Considering the magnitude of educated job-seekers flowing into the job market in India every year, a sizable fraction of enterprising youth should be initiated into careers of self-employment. Some arrangement needs to be instituted in the colleges and universities to identify the deserving cases fit to take up self-employment. They must be educated on how to proceed about the job of setting up a venture. They must be helped through the cooperation of the concerned agencies in this sphere to prepare technically sound and economically viable projects. Agencies must sponsor their cases to the banks for loans assistance and guide them to overcome the teething trouble through effective follow – up after the commencement of the venture. All this requires guidance.
- (6) **Helping freshers to establish proper identity** : In India the young men and women entering colleges and universities are comparatively young in years. They are passing through a stage between childhood and adulthood, between the morality learned as a child and the ethics to be developed by the adult. They find it extremely difficult to establish a satisfactory identity. This failure or delay leads to what has been called “role diffusion”. This crisis in role identity is very acute today. The uncertainties of the future, the conflicts in languages, culture, regions, castes, etc., and the erosion of traditional values has made Indian youth rootless.

In small study done by Fuster (1964) with Bombay college students, both men and women, it was found that the strongest needs, as reported by the students themselves where they were requested to indicate rank orders, were for *achievement in life, self-reliance and as sense of security, success in college and university, to have an understanding friend and (for the males) money.*

Guidance and counseling programme is needed to help students deal effectively with the normal development tasks of adolescence and face life situations boldly.

- (7) **Identifying and motivating the students from weaker sections of society** : Students from weaker sections of society have their own problems and needs. They experience difficulty in adjustment with the peers, teachers and the environment. It is a problem for them to communicate, make friends, utilise the time profitably, make the best use of lectures, make an effective use of library and other facilities available. Guidance facilities are needed for such type to students to enable them to adjust and utilise the available facilities.
- (8) **Helping the students in their period of turmoil and confusion** : Normally all the students undergo a great deal to turmoil and searching to give meaning to their lives. They have their conflicts and anxieties. They are disillusioned regarding higher education. They find that instead of imparting them education colleges and universities, just enable them to pass examination. They feel lost and bewildered, when this education does not enable them to get immediate employment. They have their personal conflicts and anxieties about their parents and family, their relations to boy and girl friends. They have the problems of adjusting their personality to the world of people, of ethical ideas and of goals and situations. To tackle all these situations successfully, they need someone to sort out the strands. This is done through guidance.
- (9) **Checking wastage and stagnation** : (India average pass percentage at the graduate and post-graduate level is about 50 to 60). Besides thousands of Indian students, unfortunately, drop out get pushed out and fall out of the system. This problem is becoming more and more serious today. Again majority of our students pass in third division, which is a low qualification for the world of work. This poor achievement may be due to lack of proper study skills and effective study habits, lack of the knowledge for making full use of the facilities provided and so on.

Higher education is a very costly enterprise. Much of the money wasted on poor and low achievers could be saved by a policy of prevention. Preventive education is more sound economically than remedial education. There is a clear need for developing better professional

Notes

services of a counseling kind – to check the huge wastage of student time and money and also huge state expenditure on education. In this connection *Miller* has well said, “If 800 to \$ 1200, he would be earning his keep. Similar savings of graduate salaries foregone as a result of failure or delay would benefit student as well as taxpayer.”

- (10) **Identifying and helping students in need of special help** : Students who are the gifted, the backward, the handicapped need special opportunities and arrangement to be provided in colleges and universities. Guidance helps in identifying them and providing them with help according to their requirement.
- (11) **Ensuring proper utilization of time spent outside the classrooms** : Students in the colleges and universities spend two to three times as many hours outside classrooms as on them. The manner in which students spend their non-class hours clearly affects their success in achieving both academic competence and personal development of all types. It is, therefore, essential that institutions of higher learning provide positive guidance to students by instructing how they can use those non–class hours. The programme of guidance and counseling is requested to meet this need.
- (12) **Tackling problems of student explosion** : Today, the increased for higher education is outstripping the growth of facilities in the seats of higher learning. Unfortunate qualitative changes in the nature of entire educative experiences are creating innumerable problems. The students population is highly heterogeneous. Students from a variety of sections—highly affluent and extremely poor, educated in convents and ordinary schools and colleges, rural and urban areas, students from India and those from different foreign countries are attending colleges and universities. Numerous problems crop up when students from a broad range of families and educational and social backgrounds meet in classes for instruction, in hostels for housing, in cafeterias and mess halls for eating. Guidance and counseling facilities should be provided for helping them to tackle these diverse and complex problems.
- (13) **Fulfilling the deficiencies of home** : A large number of students come to institutions of higher learning from homes which have not taught them how to deal with their life problems.

This is due to various factors such as rapid industrialisation, political and social changes in the occupational structure of the country and the growing complexity of life there are greater pressures and strains in the family. Again, there is gap in the range of sympathetic adults who could be turned to in need, which was formerly filled by adult brothers and sisters, friendly aunts and grand parents when communities and families were more intimate.

Most of the homes are not equipped to be the source of information concerning the qualifications required for different kinds of courses or careers. Such information can come only from agencies which make a full time job of supplying adequate and up-to-date materials. Most of the parents are not trained for helping their grows up children to develop sound study techniques, and obtain reliable information in matters of sex, etc. Seth (1962) collected a sample of students at Allahabad University, whose parents were indicated as the most usual source of help. Forty per cent of student respondents said that they could not discuss their problems with their parents. Professional guidance required to sort out all these problems.
- (14) **Checking incidence of indiscipline** : Majority of Indian students lack a sense of direction, a sense of purpose and a sense of fulfilment. They indulge in destruction activities leading to social damage and loss. Adequate guidance and counseling facilities are required to help and guide the youth to worthwhile channels and to make them realize the goal of optimum academic, personal and social development.
- (15) **Need in developing economy** : *Guidance and counseling have a challenging role to play in every developing economy, much more so if it is labour intensive.* Selection of a job from a multitude of alternatives, is a very important objective of guidance and counseling although it is not the be–all and end–all of guidance and counseling. The core aim of these services is to help the

job-seeking youth to form realistic career notions, in conformity with their capacities, aptitudes and social settings, so that in their adult life, they do not end up as career 'failures'. Wrong career decisions make a big drain on the emotional health of the individuals and the productivity of the society. Guidance is needed to help the youth to build up a desirable self-concept to achieve an every larger measure of self-appraisal and choose a proper career line. Thus, the provision of guidance and counseling service is India's immediate requirement.

- (16) **Quantitative Improvement of Education :** In India there has been a rapid expansion of educational facilities to cater to the needs of increasing number of children. This has resulted in the fall of educational standards. Consequently, there is a strong current of thinking among educationists as well as general public that educational planning should emphasize schemes for the qualitative improvement of education. The introduction of guidance services in the country is an important means for affecting improvement in the quality of education.
- (17) **National Development :** By helping and identifying and developing human potential which is the richest source of a nation, guidance can help to reduce the wastage of educational facilities and abilities so prevalent in India. Guidance may also help to correct the existing imbalances in the employment situation by challenging young people into occupations where there are manpower shortage. It may help in the reducing labour turn-over and its costs. It may increase efficiency and levels of production by enabling a person to be trained properly and placing them accordingly. At a time when India have embarked upon various programmes of economic development, it is urgent and essential to establish a close link between education and the manpower needs of the country. This may be done through guidance.
- (18) **Fulfilment of the extra-instructional needs of pupils :** "Classroom instruction by itself has not the full resources which are essential as well as necessary in an impoverished home for helping the pupils to acquire and preserve the background requirements for successful scholastic or polytechnical career. Proper attitudes to persons, things and ideas of certain value and systematized working and living habits are essential to any career. The need to supplement, correct and complement the areas of education is obvious." This statement points to need of guidance.

Thus, there is need for guidance from the point of view of the society as well as of the individual. Society can make progress if its individuals find places in the occupational, civic and social order where they can contribute their best for the welfare of others.



Did u know? Most of the students secure third division in the examinations due to the fact that they have not developed the proper study habits and learning styles. The reason for the poor achievement in the schools is because students do not make use of educational facilities available in the school. Therefore, there is a great need to develop study habits among the students. Proper guidance services can help in this direction.

Self Assessment

1. State whether the following statements are 'true' or false'
 - (i) Natural resources are not being properly utilized because of lack of guidance services in India.
 - (ii) Educational Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stage.

Notes

- (iii) The need of guidance is not universal.
- (iv) Guidance can reduce the wastage of educational facilities in India.

3.2 Types of Need in Guidance

The need for guidance had existed at all times. Moreover, the need of guidance is universal. It is as old as man himself. It is based upon the fact that all human beings need help in one way or other way. "There is hardly any individual who does not need help". Jones has rightly said, "Every one needs assistance at sometime in his life. Some will need constantly and throughout their entire life, while others need it only at rare intervals at times of great crisis. There always have been and will continue to be people with an occasional need for the help of the older or more experienced associates in meeting problem situation." But there is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalisation, liberalisation, the need for outstanding leadership, a shift in standards of morality and integrity, people's high aspirations etc. all contribute to the need for guidance programme in the schools. We shall discuss the need for guidance in India under four heads :

1. **Educational Needs:** Guidance is needed from educational point of view because of the following reasons :
 - (i) **Increase in the range of individual differences among school going children:** Before independence, boys and girls in our country came to school only from the more privileged section of the society. The admission in the schools was selective. But after independence due to realization of Constitutional Directive of providing free and compulsory education up to 14 years of age. education for all and the drive for mass education, we find our schools are flooded with children from every section of society. The classes are over-crowded and there is a tremendous increase in the number of schools too. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible unfoldment of the student's potentialities. This is possible only through the introduction of guidance services in our school programmes.
 - (ii) **Guidance as an Instrument for the Qualitative Improvement of Education:** There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to some extent in the fall of educational standards. Consequently, there is a great need of providing guidance services in the school for the qualitative improvement of education.
 - (iii) **Knowledge Explosion or the increase in the types of courses offered in the schools:** The domain of knowledge is like the number of wishes. The increased knowledge is creeping into the course contents of our textbooks. It is not possible for every student to learn all that is available in the field of knowledge. Single track education for all is out-moded concept. At the secondary stage, the courses of studies have been diversified to include several optional groups. Therefore, a special type of service is badly needed in our schools which will assist the individual pupil in the choice of course suiting to his needs and abilities that will help the school authorities in the proper allocation of the diversified courses to the pupils of the school.
 - (iv) **Expanding Educational Objectives:** Everyone talks today about the all round development of the child through education. We want a type of education that can provide for the development of the whole child. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and personality orientation require the services of a competent counselor and availability of appropriate guidance services.

- (v) **Solution of Educational Problems:** We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc. These problems require the need of proper guidance services in the school. Special guidance services are also required for the gifted, backward, handicapped and delinquent children.
- (vi) **Solving Discipline problems:** Problem of discipline is becoming more and more acute in the educational institutions. Even at higher stage of education it has taken a serious turn. Student strikes and agitation have become a common scene of the day. Problems of discipline can be solved with the help of guidance programme.
2. **Vocational Needs:** In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools :
- (i) **Vocationalisation of Education and Guidance:** Improvement of vocational efficiency is one of the aims of education. Secondary Education Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stage so that a large number of students may take up agriculture, technical, commercial or other practical courses to enable them to go for vocational pursuits. All this calls for proper guidance services in the school.
- (ii) **Guidance as an Instrument of National Development:** Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Thus there is a need to establish a close link between education and the manpower needs of the country. The sound guidance programme can help to achieve this objective in a systematic way.
- (iii) **Expanding Complexity of the World of Work:** There has been a tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspect of life. Thus there is a problem of choice. It is highly important to acquaint the secondary school students with this variety of jobs and with their different requirements. This is possible only by providing organized guidance services in the school system of our country.
- (iv) **Increasing Need for Man-power Planning and Utilization:** For the planned development of a nation like ours, conservation of human resources and manpower planning is very important. A careful balance has to be struck between the manpower needs and the various educational and training programmes. To meet the rapidly rising demands of various types of personnel for the various developmental projects, the younger generation of the country will have to be systematically guided into courses of training which will equip them for urgent national needs
- (v) **Occupational Awareness:** A well-organized guidance programme is essential for creating occupational awareness among the pupils of the country. The students must be made aware of the various types of jobs available in the employment market so that they may be able to opt those courses during the secondary stage. There fore, assistance has to be given for making a right choice of the courses at the secondary stage.
- (vi) **Changes in the Conditions of Industry and Labour:** Fast changes are taking place, today in the conditions of industry and labour. Specialization has become the word of the present age. Moreover, professions have multiplied in numbers that it has become difficult for a common man to make a right choice out of them. Hence it has become essential to get help of guidance services in the school.
- (vii) **Changed Economic Pattern of the Country:** Our country is in the era of economic planning. We require scientists, industrialists, Software Engineers, Bankers etc., to meet the growing demands of the progressive country. The craze for white-collared jobs must come to an end.

Notes

If proper guidance programme is not introduced at the secondary stage in the choice of studies and various vocations, the nation will remain poor and our youth will continue to be frustrated and disgusted.

3. **Personal/Psychological Needs:** Today our youth is facing various types of personal problems at home and in the school. Psychologically no two individuals are alike. They differ in various aspects on account of the following three kinds of differences :

- Different stages of development
- Differences among persons
- Differences in opportunities made available to various persons.

It shows that all persons can not be fit for the same profession. Hence guidance programme is needed in the school system. The following are the personal and psychological reasons for the need of guidance :

- (i) **Guidance is the Basic Need of Man:** Psychologically, no person on this earth is totally independent. The individual needs help of one kind or the other from fellow beings to solve their problems to lead a happy life.
 - (ii) **Educational and Social Aspirations:** In the present age of competition the aspirations of the parents are very high. They want their wards to excel in all walks of life. They provide all types of facilities so that the children can be able to get good jobs. To meet the high aspirations of the parents, a well-organized guidance programme is needed to make them aware of the potentialities of their children so that they take up right decision at the right time.
 - (iii) **From the Point of View of the Developmental Needs:** The individual passes from different stages of development in the life such as infancy, childhood, adolescence and adulthood. One needs different types of help to adjust with every stage. The adolescent period faces many types of developmental problems. At this stage the proper guidance is to be provided to the student to make right choice of his future.
 - (iv) **Psychological Problems:** Many students face emotional problems. These problems arise due to frustrations, conflicts and tensions and other stresses and strains. It is essential to provide guidance to the youth to solve their personal problems.
 - (v) **Satisfactory Adjustment:** Guidance is needed to help the pupils in making satisfactory psychological adjustment with the environment. Lack of adjustment adversely affects their physical and mental health.
 - (vi) **Proper Development of Personality:** The all round development of personality is the aim of education, a well organized guidance programme is essential for the total development of personality.
4. **Social Needs:** Following points highlight the Social Needs of Guidance :
- (i) **Complex Nature of Society:** Industrialization is the slogan of the day. Our country is heading towards industrialization, urbanization and modernization. Changed conditions of living and a highly complex society with its demands have put the individual in constant social and emotional tension. As such, it is highly desirable that school should provide some special service that can look after the emotional and social needs of school going children.
 - (ii) **Changed Family Contexts:** The joint family system is disappearing rapidly and homes are getting disintegrated. The changed family pattern has given rise to the various type of personal problems. The proper guidance programme in the school is required to solve the personal problems of the children.
 - (iii) **Explosion of Population & Expansion in Human Resources:** Our population has been increasing rapidly. This calls for intensive and extensive guidance in the technique of planning.

- (iv) **Political Change and Extension of Democracy:** There is a revolution of democratization of political system throughout the world. The education has been made child-centered. The provision of professions and promotions has also been made equal for all human beings. Hence all people need the help of guidance service for the right choice of education and occupation.



What is stagnation?

Self Assessment

2. Fill in the blanks :

- (i) The majority of students in our colleges and universities are the learners.
- (ii) job applicants have no relevance to the job specifications according to Employers.
- (iii) In India average pass percentage at the graduate and post graduate level is about
- (iv) are required for the gifted, backward, handicapped and delinquent children.

3.3 Summary

- Guidance and counseling services are becoming more and more important as the society and its various institutions are growing in complexity. The society and all its institutions are built of individuals as their units as a mansion is built of bricks.
- The following are the major reasons for the need of guidance.
 - (i) *The total development of the student:* Intellectual development through the teaching of subjects alone cannot lead to the total development of the students. There has to be a basic and fundamental change in the entire system of education, which recognizes that a person remains a barbarian unless he knows something about himself no matter how well a human being is educated in chemistry, physics, economics, history or literature.
 - (ii) *Proper choice of courses:* Everyone knows that our educational system has grown haphazard. While humanities and the liberal arts are subjects most frequently offered and taken, both in the colleges and the universities they were the oldest and relatively inexpensive areas of knowledge, taken because they require no specified intellectual equipment.
 - (iii) *Vocational development:* The process of vocational development covers almost the entire span of life of an individual.
 - (iv) *Minimising the mismatching between education and employment and help in the efficient use of manpower:* The hiatus between education and employment has rarely been as wide and so disturbing as it is today.
 - (v) *Motivating the youth for self-employment:* Considering the magnitude of educated job-seekers flowing into the job market in India every year, a sizable fraction of enterprising youth should be initiated into careers of self-employment.
 - (vi) *Helping freshers to establish proper identity:* In India the young men and women entering colleges and universities are comparatively young in years. They are passing through a stage between childhood and adulthood, between the morality learned as a child and the ethics to be developed by the adult.
 - (vii) *Identifying and motivating the students from weaker sections of society:* Students from weaker sections of society have their own problems and needs.

Notes

- (viii) *Helping the students in their period of turmoil and confusion:* Normally all the students undergo a great deal to turmoil and searching to give meaning to their lives. They have their conflicts and anxieties.
- (ix) *Checking wastage and stagnation:* (India average pass percentage at the graduate and post-graduate level is about 50 to 60).
- (x) *Identifying and helping students in need of special help:* Students who are the gifted, the backward, the handicapped need special opportunities and arrangement to be provided in colleges and universities.
- (xi) *Eusuring proper utilization of time spent outside the classrooms:* Students in the colleges and universities spend two to three times as many hours outside classrooms as on them.
- (xii) *Tackling problems of student explosion:* Today, the increased for higher education is outstripping the growth of facilities in the seats of higher learning Unfortunate qualitative changes in the nature of entire educative experiences are creating innumerable problems.
- (xiii) *Fulfilling the deficiencies of home:* A large number of students come to institutions of higher learning from homes which have not taught them how to deal with their life problems.
- (xiv) *Checking incidence of indiscipline:* Majority of Indian students lack a sense of direction, a sense of purpose and a sense of fulfilment.
- (xv) *Need in developing economy:* *Guidance and counseling have a challenging role to play in every developing economy, much more so if it is labour intensive.*
- **Educational Needs:** Guidance is needed from educational point of view because of the following reasons.
 - Increase in the range of individual differences among school going children.
 - The classes are over-crowded and there is a tremendous increase in the number of schools too. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible unfoldment of the student's potentialities.
 - Guidance as an Instrument for the Qualitative Improvement of Education: There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years.
 - Knowledge Explosion or the increase in the types of courses offered in the schools.
 - Expanding Educational Objectives: Everyone talks today about the all round development of the child through education.
 - Solution of Educational Problems: We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc.
 - Solving Discipline problems: Problem of discipline is becoming more and more acute in the educational institutions.
- **Vocational Needs:** In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools : (i) Vocationalisation of Education and Guidance; (ii) Guidance as an Instrument of National Development; (iii) Expanding Complexity of the World of Work; (iv) Increasing Need for Man-power Planning and Utilization; (v) Occupational Awareness; (vi) Changes in the Conditions of Industry and Labour; (vii) Changed Economic Pattern of the Country.

- **Personal/Psychological Needs:** (i) Guidance is the Basic Need of Man; (ii) Educational and Social Aspirations; (iii) From the Point of View of the Developmental Needs; (iv) Psychological Problems; (v) Satisfactory Adjustment; (vi) Proper Development of Personality.

3.4 Keywords

- Institutions** : A large important organization that has a particular purpose
- Motivate** : to make somebody want to do something especially something that involves hardwork and effort
- Table** : To make a determined effort to deal with a difficult problem or situation
- Qualitative** : Connected with how good something is,

3.5 Review Questions

1. What are the different reasons for the need of guidance ?
2. Explain the Educational needs of guidance.
3. Give the vocational needs of guidance.
4. What are psychological needs of guidance

Answers : Self Assessment

1. (i) T (ii) T (iii) F (iii) T
2. (i) First generation (ii) 80% (iii) 50 to 60
(iv) Special guidance services

3.6. Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 4: Guidance Services: Concept and Importance

CONTENTS

Objectives

Introduction

4.1 Concept of Guidance Services

4.2 Types of Guidance Services

4.3 Importance of Guidance Services

4.4 Agencies of Guidance at Different Levels

4.5 Summary

4.6 Keywords

4.7 Review Questions

4.8 Further Readings

Objectives

After reading this unit students will be able to:

- Discuss concept of guidance services
- Explain the types of guidance services
- Describe the importance of guidance services
- Explain the agencies of guidance at different levels

Introduction

Students of the present day are faced with a number of problems during the various styles of school life. These problems may be related to personal, behavioural, educational or vocational or personality factors. Enabling students to overcome these problems and become self-reliant in future is one of the major aims of the guidance programme. However, one is also aware that the implementation of guidance programme in the prevailing schools is hardly noticeable. This situation still persists, inspite of various recommendations been made by the government since the last few decades. One of the likely causes for the non-implementation of this programme is largely due to the lack of adequate knowledge among the required or concerned staff regarding the planning and organisation of the guidance programme in schools.

The present unit deals with the various services involved in a guidance programme and the functions performed by each of these services. Subsequently a brief is made on the planning and organisation of guidance programme in the schools. This is finally followed by a description of various steps involved to evaluate the guidance programme.

4.1 Concept of Guidance Services

A school guidance service constitutes a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development. It forms as an integral part of school education and is non-instructional in nature. A guidance programme constitutes of various services. Guidance service as defined by Smith (1957) is as follows :

“The guidance process consists of a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans and interpretations essential to satisfactory adjustments in a variety of areas”.

4.2 Types of Guidance Services

A school guidance programme largely consists of six services. They are orientation, counseling, pupil inventory, occupational information, placement and follow-up services. Each of these services are distinct due to their specific function.

4.2.1 Orientation Service

It is generally noticed that when students shift from one school to another, they find difficult to immediately accept and adjust to the new surrounding. This also occurs in case of those students who either move from school to college or school to a work situation. An entry into a non familiar or new situation, may likely lead to certain adjustment problems among the students. To overcome this obstacle, the orientation services are organised, especially to familiarise the students with the new surroundings and thereby adapt themselves and make necessary adjustments. Hence, it is always advisable to begin any educational course or programme with an orientation activity.

Some of the objectives of the orientation service are :

1. develop awareness regarding the rules and regulations, functioning patterns and available infrastructural and physical facilities in the school or institution or work place.
2. acquaint the students with the concerned staff and also the student body.
3. provide opportunities for the staff members and student body to interact with the new comers.
4. develop favourable attitudes among the students both towards the school and the staff.

Further, this service needs to be organised for all students so that they fulfil their various needs. In addition, this can also be a continuous activity, implying that implementation of these activities can be distributed throughout the year.

Orientation Activities

The activities are to be organised based on the age group of the students and the availability of resources.

The activities can be broadly classified as (i) Pre-admission Orientation and (ii) Post-admission Orientation.

- (i) **Pre-admission Orientation** : This is one of the, service which is lacking in our schools. It helps to acquaint students with the Institution, its tradition, purpose, its rules and regulations, curricula, extra curricular, activities, the staff and the student body.

Activities : Some of the suggested activities could be :

- (a) visit to schools along with the staff or parents;
 - (b) arranging conferences and talks with the parents, since they also play a major role;
 - (c) issuing handbooks or pamphlets giving information about the school, its courses and activities; and
 - (d) arranging exhibitions to expose them to the activities that students are undertaking.
- (ii) **Post-admission Orientation** : This service can be provided throughout the year. It helps the teacher in determining the abilities of students and there by adopt their teaching styles and activities according to the student needs.

Notes

Activities

- (a) Conducting various games like “get-acquainted” games where the student can talk about themselves, such as their interest, hobbies, etc.
- (b) Arranging group activities, where in the students are provided opportunities to interact with each other and exhibit their abilities.



Notes

One should also note that the orientation services are not only restricted to the students, but they can also be extended for the parents and towards the community.

4.2.2 Pupil Inventory Service

Apart from knowing the general characteristics of students, it is also very essential to identify the specific abilities predominant among the students, before a counselor or career teacher assists them. Since, without identifying the pupils aptitudes and interests, one cannot determine what to expect from them and what they are capable of doing. The various aspects that has to be assessed before one guides a student are his aptitude, achievement, interests, attitudes, socio-economic status, family background etc. The pupil inventory service helps in the recording and maintaining of these data. These records can be prepared by the collaborative effort of the teacher, counselor and career teacher through various techniques. Till now, you are familiar with the techniques as testing and non-testing techniques, and observation, anecdotal, rating scales, sociometry and interview are some of the well-known non-testing techniques. The testing techniques are the verbal tests, non-verbal tests, performance tests, projective techniques and the personality tests. These tests must be administered by the counselor or any professionalised personnel. However, assistance from a teacher is must for *maintaining* the records of students by using some of these techniques. A teacher could give details of certain behaviour of students by observing them in the classroom situations and making their records. These incidents could be accumulated in the form of anecdotal records.

Objectives of pupil inventory service

- (i) to identify the various abilities of the students by administration of various tests; and
- (ii) maintain various records concerned to each students and to update them periodically.

The type of data generally collected are personal, family data, psychological data, achievement, health data, etc. This obtained data helps a counselor and career teacher in their counseling process and career guidance programme respectively.

4.2.3 Occupational Information Service

This is a service which can be provided by the integrated effort of a teacher, counselor and a career teacher. The main objective of the service is to provide the students information about the educational opportunities in various levels, related training programmes conducted and occupations available. This helps the students to be aware of the options open to him with respect to a particular course or subject in any of the above areas. Further the student is also exposed to the world of work, nature and pattern of work and the skills required for performing the work.

The objectives of information service are to :

- (i) create an awareness of the necessary occupational and educational information;
- (ii) develop a broad and realistic view of the various educational, training and occupational opportunities; and
- (iii) help the student obtain and interpret the information he/she needs in making specific plans for his/her future career.

This service needs to be more emphasized at the secondary and higher, secondary levels. The various aspects informed to the students through this service are about the job or occupation positions, duties performed, educational and professional requirements, conditions of work, rewards offered, promotional avenues, etc. Such information are collected and disseminated by the guidance worker in the form of career talks, conferences, etc.

4.2.4 Counseling Service

This service is considered to as be the most fundamental part of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a professional or counselor in a conducive environment. The process ultimately makes a person capable of self-directed and self-sufficient. This service can be practised only by a counselor. However, some assistance can also be provided by the teacher in a school. This is because a teacher is one who spends maximum time working with the students in the classroom and when comes across any student who displays deviant behaviours,, he/she can always refer the case to a school counselor. Further, observations made and recorded by the teacher about the certain students can help the counselor in the counseling process. The counseling service includes individual counseling and group counseling.

It must be noted that counseling is not only restricted to normal students but to any student who is either retarded or handicapped.

4.2.5 Placement Service

The placement service makes an effort to help those students, secure employment, who are either in school or those after they leave school. The school provides certain facilities through which the employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnel. It is an activity which requires the co-operation of the principal, counselor, teacher, career master, state employment agencies, private agencies and also the community. This service is more significant for the students at the secondary and higher secondary level. The placement service here is concerned for those :

- (i) Who withdraw from the formal education before they complete school (drop-outs).
- (ii) Who prefer part time work while going to school or may be during the vacation or after school hours or during weekends.
- (iii) Who terminate formal education after higher secondary level.

The basic aim of placement is to facilitate the process of meeting the needs of both employer and the prospective employee. The student must be placed only until the correct and appropriate information regarding him/her has been obtained from the counselor or the incharge guidance personnel. The information that is generally made available is his/her personal bio-data, achievement grades, attendance, test-scores, health-data and other required data. The teacher may also assist by providing details concerning the student's interest, and other skills such as participation and communication.

Apart from placement, this service also orients the students to some of the job applying techniques. The guidance worker could familiarize them with the methods of applying for a job, guidelines for applying, identify the various sources of information and how to prepare for the interview. These skills can be developed either through group or individual counseling.

A school that provides placement services, hence should be capable to draw upon all the possible resources in order to assist its students in finding suitable and appropriate jobs. The extent to which the placement service fulfils this purpose is a measure of its effectiveness. This could largely be met by a systematic and proper functioning of the guidance committee. The school committee could also publicize about the placement programme both to the students and community. Within the schools; the information could be published in school magazine, notified in the libraries or announced in student assemblies.

Notes

4.2.6 Follow-up Service

A guidance worker who does not assess the progress made by his/her student is like the physician who does not verify whether his/her patient has recovered or not.

Here, it becomes very essential in a guidance programme to learn the nature and extent of progress of the student even after he leaves the school. This service does not only pertain to the study of occupational aspect but also to other related aspects such as emotional and social adjustments.

For example, if a student has been counseled for social-emotional problem, after he/she leaves the school, the guidance worker must do a follow-up to check how far he/she is able to cope up with the new environment and what are the problems he/she is still facing.

Purpose of this Service

- (i) It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.
- (ii) Based on the feedback obtained, make relevant changes in the school guidance programme.

The programme generally keeps contact with the students and drop-outs after leaving school, one of the most common methods adopted for follow-up is the questionnaire which is periodically sent to the students after they leave their school. On the basis of the experiences of former students, the guidance worker can formulate the future programme for the present students, further, and thereby equip the remaining students with necessary activities. The follow-up service has more relevance for the field of research. After receiving valid information from the former students, the **administrators** can improve upon their services. Further, employing this information, the educational institutions can conduct studies of the relationship between the training given to these former students and how far the utilisation of the training was made. Studies on the effectiveness, efficiency and desirability of the courses offered can also be conducted.

The three steps that are dealt in a follow-up programme are :

- (i) A systematic gathering of data from the alumni.
- (ii) Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.
- (iii) Suggest a modified framework of educational programme based on the findings made.

4.3 Importance of Guidance Services

A good quality-of-life for every people includes good housing, health service social network, practical coping skills, etc. Child and adolescent which is future of our country, is given, development of any country is dependent on positive mental development the day to cope up with poverty, malnutrition, illiteracy, poor health, and India.

Changing structure of the family, modernization, westernization, industrial negatively influenced child mental health. Incidences of mental health problem (pedophilia). Depression and suicide have increased three to four folds in mental disorders have shown phenomenal rise. Mental health problems in children affected with riots, bomb blast ever increasing in number. Alcohol and other drug abuse in children have overall prevalence of mental and behavioral disorders among children was needing special care attention and guidance. Guidance is very important for all these problems.

Guidance services is needed wherever there are problems. The need and importance of guidance are as follows.

- Self understanding and self direction : Guidance helps in understanding one's strength, limitations and other resources. Guidance helps individual to develop ability to solve problems and take decisions.

- Optimum development of individual
- Solving different problem of the individual
- Academic growth and development
- Vocational maturity, vocational choices and vocational adjustments
- Social personal adjustment

Self Assessment

1. Fill in the blanks :

- (i) A school is a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems.
- (ii) are organised to familiarise the students with the new surroundings and there by adapt themselves and make necessary adjustments.
- (iii) The main objective of the is to provide the students information about the educational opportunities in various levels related training programmes and occupation.
- (iv) service keeps contact with the student and dropouts after leaving school.
- (v) Guidance Services helps individual to to solve problems and take

4.4 Agencies of Guidance at Different Levels

Different agencies i.e. government and private at international, national and regional level have been doing significant works in the area of guidance. These agencies are working in training / orientation, career guidance services or development of materials for guidance workers/functionaries.

4.4.1 International Level

International Association of Educational and Vocational Guidance (IAEVG) is a worldwide guidance and counseling Organization, whose mission is to promote the development and quality of educational and vocational guidance. IAEVG's mission is also to ensure that all citizens who need and want educational and vocational guidance and counseling can receive this counseling from a competent and recognized professional. The objectives of the organization are as follows:

- To promote communication among persons and organizations active in educational and vocational guidance.
- To encourage the continuing development of ideas, practice and research in the field of guidance and counseling on each level, national and international, in developing and developed countries.
- To advise government and national or international organizations on the development of guidance systems and further the exchange of professionals and experts.
- To collect and disseminate information of interest in the field of educational and vocational guidance practice, study and research

The Mission of IAEVG is to

- advocate that all citizens who need and want educational and vocational guidance and counseling can receive this counseling from a competent and recognized professional
- recommend the basic nature and quality of service that should typify the service provided to students and adults.
- recommend the essential training and other qualifications that all counselors in educational and vocational guidance should have.

Notes

- urge governments to enhance, facilitate or establish an agency, institution, or office with responsibility to develop and maintain.
- policies governing the provision of educational and vocational guidance.
- the provision of training and continuing education programs for counseling and guidance practitioners.
- the development and provision of appropriate and effective methods and materials for guidance.
- the conduct of research and development to create new, more comprehensive, and better ways of conducting educational and vocational guidance.
- the development of appropriate methods of evaluation of counseling and guidance.

4.4.2 National Level Agencies

At national level the following organizations work in the area of guidance and counseling.

National Council of Educational Research and Training (NCERT) : The Department of Psychology and Foundation, of Education (DEPFE), a Department under NCERT, New Delhi and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal a constituent of NCERT organize programme on guidance and Counseling. Some of the functions of **PSSCIVE** are :

- To advise and assist the Ministry of Human Resource Development, State Governments and Union Territory Administration in the implementation of the Vocational Education and Work Experience Programme.
- To function as the technical wing of the Joint Council of Vocational Education on all matters relating to Vocational Education Programme (VEP).
- To promote, supervise and guide the establishment of a comprehensive management system for VEP.
- To serve as a resource institution for both formal and non-formal VEP.
- To orient and train various key functionaries of VEP, including teachers.
- To evaluate and monitor VEP in States/UTs.
- To ensure uniformity and maintain quality standards in vocational teaching and learning.
- To provide guidance and counseling on Vocational Education and Training to the people at large.

DEPFE is the department of NCERT which coordinates guidance activities in the country. The department runs an International Diploma Course in Guidance and Counseling in collaboration with Commonwealth of Learning, Canada. This course is offered at the Department of Educational Psychology and Foundations of Education (DEPFE), NCERT New Delhi as well as five Regional Institutes of Education located at Bhubaneswar Bhopal, Mysore, Shillong, and Ajmer. Besides the department conducts training programme in the field of guidance and counseling.

Central Institute for Research and Training in Employment Service (CIRTES) was established in October, 1964 under the aegis of Directorate General of Employment & Training (DGE & T), Ministry of Labour Government of India. Later, in 1987, the Institute was expanded with the added responsibilities of developing career literature and to provide guidance for the promotion of self-employment. The **Objectives of CIRTES** are :

- Planning and conducting training programmes for Employment Service Personnel at State, National and International Levels.
- Conducting research into problems concerning the activities of the Employment Service.
- Development and publication of career literature and audio-visual aids for use in Vocational Guidance and Career Literature Programmes.

- Development of motivational material for promotion of self-employment.

There are four divisions of CIRTES i.e. training division, research division, career study center and self employment guidance cell.

1. **Training Division:** Training Division caters to the training needs of all the Employment Officers of the country in placement, vocational guidance, employment market information, self-employment promotional activities and other related matters. Instructional materials and training aids are devised and developed to assist the States in organizing training programmes for the staff of their employment exchanges. Besides, special training programmes for the employment officers of foreign countries under various ILO bilateral programmes are organized on request basis. The Division also associates with other training organisations for imparting training in the field of vocational guidance and self-employment.
2. **Research Division:** Research Division conducts studies on organizational, operational and procedural aspects of NES, labour market conditions and other related matters. Development of various tools and techniques and evaluation of various programmes of NES inter alia come under its purview.
3. **Career Study Centre (CSC):** CSC develops and publishes the career literature in the shape of booklets and pamphlets/folders on various careers/occupations covering their job content, educational preparatory requirements, employment and self-employment opportunities, as a reference tool to meet the career planning needs of students, job seekers, Vocational Guidance Officers/Counselors and others. These publications are disseminated to Employment Exchanges, University Employment Information & Guidance Bureaux (UEIGBx), Coaching-cum-Guidance Centre for SC/ST, colleges, schools and also to other agencies engaged in vocational guidance activities, through Employment Exchanges as per their jurisdiction.



Did u know?

SEGC prepares informative and motivational material to assist Employment Officers in guiding and confidence building among job seekers for adopting self-employment ventures. It also provides training to the Employment Officers on self-employment promotional related activities.

Directorate General of Employment and Training (DGE & T), under Ministry of Labour evolves policy and standards for vocational guidance activities through employment exchanges.

Other organizations like University Grants Commission (UGC), All India Council of Technical Education (AICTE) also works on guidance and counseling.

4.4.3 State Level Agencies of Guidance

At state level SCERT Bureau of Educational and Vocational Guidance, Directorates of Employment work for guidance of students.

SCERT/State Guidance Bureaus coordinates guidance services at the state level. They organize state level training./orientation for guidance personnel.

State Directorates of Employment coordinates vocational guidance programme through employment exchanges in states. They also develop publication on occupational information.

Universities; In university employment bureaus facilities are provided for students.

4.4.4 Local Level

At the local level some district employment exchanges, private agencies and institutional level organizations work for guidance and counseling.

The role of NGOs at different level for providing guidance activities is also very important.

Notes



Task

What are the national level agencies of guidance and their work ?

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) Department of Psychology and foundation of education (DEPFE) of NCERT Coordinates guidance activities in the Country.
 - (ii) Central Institute for research and training in the Employment service (CIRTES) was established in 1990 under the ministry of law and justice, Govt of India.
 - (iii) Career Study Centre (CSC) develops and publishes the career literature in the shape of booklets and pamphlets/folders on various occupations covering their job content.
 - (iv) Self Employment guidance cell prepares informative and motivational material to assist.

4.5 Summary

- A school guidance service constitutes a cluster of activities which enable the students to overcome their educational, vocational, personal or social problems that they face during the different phases of development. It forms as an integral part of school education and is non-instructional in nature.
- A school guidance programme largely consists of six services. They are orientation, counseling, pupil inventory, occupational information, placement and follow-up services. Each of these services are distinct due to their specific function.
- *Orientation Service:* It is generally noticed that when students shift from one school to another, they find difficult to immediately accept and adjust to the new surrounding. This also occurs in case of those students who either move from school to college or school to a work situation.
- Some of the objectives of the orientation service are:
 - (i) develop awareness regarding the rules and regulations, functioning patterns and available infrastructural and physical facilities in the school or institution or work place.
 - (ii) acquaint the students with the concerned staff and also the student body.
 - (iii) provide opportunities for the staff members and student body to interact with the new comers.
 - (iv) develop favourable attitudes among the students both towards the school and the staff.
- *Orientation Activities:* The activities can be broadly classified as (i) Pre-admission Orientation and (ii) Post-admission Orientation.
- *Pre-admission Orientation :* This is one of the, service which is lacking in our schools. It helps to acquaint students with the Institution, its tradition, purpose, its rules and regulations, curricula, extra curricular, activities, the staff and the student body.
- *Activities :* Some of the suggested activities could be :
 - (a) visit to schools along with the staff or parents;
 - (b) arranging conferences and talks with the parents, since they also play a major role;
 - (c) issuing handbooks or pamphlets giving information about the school, its courses and activities; and
 - (d) arranging exhibitions to expose them to the activities that students are undertaking.

- *Post-admission Orientation* : This service can be provided throughout the year. It helps the teacher in determining the abilities of students and there by adopt their teaching styles and activities according to the student needs.
- *Activities*: (a) Conduct various games like “get-acquainted” games where the student can talk about themselves, such as their interest, hobbies, etc.; (b) Arrange group activities, where in the students are provided opportunitites to interact with each other and exhibit their abilities.
- *Pupil Inventory Service*: Apart from knowing the general characteristics of students, it is also very essential to identify the specific abilities predominant among the students, before a counselor or career teacher assists them. Since, without identifying the pupils aptitudes and interests, one cannot determine what to expect from them and what they are capable of doing.
- *Occupational Information Service*: This is a service which can be provided by the integrated effort of a teacher, counselor and a career teacher. The main objective of the service is to provide the students information about the educational opportunities in various levels, related training programmes conducted and occupations available.
- *Counseling Service*: This service is considered to as be the most fundamental part of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a professional or counselor in a conductive environment.
- *Placement Service*: The placement service makes an effort to help those students, secure employment, who are either in school or those after they leave school. The school provides certain facilities through which the employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnel.
- *Follow-up Service*: A guidance worker who does not assess the progress made by his/her student is like the physician who does not verify whether his/her patient has recovered or not; Here, it becomes very essential in a guidance programme to learn the nature and extent of progress of the student even after he leaves the school.
- *Purpose of this Service*: (i) It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme; (ii) Based on the feedback obtained, make relevant changes in the school guidance programme.
- A good quality-of-life for every people includes good housing, health service social network, practical coping skills, etc.
- Guidance services is needed wherever there are problems. The need and importance of guidance are as follows.
- Self understanding and self direction : Guidance helps in understanding one’s strength, limitations and other resources. Guidance helps individual to develop ability to solve problems and take decisions.
- Optimum development of individual; Solving different problem of the individual; Academic growth and development.
- Different agencies i.e. government and private at international, national and regional level have been doing significant works in the area of guidance.
- *International Level*: International Association of Educational and Vocational Guidance (IAEVG) is a worldwide guidance and counseling Organization, whose mission is to promote the development and quality of educational and vocational guidance.
- The objectives of the organization are as follows:
 - (i) To promote communication among persons and organizations active in educational and vocational guidance.

Notes

- (ii) To encourage the continuing development of ideas, practice and research in the field of guidance and counseling on each level, national and international, in developing and developed countries.
- *The Mission of IAEVG is to:* advocate that all citizens who need and want educational and vocational guidance and counseling can receive this counseling from a competent and recognized professional; recommend the basic nature and quality of service that should typify the service provided to students and adults.

4.6 Keywords

- Orientation** : The training or information that you are given before starting a new job, course etc.
- Follow up Service** : An action or a service that continues something that has already started or comes after something similar that was done earlier
- Placement Service** : A service which is given to the students or other people for finding the job and related things.

4.7 Review Questions

1. What is orientation service? Explain its functions.
2. Explain the functions of Counseling Services.
3. What are the importance of guidance services?
4. Explain the work of central institute of research and training is Employment service.

Answers : Self Assessment

1. (i) guidance Service (ii) orientation services (iii) Occupational information service
(iv) follow up services (v) ability decision
2. (i) T (ii) F (iii) T (iv) T

4.8 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 5: Services: Placement Service, Follow-up Service

Notes

CONTENTS

- Objectives
- Introduction
- 5.1 Placement Service: Meaning
- 5.2 Phases of Placement Service
- 5.3 Objectives of Placement Service
- 5.4 Follow-up Service: Meaning
- 5.5 Purpose of Follow-up Service
- 5.6 Nature of Follow-up Service
- 5.7 Summary
- 5.8 Keywords
- 5.9 Review Questions
- 5.10 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of placement services.
- Discuss the phases of placement services
- Explain the objectives of placement services
- State the meaning of follow up services
- Discuss the purpose of follow up services
- Explain the nature of follow up services

Introduction

Placement as understood in the guidance field, usually indicates assistance offered to the individual in taking the next step, whether toward further training, a job situation, or a different course of study. However, a strong emphasis in guidance work is on placing students in jobs suitable for them. Job placement is a demanding task for high school counselors, even though about half of students clearing high school, will actually join college. The work placement in guidance has three dimensions –

- (a) Part time work for students on Saturdays, after school hours and, during long/short vacations.
- (b) Work situations for school drop-outs.
- (c) Work situations for the student who terminates formal education after clearing high school.

5.1 Placement Service: Meaning

The placement service makes an effort to help those students, secure employment, who are either in school or those after they leave school. The school provides certain facilities through which the

Notes

employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnel. This service is more significant for the students at the secondary and higher secondary level. The placement service here is concerned for those :

Techniques and Procedures of Guidance

- (i) Who withdraw from the formal education before they complete school (drop-outs).
- (ii) Who prefer part time work while going to school or may be during the vacation or after school hours or during weekends.
- (iii) Who terminate formal education after higher secondary level.

The basic aim of placement is to facilitate the process of meeting the needs of both employer and the prospective employee. The student must be placed only until the correct and appropriate information regarding him/her has been obtained from the counselor or the incharge guidance personnel. The information that is generally made available is his/her personal bio-data, achievement grades, attendance, test-scores, health-data and other required data. The teacher may also assist by providing details concerning the student’s interest, and other skills such as participation and communication.

Apart from placement, this service also orients the students to some of the job applying techniques. The guidance worker could familiarize them with the methods of applying for a job, guidelines for applying, identify the various sources of information and how to prepare for the interview. These skills can be developed either through group or individual counseling.

A school that provides placement services, hence should be capable to draw upon all the possible resources in order to assist its students in finding suitable and appropriate jobs. The extent to which the placement service fulfils this purpose is a measure of its effectiveness. This could largely be met by a systematic and proper functioning of the guidance committee. For details of guidance committee refer. The school committee could also publicize about the placement programme both to the students and community. Within the schools, the information could be published in school magazine, notified in the libraries or announced in student assemblies.



Notes

Placement Services is an activity which requires the co-operation of the principal, counselor, teacher, career master, state employment agencies, private agencies and also the community.

5.2 Phases of Placement Service

1. **General Orientation:** The guidance worker makes students aware of the characteristics of the world of work through group guidance. The general character of the occupational life is explained to them. Career conference of teachers, parents, students employers and successful persons from different vocations are organised in the school to stimulate interest, give fuller knowledge of vocational requirements and encourage students to avail themselves of the service provided by the cocational guidance staff.
2. **Orientation Towards Occupational Fields of Interest:** The next step involved in vocational placement is orientation towards some particular occupational field in which students are interested.
3. **Relating the Knowledge of the Self to the Knowledge of the World:** In the third phase of placement service, the student is helped to understand his own assets and limitations so far as that occupational field is concerned. He is enabled to understand his own interests and aptitudes, and relate them to the occupational areas under study.
4. **Making Occupational Choice:** This phase deals with the actual choice of an occupation. The counselor helps the individual in making a wise choice of the occupation from the occupational field studied. The choice cannot be made unaided. Various guidance techniques and tools are used by the counselor in assisting the individual in making an adequate occupational choice. After a careful choice the individual is given training in that particular vocation.
5. **Placement:** The fifth, phase of placement services deals with actual placement of the individual on the job with the help of school records.
6. **Follow-up:** The final phase of placement service is the follow-up or adjustment phase. This step is taken to know in what way the individual is making progress on the job, what is the level of adjustment reached and job satisfaction attained by the individual student.

5.3 Objectives of Placement Service

Objective of Placement

Placement is important service in the guidance programme.

- (i) To situate himself in the proper scholastic track in the proper course.
- (ii) To find out a proper place in the post-college or university or post-university environment.
- (iii) To achieve proper choice of co-curricular activities available in college/university.
- (iv) To get admission in a college or professional institution or university.
- (v) To get part-time jobs, during working session and whole-time jobs after getting education and training.

Procedure of Placement : Appropriate data from sending school, colleges and universities should be collected and transmitted to receiving colleges, universities and prospective employers. Essentials to make success of this service are : Close contacts with institutions of higher learning as well as with personnel managers in business and industry, and co-ordination among teachers, guidance workers, etc.

Importance of Placement : The service is useful to all types of students the normal the intellectually gifted, the emotionally disturbed, the artistically talented, the mentally retarded, etc., to find their appropriate place in an educational or vocational setting.

Self Assessment

1. *Fill in the blanks :*
 - (i) The placement services helps to the students at and for securing employment.

Notes

- (ii) The basic aim of placement is to facilitate the process of meeting the needs of _____ and prospective
- (iii) The guidance worker aware of of the world of work through group guidance.
- (iv) The phase of placement services, deals with the actual placement of the individual on the job with the help of school records.

5.4 Follow-up Service: Meaning

A guidance worker who does not assess the progress made by his/her student is like the physician who does not verify whether his/her patient has recovered or not.

Here, it becomes very essential in a guidance programme to learn the nature and extent of progress of the student even after he leaves the school. This service does not only pertains to the study of occupational aspect but also to other related aspects such as emotional and social adjustments.

For example, if a student has been counselled for social-emotional problem, after he/she leaves the school, the guidance worker must do a follow-up to check how far he/she is able to cope up with the new environment and what are the problems he/she is still facing.

Purpose of this Service

- (i) It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.



- (ii) Based on the feedback obtained, make relevant changes in the school guidance programme.

The programme generally keeps contact with the students and drop-outs after leaving school. On the basis of the experiences of former students, the guidance worker can formulate the future programme for the present students, further, and thereby equip the remaining students with necessary activities. The follow-up service has more relevance for the field of research. After receiving valid information from the former students, the **administrators** can improve upon their services. Further, employing this information, the educational institutions can conduct studies of the relationship between the training given to these former students and how far the utilisation of the training was made. Studies on the effectiveness, efficiency and desirability of the courses offered can also be conducted.

The three steps that are dealt in a follow-up programme are :

- (i) A systematic gathering of data from the alumni.
- (ii) Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.
- (iii) Suggest a modified framework of educational programme based on the findings made.



Did u know? One of the most common method adopted for follow-up is the questionnaire which is periodically sent to the students after they leave their school.

5.5 Purpose of Follow-up Service

It is the review or systematic evaluation carried out to find out whether guidance service in particular and educational programme in general satisfy the needs of the students. It has to be observed to what extent have the students been able to achieve according to their abilities and aptitudes, to what extent curricular and co-curricular choices have been wise, and how are the students adjusting with the part-time or whole-time jobs. In order to determine the nature and extent of their need for assistance the students need to be followed.

Techniques of Follow-up : The follow up techniques include— interview, post-card survey, or questionnaire. Each techniques has certain advantages and limitations. For example, while the post-card survey is inexpensive and easy to conduct, its results are extremely limited. The questionnaire accomplishes some of the objectives of the other techniques and also overcomes their limitations in part.



Task

What are advantage and disadvantage of post cord survey?

5.6 Nature of Follow-up Service

The follow-up service can be maintained by follow-up interviews with the student and those involved in his new setting e.g., his employers, follow-up questionnaires to the student asking his degree of satisfaction in his new setting and follow-up guidance bulletins giving his relevant information helpful in achieving self-actualisation in his new environment.

Important of Follow-up : Information obtained through follow-up techniques can be used for improving the curriculum, stimulating better teaching, increasing the value of guidance services and establishing better college/university and community relationships.

All the members of the staff should join hands for the success of this service. There should also be some means of bringing about coordination in follow-up activities.

Self Assessment

2. State whether the following statements are 'true' or 'false'.
 - (i) The follow up service draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.
 - (ii) The follow up services is not a systematic evaluation carried out to find out whether guidance service in particular and educational programme.
 - (iii) The follow up services can be maintained by follow up interviews with the students and those involved in his new settings.



Task

What are advantage and disadvantage of post card survey

5.7 Summary

- The placement service makes an effort to help those students, secure employment, who are either in school or those after they leave school. The school provides certain facilities through which the employment needs of the students are met either through special placement personnel or by integration services of the other guidance personnel.
- *Techniques and Procedures of Guidance:* (i) Who withdraw from the formal education before they complete school (drop-outs); (ii) Who prefer part time work while going to school or may be during the vacation or after school hours or during weekends; (iii) Who terminate formal education after higher secondary level.
- The basic aim of placement is to facilitate the process of meeting the needs of both employer and the prospective employee. The student must be placed only until the correct and appropriate information regarding him/her has been obtained from the counselor or the incharge guidance personnel.
- *General Orientation:* The guidance worker makes students aware of the characteristics of the world of work through group guidance. The general character of the occupational life is explained to them.
- *Orientation Towards Occupational Fields of Interest:* The next step involved in vocational placement is orientation towards some particular occupational field in which students are interested.
- *Relating the Knowledge of the Self to the Knowledge of the World:* In the third phase of placement service, the student is helped to understand his own assets and limitations.
- *Making Occupational Choice:* This phase deals with the actual choice of an occupation.
- *Placement:* The fifth, phase of placement services deals with actual placement of the individual on the job with the help of school records.
- *Follow-up:* The final phase of placement service is the follow-up or adjustment phase.
- *Objective of Placement:* Placement is important service in the guidance programme.
 - (i) To situate himself in the proper scholastic track in the proper course.
 - (ii) To find out a proper place in the post-college or university or post-university environment.
 - (iii) To achieve proper choice of co-curricular activities available in college/university.
 - (iv) To achieve the choice of job-oriented courses.
 - (v) To get admission in a college or professional institution or university.
- *Importance of Placement:* The service is useful to all types of students the normal the intellectually gifted, the emotionally disturbed, the artistically talented, the mentally retarded, etc., to find their appropriate place in an educational or vocational setting.
- A guidance worker who does not assess the progress made by his/her student is like the physician who does not verify whether his/her patient has recovered or not.
- It draws upon information from the former students regarding the extent of influence or effectiveness of the school guidance programme.
- The three steps that are dealt in a follow-up programme are :
 - (i) A systematic gathering of data from the alumni.
 - (ii) Interpretation and presentation of that data to all the concerned personnel, i.e. student, parent and community.
 - (iii) Suggest a modified framework of educational programme based on the findings made.
- It is the review or systematic evaluation carried out to find out whether guidance service in particular and educational programme in general satisfy the needs of the students. It has to be observed to what extent have the students been able to achieve according to their abilities and

aptitudes, to what extent curricular and co-curricular choices have been wise, and how are the students adjusting with the part-time or whole-time jobs.

Notes

- The follow up techniques include— interview, post-card survey, or questionnaire.
- Information obtained through follow-up techniques can be used for improving the curriculum, stimulating better teaching, increasing the value of guidance services and establishing better college/university and community relationships.

5.8 Keywords

- Placement** : The act of finding somebody a suitable job or place to live.
- Follow up** : An action or a thing that continues something that has already started or comes after something similar that was done earlier
- Orientation** : The type of aims or interests that a person or an organization.
- Phase** : A stages in a process of change or development

5.9 Review Questions

1. Give a short note on phases of placement service.
2. What is aim of placement service ?
3. Explain the procedure and importance of placement services.
4. Give the purpose of follow up services.
5. What are the techniques of follow up services ?
6. Give the importance of follow up services.

Answers : Self Assessment

1. (i) Secondary, higher secondary (ii) employer, employee
(iii) characteristics (iv) placement
2. (i) T (ii) F (iii) T

5.10 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 6: Educational and Vocational Guidance

CONTENTS

Objectives

Introduction

6.1 Meaning of Educational Guidance

6.2 Definitions of Educational Guidance

6.3 Need of Educational Guidance

6.4 Nature of Educational Guidance

6.5 Objectives of Educational Guidance

6.6 Functions of Educational Guidance

6.7 Vocational Guidance

6.8 Scope of Vocational Guidance

6.9 Principles of Vocational Guidance

6.10 Need of Vocational Guidance

6.11 Process of Vocational Guidance

6.12 Responsibility of the School for Vocational Guidance

6.13 Summary

6.14 Keywords

6.15 Review Questions

6.16 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of Educational guidance
- Describe the definitions of Educational guidance
- Discuss the need of Educational guidance
- Describe the nature of Education guidance
- Explain the objectives and functions Educational guidance
- Discuss the definitions of vocational guidance
- Describe scope of vocational guidance
- Explain the principles and needs of vocational guidance
- Discuss the process and responsibility of the school for vocational guidance.

Introduction

Educational guidance is a process of assisting the individual student to reach optimum educational development. It is a process concerned with the assistance given to pupils in their choices and

adjustments with relation to schools, curriculums, courses and school life. Counsellors who confine themselves merely to choices are merely scratching the surface. Very little is achieved unless every student is provided with an environment conducive to his own best development.

Educational guidance is directly concerned with the pupil. In the student life, educational guidance is very important. The chief aim of educational guidance is to develop the ability of coordinating with the school environment in the pupils and to create necessary awareness and sensitivity so that they may select themselves proper learning objectives devices and situations. If we study and analyse Indian conditions, then we shall find the educational guidance is more needed in Indian conditions. Therefore, guidance is considered an integral part of education because educational guidance is viewed in the context of child's growth."

The choice of a career is undeniably one of the most crucial decisions one makes in life. The irony is that such an important decision is often made quite early in the life of an individual and is sometimes made without giving as much thought to it as is often given to such things as buying a necktie or a pair of shoes. The choice of work determines how an individual's time is going to be spent, what type of people he will associate with, what kind of place he will have to work and live in and a host of each very important things. Naturally a career should be chosen with utmost care, thought and planning. Often in the matter of vocational choice, an individual may find himself unequal to the task, or in a dilemma to choose one or the other, or be totally in the dark. All such individuals require assistance called vocational counseling. If vocational counseling were made an integral part of the total educational process, it would be most meaningful, helpful and useful to the individual.

6.1 Meaning of Educational Guidance

The term 'Educational Guidance' consists of two words — Education and Guidance. Therefore, it is essential to understand the meaning of 'Education' and 'Guidance'. The meaning of 'educational guidance' can be best understood and explained.

The term 'Educational Guidance' is very broad and comprehensive. It is very difficult to give a comprehensive and universal interpretation. It is very commonly used term.

There is separate dictionary of Educational Guidance. Some important meanings of this term have been enumerated and stated in the following paragraph :

- (1) Educational Guidance as a process of development.
- (2) Educational Guidance as Teachers-Training.
- (3) Educational Guidance as independent field of Study or Content or Subject of Study.
- (4) Educational Guidance as an investment.
- (5) Educational Guidance as an instrument of social change and social control.
- (6) Educational Guidance as a creature and creator of the society.
- (7) Educational Guidance as Filter in Democracy.
- (8) Educational Guidance is for future or futurology.

The third meaning 'Educational Guidance' as an independent field of study or subject is important from research point of view. In the research an independent field of study is known as discipline which is commonly denoted by term subject. The subject word is used for an individual in the research terminology.

- (1) **Educational Guidance as process of Development** : The education guidance is mainly considered as a process or human development. All the educational instructions or schools and colleges have the focus to impart the knowledge to the students for their development. In most of the institutions, education subject is not taught but these are known as educational institutions.

Notes

The educationists and philosophers have defined education as process of development. Some definitions have explained here for this purpose.

“By education I mean all-round drawing the best in child and man body, mind and soul.”

– M.K. Gandhi

According to *Gandhi* education is a process for training of hand, head and heart, i.e., 3H of a child and man.

The process of development has been defined and explained in the following terms :

- (a) Educational Guidance is a dynamic process.
- (b) Educational Guidance is a continuous process or life-long process.
- (c) Educational Guidance is a tripolar process, and
- (d) Educational Guidance is a purposeful or objective-oriented process.

In this way, education means a process for developing child’s abilities by imparting knowledges.

- (2) **Educational Guidance as a Teachers-training :** The term ‘Education’ is also used for preparing teachers, i.e., teachers-education. In these colleges of Education, theory and methodology of teaching are taught to the pupil-teachers teaching practice is organised to prepare effective-teachers. These colleges of education were called training colleges but not the term ‘training’ has been replaced by the term ‘Education’. Thus, the second meaning of Education is training for teachers.
- (3) **Educational Guidance as an instrument of social change and social control :** During ancient times the social change was brought about by social war and battle. After Mahabharat Bhishmpitahma has expected for the new changed society. But today the social change and social control is possible peacefully by changing the education. Mahatma Gandhi had tried to reform the untouchability of caste system in society but he could not succeed. Education could reform the evil of untouchability by introducing uniform system in the schools. In this way, the fifth meaning of education is as an instrument of social change and social control.
- (4) **Educational Guidance is the creator and creature of the society :** The society establishes the education institutions to create new society according to its leads. Thus, society creates education and education creates new society. It is an effective agency for developing and forming new society. In this way, sixth meaning is that education is the creator and creature of the society.
- (5) **Educational Guidance as a filtering process :** In India democratic form of government has adopted. Abraham Lincon defines the term ‘democracy’ as “The government of people, for the people and by the people.” The government by the people means that such people and by the people.” The government by the people means that such people would be prepared by the education who was provide the leadership is the various fields. In education system, there are tests is to filtering the people who can reach at the top level which may provide the leadership and will govern the people. Thus, education is a filtering process in the democracy.
- (6) **Educational Guidance is for future or futurology :** The purpose of Education is to prepare people for future not for today. They would be capable to acquire the place and can pace with the world. Thus, the education is given for future always. The orientation of education is towards life situation.

6.2 Definitions of Educational Guidance

“Guidance in the wider context of a total curriculum and embracing education of everyone of the basic activity patter-intellectual as well as social, economic as well as artists, moral as well as

spiritual, domestic as well as physical—becomes all inclusive as well as competes with instructional and testing or examining functions of the school in preparing the school-leavers for work and life in general.”

– K. G. Rama Rao

Ruth Strang has defined educational guidance as an assistance. According to him, “Educational guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it.”

G.E., Myers, while defining educational guidance, has described it as a process of establishing a relationship between a person and his characteristics in order to develop him. According to him, “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 requirement on the other, a favourable setting for he individual development or education.”

Jones has also described educational guidance as an assistance to be provided to the pupils so that they may adjust in the schools with curricula and school life. According to *Arthur J. Jones*, “Educational guidance is concerned with assistance given to pupils in their choices and adjustment with relation to schools, curriculum, courses and school.”

Brewer has tried to make bar by considering educational guidance as an effort in consciousness to develop intelligence, that educational guidance and learning process go side by side. According to *Brewer*, the definition of educational guidance is as follows :

“Educational guidance may be defined as a conscious effort to assist in the intellectual growth of an individual.”

Traxler has also presented educational guidance as a comprehensive process. According to *Traxler*, “Educational guidance is vitally related to every aspect of the school, the curriculum, the method of instruction the supervision of instruction, disciplinary procedures, attendance, problems of scheduling, the extra-curricular, the health and physical fitness programme and home and community relations.”

Carter Good has also given the definition of educational guidance. According to him, “Educational guidance is concerned principally, with matters relating to schools, courses, curricula and school life, rather than vocational, social or personal matters.”



Notes

In order to solve the various types of problems we need different types of guidance services. Therefore, the guidance services are classified to solve the problems related to the various aspects of the society.

Self Assessment

1. Fill in the blanks :

- (i) is essential at each step for the social development of human being.
- (ii) The problem of stagnation has been critical of education due to withdrawal of children fromschool due to their financial problems.
- (iii) According to Gandhi “Education is a process for training of, head and heart, 3H of a child and man.
- (iv) The chief aim of Educational guidance is to develop the ability of with the school environment in pupils and to create necessary awareness and sensitivity.

6.3 Need of Educational Guidance

Human being has two forms: biological and social. In order to develop his second form, i.e., social form, the process of socialization is needed. In order to start this process, attention must be paid to the various aspects of the social development of an individual. Hence, for the social development of human being, education and educational guidance is required at each step. Continuous changes in the various social aspects are occurring, such as : social ideology, aims of education, methods of achieving these objectives, social needs, social values and traditions etc.

In addition to these changes in social aspects, there are influences of psychological researches on education, an individual and the society. And, as a result of these researches, revolutionary social and educational changes are being observed, such as, at present, education according to the pupil's aptitude, ability and interest, is being insisted. But, practically, providing such education faces many difficulties. In such conditions, the need of educational guidance can be realized. Hence, there is no single factor but variety of factors are responsible which create the need of educational guidance. The description of factors is given below :

- (1) To solve the problems of wastage and stagnation.
- (2) Appropriate selection of courses or subjects.
- (3) Making adjustment in school.
- (4) Information regarding future Education.
- (5) Providing awareness about the job opportunities.
- (6) Making busy in learning process.
- (7) Change in teaching methods and school Administration.
- (8) Identify the reasons for increasing percentage of delinquents.

The description has been provided in the following paras :

- (1) **To Solve Wastage and Stagnation Problems :** Most of the wastage occurs at the primary stage of education. It is found that many children get admission in primary education. They go to school for some period, but due to one or the other reasons they fail to complete their primary education and their parents withdraw them from the school due to their financial problems.

Similarly, the problem of stagnation has become equally serious. Pupils stick to one educational level for more than desired duration. Its reason may be any – such as, illiteracy of parents, narrow attitude of parents, unsatisfactory, economic condition of parents, shortage of sufficient schools, lack of favourable environment in schools etc. The problems of wastage and stagnation are more frequent in rural areas as compared to urban areas.

- (2) **Appropriate Selection of Subjects :** At present, the comprehensiveness of the curriculum and multiplicity of subjects are an indication of expansion and enrichment of the knowledge.

From psychological view-point, if we observe an individual or a pupil, we see that all individuals or pupils are not alike with regard to intelligence levels, interest and aptitude. If the selection of subjects and curriculum does not occur according to their intellectual level, their interests and aptitudes, the pupils fail to gain that much success in that subject or curriculum which they should have.

Sometimes high expectations of the pupils or their parents encourage them for the wrong selection of the curriculum or subjects, such as many pupils try to achieve very unsatisfactorily in science subjects, but their achievement level increases appreciably in arts subjects.

- (3) **Adjustment in School :** The problem of adjustment is very deep. No one can make desirable progress in any field without proper adjustment. However, maladjustment may lead to damages.

Whenever any pupil enters as new school he has to face adjustment problem first of all. For example, if a pupil moves from Hindi medium school to English medium school, then it becomes difficult for him to adjust in that environment because of much difference in language as well as teaching methods.

- (4) **Information about Future Education** : The entering behaviours of pupils must be studied in order to enter any level of education. If these behaviours are identified properly, only then the pupils can be guided properly for their future education. The parents and the pupils with that they should be guided properly in order to enter from one level to the other level of education so that the pupils may prepare themselves for selecting their higher education and entering those courses. Such a situation comes usually after high school or (+2) stage. Guidance given at this stage changes the entire life of a pupil.
- (5) **Providing the Awareness of Various Opportunities** : In our country, many five year plans were prepared after independence. For various trainings and many courses were increased appreciably in these plans. In order to provide the knowledge of such opportunities, the existence of education guidance services is very essential. The pupils are gaining one type of education. They don't know the scope of that education. This has created the problem of unemployment in the country and now this problem has become so much uncontrolled that the other plans of the country have become imbalanced. Every vocation is related to some specific curriculum and subjects. Knowledge of such vocations and subjects must be provided to the pupils.
- (6) **Making Busy in Learning Activities** : If the pupil is not kept busy in the learning process, the sequence of the learning process will break up. That pupil will lag behind the other pupils. In order to keep the pupil busy, the motivation of the pupil plays a very important role. By motivating the pupils for learning their achievement level also increases.
- (7) **Change in School Administration and Teaching Methods** : On one side, knowledge expanded in the field of education, while on the other side important changes have taken place in school organisation, administration and teaching methods. In educational administration, narrow mindedness has been replaced by broad mindedness these days. Formerly, education was merely a process of intellectual development but these days, knowledge is being considered as a means of solving individual and social problems.
- (8) **Identify Reasons for Increasing Percentage of Delinquents** : When a person deviates from the social norms, he is termed as a delinquent.

In view of above discussion, educational guidance is required for the following reasons :

- (1) Due to individual differences.
- (2) Selecting study courses or subjects.
- (3) Adjustment of students in the school.
- (4) To Solve the problem of wastage and stagnation in education.
- (5) Providing awareness for future job opportunities.
- (6) Awareness about the vocations.
- (7) Organizing co-curricular activities.
- (8) Helping slow learners and under achievers.
- (9) Causes for unsuccessful students.
- (10) Solving the problem of indiscipline.
- (11) Providing remedial instruction for teaching-learning

6.4 Nature of Educational Guidance

The nature of educational guidance is stated in the following terms :

- (1) **Educational Guidance is Administered to Students :** Out of the many problems that the students is often faced with, there are some that he fails to solve of his own accord, and they do not even admit of any fruitful assistance from the teachers or the parents. Solution of these problems calls for the intervention of the specialist, and this specialist is none other than the psychologist.
- (2) **Intended for Educational Selection :** One part of the student's education consists in making a variety of selections, the first of them being the kind of college or school in which he would like to be educated. Another problem that confronts him is the choice of the subjects that he wishes to study.
- (3) **Rendered for Adjustment in Education :** A student finds a peculiar atmosphere in the college, the like of which he cannot find outside, and he has to adjust himself to his atmosphere. This atmosphere is a composite of his friends, teachers, daily routine of the institution, method of teaching, curriculum, subjects taught, extracurricular programmes, etc. This environment is the same for every individual students, whatever his personal capability or drawback. One student finds the teaching terribly dull while his more enterprising partner runs away from school. Another child might find himself tired most of the time while another is constantly bored stiff. Some of them indulge in systematically destroying discipline while others turn of crime and delinquency.
- (4) **Making Education as Child-Centred :** It is the educational guidance which makes the educational process as child-centred. The selection of courses and instructional strategies are used according to the need and requirement of child.

6.5 Objectives of Educational Guidance

The scope of educational guidance, as we have said above, is as wide as that of education with a number of objectives. Some of the objectives which as minimum programme of educational guidance should achieve are given below :

1. Assisting students in understanding the purpose and the function of the school in relation to their needs.
2. Assisting students in discovering all that the school has to offer and plan a programme of studies accordingly. These objectives can be achieved through an orientation programme.
3. Assisting students in discovering their strengths and weaknesses : their assets and liabilities. How much ability do they possess to learn ? If they take up work much beyond their ability to learn they are likely to meet failures and frustrations. If they take up work much below their ability, their will be loss of human resources as their potentialities remained under utilised / unutilised.
4. Assisting students to discover themselves, i.e., their interests aptitudes, attitudes and, other personality characteristics. Knowledge of one's scholastic aptitudes is necessary for planning and educational career in much the same way as knowledge of one's vocational aptitudes is necessary to make a choice of vocation. These objectives can be achieved through psychological testing or non standardised tools of guidance, e.g., anecdotal record, case history, autobiography, rating scales, teacher observation.
5. Assisting students in discovering educational opportunities in the school. The same is true of occupational openings as well.
6. Assisting students in gathering information about cocurricular activities that are being carried out in the school.

7. Assisting students in collecting information about different courses, curricula, schools, training school, vocational schools. These objectives can be achieved through school's educational information services, group guidance classes, group counseling and individual counseling.
8. Assisting students in the selection of courses, curriculums, extracurricular activities, best suited to their abilities, interests, aptitudes and, personality characteristics.
9. Selecting students in the selection of books and methods of study.
10. Assisting students through group guidance and group counseling to help remove their difficulties in learning.
11. Assisting students in developing work and study habits that enable them achieve satisfactory success in studies.
12. Assisting students in trying out courses and exploratory courses in order to gain an insight into learning areas that still lie ahead.
13. Assisting students in participating in cocurricular activities, group work, social service activities so that qualities of leadership may be developed.
14. Assisting students in finding out the requirements of entrance to a college or to a vocational school of one's choice.
15. Assisting past students in adjusting themselves to the new environment and new social life.
16. Assisting students who are about to leave the school, in ascertaining the possibility and desirability of further schooling.

6.6 Functions of Educational Guidance

The functions of educational guidance at primary stage are :

- (1) **Helping the Child in Making a Satisfactory Transition from Home to School :** When the child enters a school, he faces a novel situation. In his home he is free to do as he likes. In the school he finds life regimented. For some time he finds it even difficult to adjust. If he is unable to adjust, he gets troubled. At this stage he needs assistance.
- (2) **Helping the Student in Solving Difficulties in Learning :** When the child has become adjusted to school life, he may face difficulties in learning basic educational skills. Children in primary classes face failures because their difficulties in reading or in arithmetical skills are not solved in time. Educational guidance at this primary stage helps a lot to make such adjustments.
- (3) **Helping Potential Drop-outs to Stay in Schools :** Pupils in primary classes drop out very often because they are unable to adjust there. The instructional methods may be defective. The school learning may be uninteresting. The school environment may not be conducive to their growth. The guidance worker tries to analyse the causes of the malady and checks pupils from dropping out. This saves stagnation and wastage also.
- (4) **Helping Students Make Plans for Future :** Pupils at the end of the Higher Primary stage begin to think of making educational or vocational plans. Guidance helps them in making a proper choice by finding out their I. Q's, interest and behaviour patterns.

The responsibility of providing guidance to pupils and advice to parents will lie on the shoulders of teachers and headmasters. Hence a competent person trained in guidance is appointed in each primary school, teachers alone programme for primary school teachers may be arranged in training colleges. The areas of training may be simple diagnostic testing in arithmetic and regional languages, testing of intelligence, principles of guidance, mental hygiene and occupational orientation. Till the teachers do not become guidance oriented nothing can come out of launching any guidance programme in a primary school in our country at present.

Notes

Functions of Guidance at the Higher Secondary Stage : The secondary stage is the terminal stage and it is here that the nation wants to send at least 50% of the student population to vocational and the rest to the colleges.

If this national policy has to be worked out, guidance at the secondary stage is a 'must'. The following are the functions of educational guidance at this stage.

- (i) *Helping Students in Making Educational Choices* : Students have to be guided as to suitable course and curricula in keeping with their abilities and interests.
- (ii) *Helping Students in Making Educational Plans and Making Progress in them* : Educational plans are made with the consideration to the occupation one would like to choose, the capacities one has, and the responsibilities one will have to shoulder in future. Secondary education has a dual role to play : (a) preparing boys and girls for the pursuit of higher education, (b) equipping them to enter life confidently and earn their living. Guidance helps in this.
- (iii) *Helping Students in Making Optimum Development* : Optimum development means that stage of maturity when the individual gains the ability of self guidance. Guidance gives that ability to individual student through counseling.

The reaching of this stage requires understanding of the self and that of the school environment. Educational guidance help each student in the identification of mental ability, interests, aptitudes and in the development of those abilities. The student knows his strengths and weaknesses and tries to do the academic work at the level of his ability. He gets through guidance the knowledge of the educational opportunities and their requirements and makes realistic educational plans based on the consideration of relevant facts.

6.6.1 Provision of a Special method of Education for the Backward Child

One specific aspect of educational guidance is the guidance concerning backward children. This category includes children who usually fail at examination, or show signs of indiscipline, running away from school, juvenile delinquency, or other defects of such nature. Backwardness is education can be caused by personal causes as well as by the method of teaching or external factors. The advisor must be able to gather all possible relevant information regarding the backward child whom he is called upon to guide. In this besides getting hold of the cumulative record and guardian's schedule, or the self-inventory it is necessary to gather information from the parents and teachers. It is only on the basis of such information that any advice for the solution of educational problems can be given. In case a child is intellectually of a lower level or suffers from some mental defect, then he requires a special curriculum and a special method of teaching to suit his needs. Psychologists can advise on this matter also. If it is observed that the backward child fails to show any progress despite persistent effort then he would be best advised to go into some technical profession requiring training rather than mental acumen. If the child's backwardness is due to family conditions or the school environment then the psychologist should advise his parents and teachers. Sometimes backwardness can be the results of some mental disease. In such a case the child stands in need of medical treatment rather than guidance. Briefly, the psychologist and the adviser must individually consider the case of each child and give private and separate advice to each patient.

6.6.2 Provision of special Educational Programmes for the Gifted Children

While backward children require guidance and care, the unusually gifted children also require a special educational arrangement as otherwise there is fear of their falling into bad activities. The psychologist discovers such exceptional children, gathers all available information regarding them and guides their parents and teachers as to the manner in which the child should be treated. Guidance of such cases more usually concerns suggestions for some special extra-curricular programmes that can help the child develop properly and in accordance with his special gifts.

Putting it briefly, it can be said that the psychologist arranges a curriculum that suits well with the child's gifts.

6.6.3 Consideration of Failures at Examination

In the intermediate and high school examinations held every year by the U.P. Board of High School and Intermediate examination, the results are almost invariably below 50 per cent. More than half the students that appear for the examinations fail to pass them. And while one hears a few odd cases of suicide that are the result of this failure there are many more individuals who become discouraged and give up their educational career when it has just begun. Some of the enterprising turn of anti-social activity, others lose their mental balance, while a major portion of them become frustrated. Almost all educationists are of the view that as a result of this very high rate of failures, the nation's wealth and strength are being greatly undermined. On the face of it, it is a national problem or at best the fault of the state's faulty educational methods and educational organisation that admits of almost no interference on the psychologist's part, but he can nevertheless resolve the factors that lead children of failure in examinations through his guidance.

6.6.4 Encouragement to the Child's Inspiration to Study

Another problem that makes itself felt to the psychologists is when a particular child evinces lack of inspiration and enthusiasm to study. Causes of this lack of motivation may both the personal as well as related to the environment whether social, family or school. Among the personal reasons can be physical factors such as a weak constitution or mental reasons such as anxiety and irritation. Environmental factors are concerned either with the home or the school. As far as the school is concerned it may produce a variety of causes such as uninteresting curriculum and routine, the method of education of teaching being anything but psychological, absence of extra-curricular programmes, etc. The psychologist shifts all these factors and causes, and then advises the child to create motivation in him. In fact, this can be achieved more by removing cause that destroy motivation than by any guidance. For this the psychologist can jointly exert themselves to create a condition in which the student will take an interest in his education of his own volition. Then, and only then, the child can be inspired to take an interest in the study of his subjects.

6.6.5 Removal of Weakness in Particular Subjects

Yet another problem confronts the psychologist when a student shows signs of being weak in some particular subject or subjects. English, for example, is one subject in which most students in Uttar Pradesh are lamentably weak. A major portion of college students failing is of those who fail in the English language papers. Some students evade some subjects as if they were running for the safety of their very lives. Mathematics, for example, is another subject that is something of burden for many people, equalled perhaps only by grammar for the dread it causes. Weakness in a particular subject is not due to lack of the required ability in the students, but more often because the student fails to take keen interest in that subject. Through tests and observation the psychologist can locate the individual cause that is responsible for the weakness. If it is the study of that subject as soon as possible, or if some ability can possibly be injected into the students, efforts should be made to creat it in him. If the cause of weakness is something else, then in that case teachers, parents, the psychologist and the student can cooperate to put an end to the meaningless weakness threatening the student's progress.



Did u know? A gifted child does not find the ordinary programme that satisfies and invigorates the average child, satisfying and helpful.

Notes

6.7 Vocational Guidance

The recognition of the fact that education should equip the individual to enter an occupation and be able to make a living, makes vocational counseling an integral part of the educational process. Thus counseling in the educational setting cannot be comprehensively and purposefully rendered without including counseling towards vocational development. Therefore, educational and vocational counseling are together provided to both school and college-going students.

We may recall that the counseling movement had its origin in the vocational guidance movement. Thus it was the forerunner of counseling psychology. A few years before the end of the last century, Jessie B. Davis (1898) started this movement. He set up an Educational Career Counselling Centre in Detroit in 1898. Within a decade after this pioneering venture, Eli Weaver (1907) published his book *Choosing a Career* in 1908 and Frank Parsons started the Vocational Bureau of Boston. Later, his book *Choosing a Vocation* was published. These reflect the early interest of educators and social workers in the vocational development of youth.

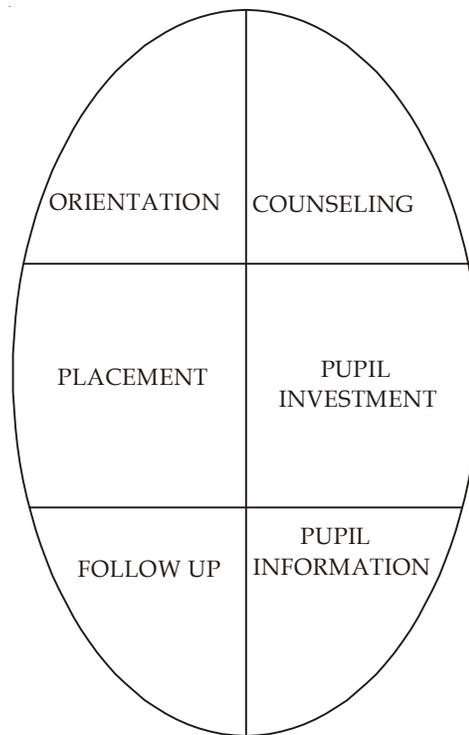


Fig. 6.1 Operation Area of Guidance (Function)

It will be helpful if the counselor is knowledgeable and has the necessary information concerning how individuals develop vocationally. Such information, if available to the counselor in the process of counseling, makes the choosing of a career easier and simple. Vocational guidance has been defined, firstly, as “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 choice involved in planning a future and building career-decisions and choices necessary in affecting satisfactory vocational adjustment. It is the process of assistance only, given to an individuals in solving problems related to occupational choices and progress with due regard the individual characteristics and their relation to occupational opportunity. It is the process of helping a person to develop and accept an integrated and adequate picture of his self and of his role in the world of work, to ests this concept against reality with satisfaction to

himself and benefit to society. It is fundamentally an effort to conserve the priceless native capacities of youth and the costly provided for youth in the schools. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to himself and society.



Task

What is the function of guidance at senior secondary stage?

6.8 Scope of Vocational Guidance

Vocational guidance aims at assisting an individual in making a choice of occupation in accordance with his innate endowments. It further prepares in individual towards selected occupation profession; provides services in accordance with his educational background and future trainability. An individual's health, nature, temperament, culture affect his educational possibilities and attainments. Vocational guidance and vocational education are inversely related in the same manner as guidance and education are related. Vocational education is the operative aspect of vocational guidance. Both are interrelated. Whereas vocational guidance helps in selecting a suitable vocation, vocational education prepares individuals towards successful placement. The curx of vocational guidance and vocational education lies in the successful adoption by the individual in his placement area for his own happiness and job satisfaction as well as to become a useful member of society.

6.9 Principles of Vocational Guidance

The following are the main principles of vocational guidance :

1. Client-Centred Principles

- (i) Making guidance available without interruption.
- (ii) Guidance covering all clients.
- (iii) Making guidance programme client-centred.
- (iv) Guidance services meeting the varied and extensive needs of the individual.
- (v) Making choice by the client himself.

2. Vocational Guidance Personnel-Centred Principles

- (i) Accepting genuine responsibility to guide clients.
- (ii) Professional efficiency.
- (iii) In-service training.
- (iv) Using all available information about the client.
- (v) Observing a strict code of professional ethics.
- (vi) Collecting external factors about the client.
- (vii) Using varied methods and techniques.
- (viii) Using research finding.

3. Organisation-Centred Principles

- (i) Helping up-to-date records about the clients.
- (ii) Framing an independent guidance programme.
- (iii) Making adequate time available to guidance workers.

Notes

- (iv) Making adequate space available for guidance workers.
- (v) Allowing field worker to undertake follow-up studies.
- (vi) Offering placement services.
- (vii) Making provision for individual and group guidance programmes.
- (viii) Seeking cooperation from similar organisations.
- (ix) Making adequate supply of materials.
- (x) Responsiveness to guidance programme.

4. General Public-Centred Principles

- (i) Mobilizing public opinion.
- (ii) Making public conscious of the careers of young members of the society.
- (iii) Cooperation to the guidance workers.
- (iv) Identifying their needs by the people and bringing these to the notice of the guidance personnel.
- (v) Appreciation and constructive criticism of the work of the guidance personnel by the public.

6.10 Need of Vocational Guidance

When more and more complexities put obstacles collectively in some other phenomenon, then the exhibition of doubt is not in vain. It is also true for entry into the vocations. The complex human personality, modern industrial complexity, complexity of educational subjects and complexity of various vocations have made the vocational system so complicated that it has become almost compulsory to seek the advice of experts to understand the nature of vocations, selection of vocations and entry into the vocations. Without counseling the selection of vocations may prove harmful and it has occurred too. Due to multiplicity of vocations and rapidly changing conditions, the vocation must suit the person and the person must suit the vocation. It is not enough. Counselling for entry into some vocation is not the end, but satisfactory and successful adjustment in that vocation after entry into it is must. Hence, the need of vocational guidance is not in limited sphere but it is needed comprehensively. There are some following causes which throw light on the need of vocational guidance :

- (1) **Individual Differences** : All the psychologists and scientists agree regarding individual differences. According to a collective view, there are no two persons alike in this universe. All differ from each other. These variations may concern with any individual or personal and vocational or professional. Like the occurrence of variations in the vocations, variations in the individuals also occur. It is almost decided that every person cannot do every type of task. According to this principle, the abilities, capacities, interests, aptitudes etc. existing in each person vary from man to man. In other words, every person differs from the other in one or the other respect. Hence, without gathering the necessary facts about these individual differences through different facts regarding individual differences, persons with some specific characteristics these facts regarding individual differences, persons with some specific characteristics are required for each vocation. Hence, due to the availability of tests for collecting the facts regarding the individual differences and also due to these individual differences themselves, the need of vocational guidance cannot be denied.
- (2) **Variety of Vocations** : At present, the vocational guidance is needed due to the multiplicity of vocations. Such number of vocations never existed in earlier days. Due to very limited number of vocations, people never faced difficulty in selecting them. Today, there is so much increase in the number of vocations that the description of vocations has to be supplied to the pupil before he leaves the school. Only then he gets enabled to select the vocation

after he leaves the school. There is another purpose to supply the description of the vocation at the school level that the pupil may try to acquire necessary education for the vocation which he likes. Hence, due to the increase in the number of vocations, there is a need of vocational guidance to familiarize the pupils with vocation. In addition to the multiplicity of vocations, their complexity has also become very challenging. A lay man feels difficulty to understand such vocations. The main causes of multiplicity of vocations and complexity of vocations are—maximum scientific developments. Hence, the only key to a person's development is his compromise with this scientific progress. In this way, these days, it has become possible to face this multiplicity of vocations and their complexity through vocational guidance and a person's mal-adjustment in some vocation can also be controlled.

- (3) **Vocational Progress** : Merely entry into some vocation carries no importance. But it is more important to know about a person's progress in that vocation after his entry into vocation. The present age is the age of results or consequences. What type of results a person gives after entering into the vocation, depends upon his capacities and abilities. Hence, which vocation expects which personality-this fact decides the direction of that person's success in that vocation.

It has become very necessary to start vocational guidance programme to make available the information regarding training centres and necessary training required for vocational progress after entering into the vocation.

- (4) **Stable Future of Students** : For any student, the time when he leaves the school after completing his school education and is in race to enter into a vocation, carries much importance. In such a situation, the pupil knows nothing about vocations. The pupils and their parents are in panic in this confusing situation. Sometimes, they put their wards to some wrong profession or vocation in hurry. In such circumstances, the child does not succeed in adjusting. This results into the pupil's instability in that vocation. Neither he concentrates in the job nor he exhibits any interest in that job. Hence, there should be some provision of providing such vocational guidance so that he may attain stability from vocational point of view and he may take interest in his vocation. From this point of view, the need of vocational guidance carries its own importance.
- (5) **Need from Economic Point of View** : Vocational guidance is very necessary from economic point of view. Economic problems are bound to arise when the production of some establishment falls. The production falls only when a person selects a vocation and enters into it without any deep thinking. In the later stage, he fails to concentrate his mind in that vocation. He almost fails. He considers his working place as unattractive. This is responsible for his vocational instability. As a result of these conditions, persons change their vocational instability. As a result of these conditions, persons change their vocation rapidly. Due to these changes and un-interesting work, that person neither makes any progress in the vocational efficiency nor attains any economic damage of that establishment can also be reduced through this control. It is difficult, if not impossible, to remove such economic loss without vocational guidance. Hence, in this present age, the provision of vocational guidance is being considered very essential just to remove the economic difficulties of an establishment on its owners.
- (6) **Need due to Changing Conditions** : At present, some vocations have gained the importance while some have lost in the changing circumstances. Its reason is the occurrence of changes in our assumptions, ideologies and needs etc. The main cause of these changes is scientific advancement and industrialization. But, for a lay man, it is very difficult to cope with these changing conditions. In these changing conditions it is very essential for adjustment to select a proper vocation just to start his vocational journey. Hence, to achieve this objective, the importance of making familiar each pupil with these changed conditions also increases. This task can be full of challenge for a well-organized vocational guidance programme. Therefore, the need of vocational guidance is much felt in these changing circumstances.

Notes

- (7) **Need from Health Point of View** : The importance of a person's health cannot be underestimated for his vocational success. If a person's health is being affected adversely, it means he is not well-adjusted in that vocation or that vocation is not according to his capacities and physical limitations. Lack of interest in that vocation also affects his health. There are certain causes which do not allow a person to succeed in a vocation, such as, lack of interest, lack of capacity of doing the work and physical unsuitability to that vocation. He has to face lots of worries. These worries damage the health of that person. Sometimes, before entering a vocation, a person has some defective organs and he enters into the vocation entering a vocation against his capacities and interests. His defective organ may get more damaged, such as eye sight. This will damage not only person's health, but that establishment, where he works, also suffers economically and functionally. Hence, vocational guidance has become necessary from health view-point.
- (8) **Need from Social and Personal Point of View** : Personal and social view-points carry their own importance. The happiness, satisfaction and the personality development of the workers depend on their vocation or profession. Any disappointed and dissatisfied person may prove a curse for this society. Such a person cannot contribute anything for his society. Super has rightly said in this connection that :
- "Occupation is not merely a means of earning a livelihood but also a way of life, a social role."
- Hence, owing to social and personal view-points, there is always a need of vocational guidance for the selection of vocations.
- (9) **For Proper Utilization of Human Potentialities** : It is essential to know the hidden capacities and energies of a person. But knowing them is not enough. The human energies can be best utilized by vocational guidance for vocational guidance. There might be some persons whose energies and capacities are not well-utilized. This non-utilization might have destroyed their energies and capacities. In order to avoid future destroyed their energies and capacities, vocational guidance services seem to be essential now. Only the proper use of these energies can make the social and national progress possible. But it is the bad luck of our country that no attention is being paid towards the proper use of human energies. A person having the capacity capability of becoming an officer, could not move beyond the rank of a clerk. The corruption and defective evaluation methods. Similarly, by appointing on skilled persons on the basis of bribe or recommendation and by avoding. The appointment of skilled persons, the path is cleared for every type of loss. Keeping in view all these things, it is now felt that a system should be developed in which securing vocational guidance should be essential in order to make proper use of a person's energies and capacities.
- (10) **Establishing Co-ordination between Family an Vocational Life** : A coordination between family and vocational or professional life of a person is must. The professional successes affect the family life is very essential. For such coordination, vocational guidance should be provided to a person for the proper selection of vocation. Here, it is not wrong to say that only a person with happy and satisfied life, can work for his professional progress in a balanced manner. Family problems can also be solved in a proper way but the role of vocational guidance for this coordination carried much importance.
- (11) **For Unsuitable Occupations** : When a person enters to some vocation without any preplanning, then after sometime he feels that he is not suitable for that vocation or that vocation is not suitable for him. It also becomes uninteresting for him. If this situation, along with economic loss, that person's personality development also ceases to occur or slows down. Contrary to this, proper selection of the vocation gives satisfaction to that person. He avoids disappointment. Right choice of the vocation is possible only when he is provided with vocational guidance. Hence, in order to remove a person's problems, to avoid disappointment, to control unrest and to seek satisfaction, vocational guidance has become very necessary.

From the description given above everybody seems to be in agreement that in the present scientific and industrial age, vocational guidance is a must and a well-organized guidance service should be established.

6.11 Process of Vocational Guidance

The preceding description of vocational guidance must have made it apparent that it requires two kinds of information or subject-matter to be collected, the first concerning indispensable information about the individual, and the second pertaining to knowledge of the industrial or occupational aspect. In this manner, vocational guidance has two aspects.

- (a) Study of Individual
- (b) Study of occupational or professional sphere.

(a) Study of an Individual

Before any vocational guidance can be rendered to an individual, it is essential that adequate information concerning his education, level of intelligence, mental abilities, aptitudes, interests, physical development, health, nature, personality characteristics and economic status be gathered, because variation in any of them will necessarily require change in guidance.

- (1) **Education** : Individuals need differing levels of education in order to enter into and succeed in different professions, as for example, the highest education is required for advocates, professors, engineers, doctors, and other such professions, whereas a general and lower level of education can serve the purpose if the profession is clerk, overseer, mechanic, compounder, teacher, etc. Besides these there are certain other occupations in which the medium level of education suffices e.g. business salesmanship such in professions only the basic necessities of literacy must be fulfilled, as much he depends upon practice. It is only because of this importance of various levels of education being relative and relevant to different professions but most advertisements for applications for job contain teaching students at the high school and Intermediate level need only be a graduate while no more graduate can teach the college or graduate level. Doctors require medical degrees while in order to qualify as an engineer it is essential that one passes an engineering examination.
- (2) **Training** : Education does not merely imply the degree obtained at the end of a session by passing a prescribed examination. Now-a-days, most occupational units make it obligatory on all new entrants to be trained in addition to being educated, and this is being carried to the extent that only a trained individual is allowed to fill the post of a high school teacher. Certain occupations need training inevitably, for example, the occupations of an electrician, stenographer, chemist, compounder, etc. As it is the tendency to employ trained personnel in industry and other occupations is catching on. In certain professions, individual after having entered it is oriented for a period of few weeks, and only then he is allowed to handle work on his own responsibility.
- (3) **Level of Intelligence** : Besides difference in education, different professions require differing levels of intelligence. For example, the medical, technical, legal, teaching and administrative professions require the highest intelligence level, while on the other hand, the peon and the domestic worker can be selected from people with a much lower level of intelligence. Other professions require only the average level of intelligence, so that evidently, before a person can be told of the profession that suits his natural endowments, it is essential to know the level of intelligence to which he belongs.
- (4) **Special Mental abilities** : Individuals differ not only in respect of their intelligence but also in respect of their special mental abilities. For example, all people do not possess mechanical ability to the same degree and neither is verbal flexibility shared by all in equal degree flexibility. Different professions require differing mental abilities, verbal ability being

Notes

required by advocates and teachers, etc., mechanical ability by doctors and engineers, etc. Hence, prior to the selection of a profession it is essential for the individual to be aware of his mental abilities.

- (5) **Aptitudes** : Success in a particular profession seems to depend to some extent upon one's aptitude for it. If a person lacks artistic and creative aptitude, there is not much likelihood of his succeeding in the role of an artist, and one need not expect it. As a general rule, it is advisable for every person to join the profession for which he has any natural aptitude. Hence, knowledge of a person's aptitude is also essential before he can be given any vocational guidance.
- (6) **Interests** : Interest helps to increase the possibility of success in a profession. Interesting work is done enthusiastically and patiently while uninteresting work tends to fall upon most men and requires very conscious application to be carried through. It need hardly be respected, as a slogan is, that a knowledge of the person's interest is essential before any vocational guidance can be rendered.
- (7) **Health and Physical Development** : As a general rule proper health and physical development are necessarily taken into consideration in every profession, but in certain other occupations success depends almost solely upon these factors. For success in the armed forces or in the police department health and good physical development are quite essential. In the absence of these factors the presence of not other qualities of ability will bring success to the individual. Hence, physical development, constitution and health are additional factors that must be taken into consideration when the question of vocational guidance comes for consideration.
- (8) **Nature** : Different people show very pertinent and obvious difference in their nature, some being introverted while others more extroverted. And, different kinds of people can successfully settle down only in some specific professions that suit their nature. An extroverted personality, for example, is an essential if one wants to succeed as a salesman, agent, administrator or even as a leader, while on the other hand, gifted introverts make great artists, authors, scholars, scientists, specialists, etc. If choice of profession is contrary to one's natural inclination, deprives the individual's life of happiness and contentment, and the profession becomes a burden. While, if the profession conforms to one's nature, then one is happy and enthusiastic in his work, and these conditions are conducive to progress and success. Hence, before vocational guidance can be ventured upon, it is necessary to judge a person's nature also.
- (9) **Personality Characteristics** : It is a fact generally known that different qualities of the personality are required in such widely separated professions as teaching, artistic creation, selling, labour work, etc. Hence, choice of profession should also be made with a due regard for the qualities of the person's personality.
- (10) **Financial Status** : As a general rule, it is improper and unnecessary to take into consideration a person's financial status before making a choice of profession, but in a country like India where scholarships are hard to come by the economic status of the students also plays an important part in his choice of the future that he wants to shape for himself. Now a person with middle class status is in no position to afford a technical or medical education for his child because either of these two special courses involve the expenditure of a considerable amount of money. And it is unnecessary and improper to advise poor and needy person to go in for higher education when he cannot afford it. It is equally useless to advise such a person to choose a profession in which high education and specialised qualifications are desired. There are many examples of people who came from poor families having gained very high education and improved themselves a lot in life. The text or crux of the matter is that instead of discouraging a student from entertaining thoughts of a profession of which he apparently has not the economic means, the psychologist should expand his effort in

arranging scholarships or other facilities whereby he may be able to attain the goal for which the former is striving, as he stands great chances of success. In India, these things are still unexplored, and many individuals fail to gain satisfying and rewarding positions in life that conform to their abilities, interests and aptitudes, for no reason other than they were born in poor families.

- (11) **Other important factors :** In addition to all elements point out above it is necessary to keep in mind certain other factors concerning the individual before giving vocational guidance. Age of the person, for example, is another factor that must be taken into account since many jobs and occupations set the maximum and minimum age limits on all applications, so that people not qualifying for them in this respect cannot enter these services. Hence, there is hardly any point in advising them to take up such a profession. Sex of the person is another consideration in vocational guidance upon which much depends because some occupations are more suitable to the male individual while others are within the capacities of the female, and for these she is eminently suitable. Nursing and caring for the diseased in hospitals is one function that can safely and even desirably be allocated to women, while in the armed forces and the police most of the jobs with very few exceptions, are suitable only for the male.

(b) Study of Professional World

Having collected all the necessary and desired information regarding the individual under consideration, it is necessary to turn to another aspect of vocational guidance, that of studying the professional world. While the psychologist must necessarily have enough information concerning the person to whom he is imparting vocational guidance, it is equally important that he be well-informed on its professional and to occupational aspect. Only then can he provide proper and effective assistance. It is enough for the psychologist to be knowing the number and kinds of profession but also the kind of education, training, intelligence, mental abilities, interests, aptitudes, personality, qualities, etc., that are desired as well as the conditions of work that prevail therein.

6.12 Responsibility of the School for Vocational Guidance

- (1) **Age :** It is at adolescence stage that the children begin to think more seriously of their future career and they are in attendance in the school at this stage.
- (2) **Data :** The schools are in a better position to collect comprehensive and reliable information concerning an individual : his health and scholastic records, general intelligence ratings, records of his social and moral qualities, etc.
- (3) **Genuine Service :** The public faith and confidence in its schools and also feels that the schools render a genuinely fair-minded and disinterested service.
- (4) **Integration :** At present vocational guidance is not an integral part of an adequate programme of education and as such it must become an integral part of the school education.

Self Assessment

2. *State whether the following statements are 'true' or false'*
 - (i) Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it.
 - (ii) Proper selection of the vocation does not give satisfaction, it gives disappointment in life.
 - (iii) At the adolescence stage the children begin to think more seriously of their future career.
 - (iv) At present vocational guidance is an integral part of an adequate programme of education.

6.13 Summary

- The term 'Educational Guidance' consists of two words – Education and Guidance.
- The term 'Education' is very broad and comprehensive. It is very difficult to give a comprehensive and universal interpretation.
- Some important meanings of this term have been enumerated and stated in the following paragraph :
 - (i) Education as a process of development.
 - (ii) Education as Teachers-Training.
 - (iii) Education as independent field of Study or Content or Subject of Study.
 - (iv) Education as an investment.
 - (v) Education as an instrument of social change and social control.
 - (vi) Education as a creature and creator of the society.
- *Education as process of Development:* The education is mainly considered as a process or human development.
- *Human being has two forms:* biological and social. In order to develop his second form, i.e., social form, the process of socialization is needed. In order to start this process, attention must be paid to the various aspects of the social development of an individual.
- The description of these factors is given below :
 - (i) To solve the problems of wastage and staganation.
 - (ii) Appropriate selection of courses or subjects.
 - (iii) Making adjustment in school.
 - (iv) Information regarding future Education.
 - (v) Providing awareness about the job opportunities.
- The nature of educational guidance is stated in the following terms :
 - (i) *Educational Guidance is Administered to Students :* Out of the many problems that the students is often faced with, there are some that he fails to solve of his own accord, and they do not even admit of any fruitful assistance from the teachers or the parents.
 - (ii) *Intended for Educational Selection :* One part of the student's education consists in making a variety of selections, the first of them being the kind of college or school in which he would like to be educated.
 - (iii) *Rendered f or Adjustment in Education :* A student finds a peculiar atmosphere in the college, the like of which he cannot find outside, and he has to adjust himself to his atmosphere.
 - (iv) *Making Education as Child-Centred:* It is the educational guidance which makes the educational process as child-centred.
- The scope of educational guidance, as we have said above, is as wide as that of educations with a number of objectives. Some of the objectives which as minimum programme of educational guidance should achieve are given below :
 - (i) Assisting students in understanding the purpose and the function of the school in relation to their needs.
 - (ii) Assisting students in discovering all that the school has to offer and plan a programme of studies accordingly. These objectives can be achieved through an orientation programme.
 - (iii) Assisting students in discovering their strengths and weaknesses : their assets and liabilities.
- The functions of educational guidance at primary stage are :

- (i) *Helping the Child in Making a Satisfactory Transition from Home to School*: When the child enters a school, he faces a novel situation. In his home he is free to do as he likes.
- (ii) *Helping the Student in Solving Difficulties in Learning* : When the child has become adjusted to school life, he may face difficulties in learning basic educational skills.
- (iii) **Helping Potential Drop-outs to Stay in Schools** : Pupils in primary classes drop out very often because they are unable to adjust there. The instructional methods may be defective.
- (iv) *Helping Students Make Plans for Future*: Pupils at the end of the Higher Primary stage being to think of making educational or vocational plans. Guidance helps them in making a proper choice by finding out their I. Q's, interest and behaviour patterns.
- **Functions of Guidance at the Higher Secondary Stage** : The secondary stage is the terminal stage and it is here that the nation wants to send at least 50% of the student population to vocational and the rest to the colleges.
- The following are the functions of educational guidance at this stage.
 - (i) *Helping Students in Making Educational Choices* : Students have to be guided as to suitable course and curricula in keeping with their abilities and interests.
 - (ii) *Helping Students in Making Educational Plans and Making Progress in them*: Educational plans are made with the consideration to the occupation one would like to choose, the capacities one has, and the responsibilities one will have to shoulder in future.
- One specific aspect of educational guidance is the guidance concerning backward children. This category includes children who usually fail at examination, or show signs of indiscipline, running away from school, juvenile delinquency, or other defects of such nature.
- While backward children require guidance and care, the unusually gifted children also require a special educational arrangement as otherwise there is fear of their falling into bad activities.
- Another problems that makes itself felt to the psychologists is when a particular child evinces lack of inspiration and enthusiasm to study.
- Yet another problem confronts the psychologist when a student shows signs of being weak in some particular subject or subjects.
- The recognition of the fact that education should equip the individual to enter an occupation and be able to make a living, makes vocational counseling an integral part of the educational process.
- Vocational guidance aims at assisting an individual in making a choice of occupation in accordance with his innate endowments. It further prepares in individual towards selected occupation profession; provides services in accordance with his educational background and future trainability.
- The following are the main principles of vocational guidance :
 - *Client-Centred Principles*: (i) Making guidance available without interruption; (ii) Guidance covering all clients; (iii) Making guidance programme client-centred; (iv) Guidance services meeting the varied and extensive needs of the individual; (v) Making choice by the client himself.
 - *Vocational Guidance Personnel-Centred Principles*: (i) Accepting genuine responsibility to guide clients; (ii) Professional efficiency.
 - *Organisation-Centred Principles*: (i) Helping up-to-date records about the clients; (ii) Framing an independent guidance programme.
 - *General Public-Centred Principles*: (i) Mobilizing public opinion; (ii) Making public receptive to guidance programme.
- When more and more complexities put obstacles collectively in some other phenomenon, then the exhibition of doubt is not in vain. It is also true for entry into the vocations.

Notes

- *Individual Differences* : All the psychologists and scientists agree regarding individual differences. According to a collective view, there are no two persons alike in this universe.
- *Variety of Vocations* : At present, the vocational guidance is needed due to the multiplicity of vocations. Such number of vocations never existed in earlier days. Due to very limited number of vocations, people never faced difficulty in selecting them. Today, there is so much increase in the number of vocations that the description of vocations has to be supplied to the pupil before he leaves the school.
- *Vocational Progress* : Merely entry into some vocation carries no importance. But it is more important to know about a person's progress in that vocation after his entry into the vocation.
- *For Proper Utilization of Human Potentialities* : It is essential to know the hidden capacities and energies of a person. But knowing them is not enough. The human energies can be best utilized by vocational guidance for vocational guidance
- *Establishing Co-ordination between Family and Vocational Life* : A coordination between family and vocational or professional life of a person is must. The professional successes affect the family life is very essential.
- *For Unsuitable Occupations* : When a person enters to some vocation without any preplanning, then after sometime he feels that he is not suitable for that vocation or that vocation is not suitable for him.
- The preceding description of vocational guidance must have made it apparent that it requires two kinds of information or subject-matter.
- In this manner, vocational guidance has two aspects.
 - (a) Study of Individual
 - (b) Study of occupational or professional sphere.
- Having collected all the necessary and desired information regarding the individual under consideration, it is necessary to turn to another aspect of vocational guidance, that of studying the professional world.
- **Age** : It is at adolescence stage that the children begin to think more seriously of their future career and they are in attendance in the school at this stage.
- *Data*: The schools are in a better position to collect comprehensive and reliable information concerning.

6.14 Keywords

- Vocation** : A type of work or way of life that you believe is especially suitable for you.
- Stagnation** : A process of stopping something's development or making progress.
- Appropriate** : Suitable or acceptable or correct for the particular circumstances.
- Intended** : That you are trying to achieve or reach
- Rendered** : To cause somebody/something to be in a particular state or condition.

6.15 Review Questions

1. What do you understand by Educational guidance ?
2. Explain the need and nature of Educational guidance.
3. What are the objectives of Educational Guidance ?
4. What is the scope of vocational Guidance ?

5. Give the principles of vocational guidance.
 6. Explain the process of vocational guidance.

Notes

Answers: Self Assessment

1. (i) Educational guidance (ii) primary stage
 (iii) hand (iv) Coordinating
 2. (i) T (ii) F (iii) T (iv) F

6.16 Further Readings

Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 7: Organizing Guidance Services at School and College Level

CONTENTS

Objectives

Introduction

7.1 Principles for Organizing School Guidance Services

7.2 Forms of Organization of Guidance Services

7.3 Development of Guidance at College level

7.4 Organization Guidance in Colleges, Universities

7.5 Schedule of Guidance for Various Classes

7.6 Development of University Employment Information

7.7 Organization of University Bureau

7.8 Summary

7.9 Keywords

7.10 Review Questions

7.11 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the principles for organizing school guidance services.
- Discuss forms of organization of Guidance services
- Explain development of Guidance at Collage level
- Discuss organization guidance in College universities.
- Explain the schedule of Guidance undergraduate and Post graduate level
- Know the development of university employment Information
- Explain organization of University bureau.

Introduction

In India, guidance is being taken as an additional work. Till today, it is considered as an imported concept. In the beginning, guidance was considered more as associated with Industrial Psychology in comparison to Educational Psychology and Education. In 1941, it also entered Mumbai University. In 1945, Patna University started this subject too. In India, the guidance movement got support from Parsi Panchayat Fund and Property when a guidance bureau was opened for the Parsi Community.

In 1947, the Government of Uttar Pradesh opened Bureau of Psychology and it got recognition. After this, district level guidance bureaus were also opened at Varanasi, Lucknow, Meerut, Bareilly and Kanpur. The Maharashtra Government followed the Govt, of Uttar Pradesh by recognizing

the school guidance programme officially. Mumbai's Vocational Guidance Bureau was opened in 1950. In 1957, it was renamed as Vocational Guidance Institute, Mumbai. In 1952, Vocational Guidance Association was constituted and the co-ordination of guidance work was started by the persons. In 1953, *Bamette* from America visited India who served in Central Institute of Education (C.I.E.). In 1954, it was decided to form All India Association of Educational and Vocational Guidance which was associated with International Vocational Guidance Association. It was formed in 1996.

In 1954, Central Bureau of Educational and Vocational Guidance was established. It was opened by the Ministry of Education, New Delhi. This ministry also offered assistance to the states too to open such bureaus. Now such bureaus are working in almost every state.

7.1 Principles for Organizing School Guidance Services

In order to organize school guidance services, certain principles should essentially be followed. Jones has insisted not to separate guidance from the normal school life. According to him, this can be focused in some specific part of the subject. It cannot be restricted to the office of the counselor or a headmaster. Jones has assigned the responsibility of providing guidance to every teacher. In this exercise, co-operation of all is desirable. Hence, for organizing school guidance service, application of certain principles is must.

Humphry and *Traxler*, in their book entitled 'Guidance Services; have mentioned some basic things for organizing school guidance service, which are as follows :

- (1) **Defining the Objectives Clearly:** The objectives of entire guidance programme should be clearly defined at the time of organizing school guidance service. While defining these objectives, the school ideals and needs of the pupils must be kept in mind.
- (2) **Defining the Tasks:** All the activities are to be performed through the guidance programme must be enlisted before hand.
- (3) **Allocation of Duties:** The success of the guidance programme depends upon the allocation of duties to the persons involved in this job in advance so that every person should have a clear idea what he is to perform. The allocation of these duties should be according to the abilities of the persons of workers.
- (4) **Defining the Powers:** The workers should be made aware of their powers just like their duties.
- (5) **Defining the Relations:** The relations of employees working in the guidance programme, whether full-time or part-time, must be defined clearly. In spite of this, their relations should be defined in accordance with their guidance responsibilities with other employees.
- (6) **Nature of Guidance Organization:** It is proper to decide about the structure of school guidance service prior to its beginning, such as number of its employees, finance, size etc. the basis of its composition should be the objectives of the institute, financial resources and the number of students in the school etc.
- (7) **Simplicity:** The organization of school guidance service should not be of complicated nature. The framework of its structure should remain simple as far it is possible, because every person will start taking interest in such a simple framework of the organization.

Crow and Crow, in his book, has also suggested the following points to keep in mind before executing the plan of guidance programme :

- (1) First of all it should be decided the number of persons to be involved in executing the guidance programme and the time required for the same.
- (2) How much increase in the workers strength is required.

Notes

- (3) Is the building and the space are enough for conducting the various activities of guidance?
- (4) Are the teachers and other employees available in the school capable of devoting expected time and energy in the guidance programme?
- (5) Do the employees exhibit interest in the programme? If yes, to what extent?
- (6) Which teachers are available to provide various proposed services?
- (7) Do the parents, too show interest in the guidance related planned programme and will they cooperate in this programme?
- (8) What is the viewpoint of schools and the society regarding the expansion of guidance services?
- (9) In which experience areas the pupils are required to serve?
- (10) Would the provision of finance in the school budget be possible?
- (11) To what extent other community agencies can be associated with the guidance programme?
- (12) How the pupils can be motivated to understand for themselves the value of the guidance programme?



Notes

In 1952, Secondary Education Commission also emphasised on education and vocational guidance. This commission suggested to open central and state level guidance bureaux which would co-ordinate the guidance activities throughout the country.

7.2 Forms of Organization of Guidance Services

The following can be the forms of organization of guidance services :

1. **The Centralised Form** : The guidance work should be performed by the experts because the teachers are not trained in this guidance job.

The teachers cannot provide properly any assistance to the pupils who need the same to solve their problems. The central form of the guidance programme means conducting and controlling most of the guidance activities from the central guidance office. All the teachers also perform their duties according to the supervision of central Guidance Bureau and its orders.

2. **Decentralized Form** : The decentralized form of the guidance means providing guidance as a responsibility of the teachers. The teacher remains in close contact with the pupils of his class. He understands the needs and problems properly of his pupils. Due to this reason the teacher can help the pupils in a better way. Some people also believe that if a separate department is opened for guidance in the school, the teacher will not show any interest in guidance work and he will not consider guidance as his responsibility. Hence, it would be better if the responsibility of guidance work in schools lies with the teachers.

3. **Mixed Form** : The centralised and decentralised form of the guidance have their own merits and demerits. No form of guidance is practically possible independently. Hence, some experts express their views that the form of guidance programme should be mixed one. The mixed form means-guidance provided by the teachers and experts collectively. Crow and Crow also said, supporting the mixed form, that the school guidance programme includes the coordinated services of administrators, teachers, employees and social institutions etc. There are certain jobs in guidance programme which the teachers can do better, such as, collection of informations related to the pupils.

7.2.1 Functions or Responsibilities or Roles of Headmasters in School Guidance Programme

In any school, the place of the headmaster or principal is main. He is head of the institute. The whole working of the school or a teaching institute depends on the abilities, insight and administrative capacity of the headmaster. Since the guidance has been considered as a part of education, the headmaster should also be loaded with the responsibility of guidance programme. In this field too, the headmaster should be assigned leaders.

- (i) The responsibility of providing leadership to the guidance programme lies with the headmaster. In this connection, his role can be very important.
- (ii) The headmaster can help at least the teachers of his own school regarding the guidance programme and in understanding various problems.
- (iii) It is the important responsibility of the headmaster to distribute the duties to the guidance workers according to their abilities and capacities and depute them needfully.
- (iv) The supervision of guidance process is the first step towards the success of guidance process.
- (v) The headmaster should spare sufficient time for the guidance work. Only then this programme will gain success. Once a week guidance programme is not sufficient. This may reduce confidence of the pupils towards guidance programme.
- (vi) The headmaster has financial powers. Hence, it is his responsibility to make financial provision for guidance programme.
- (vii) It is also the duty of the headmaster to arrange proper building for the counseling service.
- (viii) The headmaster should help the pupils by evaluating the effects or results of the guidance programme with the help of his fellow teachers.
- (ix) It is the main part of teacher's role to make the guardians and parents of the pupils familiar with the guidance programme.
- (x) It is the duty of the teacher to constitute a guidance committee in the school. He should be the head of the committee. All the members of the committee decide the guidance activities. The selection of the members of the committee should be made very carefully.
- (xi) The headmaster should organize in-service education in order to provide training of guidance work to the teachers. For this, able and expert persons associated with this task should be invited. In schools too, part-time courses can be started.
- (xii) It is the responsibility of the headmaster to make all types of facilities available for the guidance programme, such as, sufficient furniture, guidance office, sufficient funds to purchase all types of materials.
- (xiii) It is the duty of the headmaster to check the teaching-work-load of the teachers before assigning them additional work of guidance. The whom the guidance work has been assigned, their teaching work-load should be reduced.
- (xiv) It is the moral duty of the head master that he should explain the guidance services to the school and the society.
- (xv) The headmaster should re-evaluate and re-determine the guidance services from time to time. He can hand over this duty to the guidance committee. The committee should make recommendations for the reforms or modifications in the programme. The execution of the recommendation should be the duty of the headmaster.
- (xvi) The headmaster can modify this programme in consultation with the pupils and their guardians.
- (xvii) The headmaster should manage the literature related to the guidance and arrange its proper distribution.

7.2.2 Functions or Responsibilities or Roles of a Class Teacher in School Guidance Programme

The responsibilities of class-teacher regarding guidance programmes that if he accepts these responsibilities, it is not possible to differentiate between his teaching work and guidance responsibilities.

The closeness of class-teacher and guidance programme leads to the success of guidance programme.

(a) **Developing the Personality of the Students** : The teachers remain in personal contact with all the pupils. They know them personally. The teacher can take advantage of his closeness by collecting all types of information regarding pupils. They can collect informations very conveniently concerning the family background of the pupils, behaviours towards their classmates. On the basis of these informations, the teacher does not allow to create such an environment in which the pupils feel themselves mal-adjusted or unadjusted. Hence, the teacher remains in-touch with the problems of the pupils. If these problems are not eliminated, inferiority complexes are created in the pupils which further develop unhealthy attitudes. These unhealthy attitudes adversely affect their studies and behaviours. For teacher, it is wrong to consider all the pupils alike. It is also wrong to expect similar success from all the pupils. It can prove harmful to the pupils. Such considerations may enhance the possibilities of mal-adjustment. The result of all these problems may affect the personality for the pupil adversely.

(b) **Providing Occupational Informations** : When a teacher accepts his responsibility in the guidance service, his duties are not restricted to teaching only. The sphere of his observation widens appreciably. He keeps an eye on the pupils in which programmes he is participating.

What types of his interests are ? What occupational ability he has ? The teacher should inform the pupils regarding the desired efficiency in various occupations, educational qualification and predicting about future successes. The teacher should inform the pupils regarding the desired efficiency in various occupations, educational qualifications and predicting about future successes. The teacher should manage vocational excursions for the pupils.

(c) **Understanding the Students** : In the guidance programme, the pupil or the person is considered a social point. The problem is secondary. Hence, it is essential to understand him, the teacher should be aware of Guidance Philosophy. To achieve this objective, a teacher should follow the following points :

(i) The teacher should accept the pupils emotions. He should never think that providing guidance to all the pupils would be useless. The teacher should not be pessimistic regarding the pupil.

(ii) The teacher should understand the variations in the pupils and should be familiar with their abilities. Some variations exist in them. Hence, each pupil should be considered independent entity.

(iii) It is essential to have psychological background for the teacher in order to understand the abilities and characteristics of the pupils. The psychological study of the pupils is very essential.

(iv) The teacher should behave with the pupils taking into consideration that their each behaviour has one or the other reason. As a result of this reason that pupil behaves.

(d) **Counselling** : In addition to all these functions, the teacher can provide counseling too.

(i) The teacher should contact those pupils personally who are facing problems in selecting the vocation after leaving the school or in selecting the subjects.

- (ii) He should understand their emotional problems after understanding the emotional situation of the pupils and should solve these problems.
- (iii) The teacher should understand in detail the interests of the pupils, their aptitudes, needs, achievements etc.

In addition to the above mentioned responsibilities, Ministry of Education, Govt. of India, has also mentioned the following responsibilities or duties of the teacher in the guidance programme in its Manual of Educational and Vocational Guidance published by the ministry.

- (i) **Collecting Information** : A school teacher can collect essential information concerning pupils in the school guidance programme.
- (ii) **Providing Assistance in Moral Development** : The teacher should encourage the pupils to speak the truth frankly and can help them in their moral development
- (iii) **Developing Interests and Aptitudes** : A teacher involved in the school guidance programme can search out the interests and aptitudes of the pupils and can prove helpful in providing them proper direction.

In brief, the following can be *the roles of the teacher* in the guidance programme :

- (i) To collect information concerning the pupils and to prepare their cumulative record.
- (ii) To identify the adjustment related problems.
- (iii) To prepare the case history of the problem history.
- (iv) To observe the pupils in various situations.
- (v) To send reports to the parents of the pupils, their guardians and to the headmaster.
- (vi) To participate actively in the parent-teacher association.
- (vii) To help the pupils in evaluating their progress.
- (viii) To provide various opportunities to the pupils for their maximum development.
- (ix) To seek expert opinion just to study the pupils.
- (x) To help the pupils in their adjustment in educational, vocational and social areas.
- (xi) To create best environment in the class.
- (xii) To provide cooperation to other guidance workers.
- (xiii) To provide personal counseling to the pupils.

7.2.3 Functions or Responsibilities or Roles of a Psychologist in School Guidance Programme

The role of a psychologist in the school guidance programme cannot be under-estimated.

- (i) There can be no better contribution which a psychologist can make in analysing pupil's personality through the psychological test and other sources, such as a psychologist can collect information regarding the interests, aptitudes, abilities and potentialities etc. more scientifically.
- (ii) A psychologist can help a person in solving his emotional and other problems and in acquiring maximum adjustment.
- (iii) A psychologist can provide technical contribution in exploring the pupil's personality-related problems.
- (iv) Also, the psychologist can interpret the results obtained from the psychological tests properly.
- (v) It is the duty of the psychologist to diagnose and to provide remedy to the gifted pupils as well as pupils suffering from inferiority complexes. Also, he should understand the problem of such pupils and help them to remove those problems.

7.2.4 Functions or Responsibilities or Roles of a Class Teacher in School Guidance Programme

A counselor is an expert from the field of education. It is more expected from the counselor to run the guidance activities smoothly as compared to the other staff members. In Indian conditions, the counselor can be full-time counselor, teacher-counselor vision school counselor.

The closeness of class-teacher and guidance programme leads to the success of guidance programme.

- (i) **Orientation of Pupils** : New pupils are subjected to the orientation of the programme so that they may be adjusted to the new environment and they may feel free in order to learn the subject contents. The counselor can do this individually or collectively. For this, he can organize assemblies and discussions.
- (ii) **Pupil Appraisal** : A guidance programme needs information resources and equipment for the counselor so that the guidance-needs of the pupils can be identified. Also the pupils are helped in understanding them and helping them, to adopt any working pattern. A counselor manages psychological tests, collects educational and other records and maintains them systematically. In a counseling interview the counselor makes available all these informations to the pupils and these are explained to them. These informations are also explained to the parents and teachers of the pupils as and when desired.
- (iii) **Educational and Vocational Information Service** : The counselor is responsible for the coordination of all types of informations. He helps the pupils and parents in exploring the possibilities and opportunities. Also, he helps them in using these informations. The counselor can also help in setting up a 'career corner' in the school. He can also help the career master. He can follow various methods for collecting vocational informations. He classified them and keeps them-up-to date. A counselor possesses latest informations regarding employment. He keeps himself in touch personally with the various officers and employers. The counselor has the responsibility of disseminating information too. This he does through educational tours, guest lectures career conferences and Careers Study Projects etc.
- (iv) **Holding Counselling Interview** : A counselor is responsible for providing counseling in accordance with the individual needs of the pupils. Through counseling interview, he helps the pupils by associating their experiences with their actual behaviours after evaluating these experiences. His major job is to provide educational and vocational guidance. The counselor helps the pupils in developing problem-solving skills, independent thinking, planning ability to make decisions. For this, he can make their small groups too.
- (v) **Placement** : The counselor also enjoys the responsibility of functioning as a link between the outer institutes and the pupils who leave the schools so that the pupils may get various types of informations.
- (vi) **Research and Evaluation** : The counselor can conduct a research and prepare a plan to know whether the guidance programme in school has actually achieved desired objectives and whether the pupils' needs have been fulfilled ? In this way, the counselor performs many research and evaluation programme.



Notes

A counselor collects meaningful information about the pupils through interviews with him, through the interviews with parents and through the interviews with the teachers of the pupils and also from other persons of the school.

7.2.5 Functions or Responsibilities or Roles of School Doctor in School Guidance Programme

In the school guidance programme, the doctor also plays an important role.

- (i) The doctor manages medical examination of the pupils after a proper gap of time.
- (ii) The school doctor informs the parents or guardians of the pupils about their physical defects or diseases.
- (iii) The responsibility of maintaining the complete record of the children lies with the school doctor.
- (iv) It is the duty of the school doctor to prepare a programme to improve the physical health of the pupils.
- (v) It is very important for the school doctor to perform the follow-up task so that he may know the effects and results of his medical service.

Self Assessment

1. Fill in the blanks :

- (i) The form of guidance means providing guidance as a responsibility of the teachers.
- (ii) The whole working of the school or a teaching institute depends on the abilities, insight and administrative capacity of the
- (iii) It is essential to have psychological background for the in order to understand the abilities and characteristics.

7.3 Development of Guidance at College Level

After independence several commission committees and conferences have been organized for the improvement of education system from primary to university level. Now pattern of Education was suggested by Education Commission (1966) and National Policy of Education (1986). The major change is vocationalization of education and introducing vocational courses. They have recommended (10 + 2 + 3) system of education. The new system of education has increased the importance of guidance services at various levels. At higher level technical and vocational education have been encouraged which requires vocational guidance services at college and university level. The placement services are urgently needed at higher level of education.

In this chapter organization of Guidance Service at higher level of Education have been provided.

- (1) **The University Education Guidance:** In 1948-49, the first University Education Commission in independent India, regretted that the importance of Intermediate College in the educational system of India had not been realised and appreciated. It recommended that in order to raise the standard of university education admission to universities should be after 12 years of schooling.

This was followed by discussions by various committees and conferences of experts. The Conference of Vice-Chancellors (1962), the All India Council for Secondary Education (1963), the Conference of State Education Ministers and Vice-Chancellors, etc. (1963) and the Conference of State Education Ministers (1964) recommended a 12-years course of schooling before admission to a three-year degree course.

- (2) **The Education Commission of India (1966):** The need for a direct link between education, national development and prosperity. This was possible only when the national system of education is properly organised both qualitatively and quantitatively. It also pointed out that the existing system of education was largely unrelated to life, needs and aspirations of the people. Secondary education.

Notes

- (i) to prepare a student for university.
- (ii) to become really terminal and prepare a student for some vocation in life.
Therefore, realising that the total period of educational course and the duration of its different stages have a direct bearing on the quality of education imparted for achieving the goal, the Education Commission recommended :
 - (i) a broadly uniform pattern of education.
 - (ii) extension in the period of schooling to bring about a general rise in the standard of attainment, and
 - (iii) vocationalisation of education.
- (3) **National Policy Statement (1986)** : On the basis of recommendation of the Education Commission the Government formulated a National Policy Statement on Education in 1968, which said it was convinced that a "radical reconstruction of education on the broad lines recommended by the Education Commission is essential for economic and cultural development of the country, for national integration and for realising the idea of a socialistic pattern of society."
- (4) **The Conference of Education Secretaries and Directors of Public Instruction** : Held on September 15 and 16, 1972 it passed the following resolutions on the Adoption of Uniform Pattern of School and College Classes (10 + 2 + 3) :
 - (i) **Uniform Pattern** : A uniform of education 15 years duration leading to the first degree should be adopted by all States.
 - (ii) **Co-ordination** : There should be close co-ordination between the vocational courses attached to the higher secondary stage, the Industrial Training Institutes and the Polytechnics. Courses selected should have close affinity to the skills and services in demand in the locality. This will involve manpower studies and production centres as well as financing of the skilled personnel on co-operation or institutional pattern for self-employment or employment in production centres.
 - (iii) **Vocationalisation** : The scheme of vocationalisation of education as well as work experience deserves highest priority in the Plan and should be assisted fully.
 - (iv) **Vocational Courses** : Vocational courses prescribed in institution would need constant review and replacement as technology materials and demand change. They would have to keep pace with development of local industrials also particularly the small-scale, college and consumer industries.
- (5) **The National Policy on Education 1986** : It also favoured the adoption of (10 + 2 + 3) system.

Characteristics of New Guidance

The following are the main trends :

1. Common 10-year schooling.
2. 12 years of schooling in place of 11 which was the usual school pattern.
3. After 12 years of schooling the first degree course is of these years duration.
4. The first university degree is obtained after 15 years of study.
5. A selective approach in upgrading the existing higher secondary schools.
6. Compulsory teaching of Mathematics, Science, Social Studies, Trade or Craft, Moral Education in classes IX and X.
7. To levels of courses in various subjects-advanced level and ordinary.
8. Taking care of individual differences of students by providing for grouping of students based on their attainment in different subject. It will be possible to have a student doing advanced level work in one subject and ordinary level work in another.

9. A close link between the school and the environment and modification of the present emphasis on theoretical aspect of education.
10. Appropriate opportunity to students to take up vocational courses.
11. Specialization only after 10 years of schooling in classes XI and XII.
12. Reducing pressure on the universities by providing for alternative courses and training facilities at higher secondary stage.
13. Realising the standard of school education which in turn will help the universities to raise first degree standard higher.

7.4 Organization Guidance in Colleges, Universities

Different structure of guidance will have to be planned to suit different set-up in college and universities. These are as follows :

1. Affiliated Colleges at a Distance

- (i) **If the number of student on rolls is 1,000** : A counseling officer assisted by the Guidance Committee can plan the programme and implement it with the help of Vocational Guidance Officer.
- (ii) **If the number of students is less than 1,000** : Liaison officer may be appointed.
- (iii) **If the number of students exceeds 1,000** : An assistant counseling officer may be appointed to assist the counseling officer for every 1000 students or part thereof. Each university should have a specialist coordinator of Guidance Services to help the counseling officers or Liaison officers in different colleges.

2. The Universities

- (i) **If the number of students is below 1,000** : Deans of Students, specially assisted by the Heads of Departments of Psychology and Education, and the Guidance Committee with the Counselling officer can plan the programme and implement.
- (ii) **If the number of students exceeds 1,000** : Assistant counseling officers may be appointed. One assistant counseling officer may be had for every 1,000 students. Some of these counseling officers may be taken from student leaders on some *ad hoc* remuneration or with special rights and facilities including representation of different groups, or sections or students.

The Counselling officer in the university should be in the Reader's grade while the Assistant Counselling officer may be in the Lecturer's grade.

7.5 Schedule of Guidance for Various Classes

(A) Three year degree Course 1 year in Colleges and P.G. Previous Classes

Different structure of guidance will have to be planned to suit different set-up in college and universities. These are as follows :

1. Collection of data about

- (i) the home and family background of the students.
- (ii) the educational achievement of the students.
- (iii) the achievement of the students in co-curricular activities.
- (iv) any special feature of limitation.

2. Orientation programme for the students

- (i) **Institution Orientation** : Familiaring with the college/university organization, past

Notes

achievement, present plans and programmes and future plans and perspectives, the policies in respect of admission, changes of courses, participation in activities.

- (ii) **Courses Orientation** : Familiarising with the varied courses and combinations allowed, the arrangement of co-curricular activities, hobbies, etc.
- (iii) **Facility Orientation** : Familiarising with the facility of freeships fee concessions scholarships, loans, part-time jobs, fellowships—how and when and to whom to apply and through whom the applications are to be routed.
- (iv) **Testing** : Arranging testing programme to help +12 students in the selection or T.D.C. subjects.
- (v) **Educational Talks** : Giving educational talks on how to study effectively for maximum gain, budgeting time, taking class-room notes, using leisure profitably, getting the best out of college/university education, adjusting with college university teachers, classmates, senior and junior students, choosing friends of the right type, living in hostels, etc.
- (vi) **Films shows** : Some films may be shown on the running of some famous colleges and universities.

These activities should be completed during the first month of running of some famous colleges and universities.

3. **Orientation programme for the parents/guardians of the students** : Efforts should be made to invite as many parents possible for the orientation programme to tell. What does a university/college offer and how their wards can benefit. This will help the students.
This activity may be taken up in the second week of the first month.
4. **Starting the Cumulative Record Card** : Cumulative Record Card contains different types of information regarding the student. Its entries can be made by the tutor or adviser in the college and teachers or advisers in the universities in the third week of the first month of the academic session.
5. **Identification of low and high achievers and students with speech, hearing and reading handicaps** : This may be taken up after the first terminal test of first semester examination so that they may be given special attention and guidance for a purposeful career.
6. **Identification of problem students** : This can be done during the first three months.
7. **Personality counseling for low achievers and students with other problems or sending them to specialists** : This is to enable them to make a satisfactory adjustment to the demands of college/ university life and to assist them to obtain deeper insight into their own personalities through which they may resolve personality conflicts, and lower the level of anxiety and improve performance.

(B) Three Year Degree Course II Year in Colleges

1. **Collection of data about new students**
 - (i) The home and family background of the students.
 - (ii) The educational achievement of the students.
 - (iii) The achievement of the student in co-curricular activities.
 - (iv) Any special feature or limitation.
2. **Supplementary orientation programme** : Familiarising the students regarding any change in courses, policies regarding admission and evaluation.
3. **Remedial programme for the weak and enrichment programme for the talented** : This may be done in second month of the new academic session.

(C) Three Year Degree Course III year and Post Graduate Class**Orientation Programme**

This programme may be taken up at the beginning and at the end of the session, when the counselling officer meets the parents by appointment. It contains the following activities :

1. Giving information regarding the courses/careers open to these students.
2. Giving information regarding the world of work.
3. Organizing field trips.
4. Arranging career conferences and exhibitions. These activities may be spread over during the last term.
5. Arranging remedial programmes for the under-achievers.
6. Helping students in learning the skills which will help them in effective study, use of library resources, etc.
7. Sending the student to the expert according to the problem. These activities may be taken up when the need arises.
8. Guiding parents about the careers through P.T.As.

7.6 Development of University Employment Information

Foundation : In 1956, a study group on Educated Unemployed recommended the establishment of the Bureaux in the universities to provide their alumnium with employment information and career guidance. In 1957, the scheme for the setting up of the Bureaux was prepared by the Directorate General of Employment and Training envisaging bureaux to be primarily employment counseling agencies which could also function as placement agencies for professional and highly qualified persons and cater to the needs of all students of the universities whether still pursuing studies or about to leave after completing their education.

Financial Assistance : At its meeting held on 5th May, 1971, the University Grants Commission considered the question of giving financial assistance to universities for their University Employment Information-cum-Advisory Bureaux and Career Advising Units in selected affiliated colleges, U.G.C. to provide financial assistance up to the end of the Fourth Plan period to 41 bureaux and 75 career advising units whose proposals were approved by the U.G.C. Commission.

Recommendations : The Review Committee appointed by the University Grants Commission of September 2, 1976, recommended the following programmes :

- (i) **Association of Authorities :** The Vice-Chancellor and other university authorities as well as faculties and department should be actively associated with the activities of the bureau.
- (ii) **Projects Programme and Studies :** The bureaux should initiate research projects programmes and studies to be conducted in collaboration with various concerned departments of the university/ colleges on local and regional basis for estimation of manpower requirement outlay in a district/region/state. The UGC should provide necessary financial assistance for such programmes, and projects on priority basis. COSHIP colleges (Colleges of Humanities and Social Sciences Improvement Programme.) could be fruitfully involved for data collection and surveys.
- (iii) **Policies Procedures, and Guidelines :** The DGE should continue to be responsible for framing policies, procedures, general guide lines and norms for the functioning of the Guidance Bureaux.
- (iv) **National Apex Body :** An apex body should be set up at the national level under the aegis and guidance of the DGE, without prejudice to its autonomy to collect data regarding manpower requirements. It may consist of the representatives of the DGE and UGC, Indian Council of Agriculture Research (ICAR) Indian Council of Medical Research (ICMR) NCERT, National Laboratories, etc.

Notes

- (v) **District Bureaux** : Considering the requirements of universities and colleges and taking into account the number of students involved, in future separate bureaux, in district headquarters where there is a cluster of colleges, be organised under the aegis of the main university bureau.



Did u know? **First Bureau** : The first University Employment Information and Guidance Bureau was setup in 1958 at the University of Delhi. As the experiment was successful, bureaux were set up in almost all the universities of the country as an integral part of the National Employment Service functioning according to the procedures and policies laid down by it.

7.7 Organization of University Bureau

The bureau is an integral part of the National Employment Service. It functions according to the procedures and policies laid down by the service. It has an advisory committee with the Vice-Chancellor as its chairman to gear the working of the bureau to the needs of the university. Among others, the committee consists of heads of departments, principals of colleges, representatives of employers, the state and central governments, director of employment and training deputy secretary to government, labour and employment department, deputy chief of UEIGB, representative of Director General of Employment and Training, Ministry of Labour, Government of India, president of Rotary Club or his nominee, student representatives and Liaison officers of the colleges, etc. The bureau functions under the guidance of the Vice-Chancellor of the university. A senior member of the teaching staff of the university is responsible to the Vice-Chancellor for the day-to-day work of the bureau works on a part-time basis and is paid honorarium for this service by the state government. Provided by the State Department of Employment the staff for bureau consists of 1 Divisional or Regional Employment Officer or Deputy Chief, 1 Technical Assistance, 2 clerk, 1 steno typist, 2 peons, while the university provides accommodation and furniture to the bureau at its own cost, the rest of the expenditure is borne by the state government.

7.7.1 Functions of University

The following are the main functions of an university :

- (i) Giving employment information and advice to the university alumnium.
- (ii) Collecting and disseminating information on higher education, technical and professional courses in India and abroad.
- (iii) Providing help for admission in foreign universities.
- (iv) Rendering employment assistance of graduates in professional and post-graduate courses and to answer enquires regarding the availability of suitable applicants on its registers from employers and furnish particulars where called for.
- (v) Providing information of scholarships, fellowships, grants and loans to students.
- (vi) Assisting students in finding part time and vacation employment.
- (vii) Arranging group guidance by faculty members on social adjustments and other problems of students.
- (viii) Giving proper orientation to students to cultivate right attitudes towards work.
- (ix) Arranging talks on employment opportunities to students of various faculties by specialists and employers.

- (x) Mobilising community resources for making available guidance and employment to the students.
- (xi) Arranging group programmes of vocational guidance.
- (xii) Arranging visits of students for on-the-spot studies of occupations.
- (xiii) Conducting surveys and research pertaining to guidance and manpower, etc.

7.7.2 Registration Categories

The following categories of application registration :

- (i) Persons holding Bachelor's or higher degree or equivalent diploma in a professional or specialist course, such as Engineering, Medicine, Agriculture, Veterinary Sciences, Technology, Law, Education, etc.
- (ii) Persons holding a Master's or higher degree or post-graduate diploma or equivalent in other subjects except B.A./B.Sc./B.T./B.Ed.
Other graduates can be registered but the after registration their index cards are transferred to the local employment exchanges where all further action is taken in respect of them.
- (iii) National Register Card is to be completed and sent to the CSIR in respect of the scientists and technical personnel who are eligible for registration in the special section of the National Register maintained by the CSIR.
- (iv) University Employment Bureaux are to be register not only their own aluminium but also graduates of other universities resident in the area, who seek such registration.

7.7.3 Procedure of University Employment Bureau

The following steps are used in guidance service :

1. **Circulation of Vacancies** : The Directorate General of Employment and Training and the State Appointment Branch officers concerned circulate to the University Employment Bureaux vacancies that are appropriate for those registered with them. The bureaux submit particulars of suitable candidates on their registers to the P and EO against vacancies notified by it. The P and EO considers these candidates for submissions against notified vacancies at par with the candidates on its own register. The bureaux may also submit particulars of suitable persons in response to specific enquiries addressed to them by private employers.
2. **Forms and Procedure** : The University Employment Bureaux follow the same procedure and use the same forms as the National Employment Service. Modification, if necessary, are made in consultation with the DGE and T and the university authorities.
3. **Statistics of the work of Bureaux** : These are rendered in the forms prescribed for the purpose. If an applicant submitted by the bureau is placed against a vacancy circulated by the P and EO it is accounted for the POD placement by the P and EO and the bureau counts it as LOD placement.
4. **Co-ordination** : The DGE and T influence the necessary coordination at all India level in regard to registration and circulation of vacancies to University Employment Bureaux. At the state level, the State Appointments Branch Office (State Directorate of Employment Bureaux situated within the state) does this job.

7.7.4 Communication between Bureaux and the College

The following channels of communication are used :

1. **Liaison Units** : One of the channels of communication between bureaux and the college student community is the liaison units in colleges.
2. **Career Advising units** : Many bureaux have assisted the constituent and affiliated colleges in their jurisdiction in establishing career advising units under the charge of a teacher of the

Notes

colleges concerned. The bureaux regularly feed occupational information literature to these college units.

3. **Training Seminars:** Bureaux organise training seminars for the Liaison Officers.
4. **Conferences, Talks and Exhibitions :** Bureaux also help them to arrange career and educational conferences, talks and exhibitions.

7.7.5 Limitations of the Bureaux

Although the bureaux have been functioning in our country for about four decades, they have not fulfilled the objective; for which they were set up. The lukewarm attitude of the universities as well as the state governments, lack of proper accommodation, furniture and equipment, and only a meagre budget are stated to be some of the reasons for this state of affairs. They need to make special efforts so that they matter in the university life.

7.7.6 Suggestions for Improvement of the Bureaux

The following suggestions should be observed in Bureau Services :

1. **Hobby Clubs :** Bureaux should sponsor hobby clubs at the university and colleges which may be helpful in developing technical and professional skills of the students.
2. **Training :** Bureaux should give training for preparing the youth conduct mock interviews, organise periodic quiz contests regarding the questions set or topics commonly covered in the employment interview, hold sessions on how to face the interview, give guidance on how to prepare for competitive examinations. The National Employment Service should activate the Bureaux in its field to render service on these lines.
3. **Awareness of Importance :** Bureaux should endeavour to create an awareness, motivation and acceptance of the importance of guidance on education and employment given by them to the university and college students.
4. **Information :** Bureaux should supply detailed, latest and up-to-date information on occupations, training, admissions, higher studies, apprenticeship facilities, scholarships, study facilities abroad, employment information, general trends in job market situation etc.
5. **Data Banks :** The bureaux should be veritable 'data banks' on careers and courses of local, regional and national interest so that once a student visits the bureau, he finds something worthwhile to read, rather than be disappointed and goes frustrated, not to visit it again.
6. **Humanistic Approach :** Bureaux should treat the students and job seekers calling for guidance not as mere causes but as 'individual personalities' passing through a crucial phase of life. They should honestly, sincerely and genuinely try to help the students and job seekers in solving their problems.
7. **Library :** Bureaux should have a good reference library having information on the following aspects :
 - (a) Syllabi of all India universities.
 - (b) Facilities for research specialisation in different universities and research institutes in Indian and abroad.
 - (c) Scholarships available for specialised training courses.
 - (d) Facilities for study abroad.
 - (e) Relevant selected books and periodicals, etc.
8. **Talks and film shows :** Bureaux should arrange group talks and screen films on career counseling.
9. **Exhibitions :** Bureaux should arrange mobile exhibitions for the benefit of students in the rural and urban colleges.

Notes

- (iv) The supervision of guidance process is the first step towards the success of guidance process.
 - Functions or Responsibilities or Roles of a Class Teacher in School Guidance Programme; The responsibilities of class-teacher regarding guidance programmes:
 - (a) Developing the Personality of the Students, (b) Providing Occupational Informations,
 - (c) Understanding the Students, (d) Counseling.
 - In brief, the following can be *the roles of the teacher* in the guidance programme :
 - (i) To collect information concerning the pupils and to prepare their cumulative record.
 - (ii) To identify the adjustment related problems.
 - (iii) To prepare the case history of the problem history.
 - (iv) To observe the pupils in various situations.
 - (v) To send reports to the parents of the pupils, their guardians and to the headmaster.
 - Functions or Responsibilities or Roles of a Psychologist in School Guidance Programme. The role of a psychologist in the school guidance programme cannot be under-estimated:
 - (i) There can be no better contribution which a psychologist can make in analysing pupil's personality through the psychological test and other sources, such as a psychologist can collect information regarding the interests, aptitudes, abilities and potentialities etc. more scientifically.
 - Functions or Responsibilities or Roles of School Doctor in School Guidance Programme: In the school guidance programme, the doctor also plays an important role.
 - (i) The doctor manages medical examination of the pupils after a proper gap of time.
 - (ii) The school doctor informs the parents or guardians of the pupils about their physical defects or diseases.
 - (iii) The responsibility of maintaining the complete record of the children lies with the school doctor.
 - organization of Guidance Service at higher level of Education have been provided.
 - (1) *The University Education Guidance*: In 1948-49, the first University Education Commission in independent India, regretted that the importance of Intermediate College in the educational system of India had not been realised and appreciated.
 - (2) *The Education Commission of India (1966)*: The need for a direct link between education, national development and prosperity. This was possible only when the national system of education is properly organised both qualitatively and quantitatively.
 - (3) *National Policy Statement (1986)*: On the basis of recommendation of the Education Commission the Government formulated a National Policy Statement on Education.
 - (4) *The Conference of Education Secretaries and Directors of Public Instruction*
 - (i) *Uniform Pattern*; (ii) *Co-ordination*; (iii) *Vocationalisation*; (iv) *Vocational Courses*
 - (5) *The National Policy on Education 1986*: It also favoured the adoption of (10 + 2 + 3) system.
- Characteristics of New Guidance
- The following are the main trends :
1. Common 10-year schooling.
 2. 12 years of schooling in place of 11 which was the usual school pattern.

3. After 12 years of schooling the first degree course is of these years duration.
 4. The first university degree is obtained after 15 years of study.
- Different structure of guidance will have to be planned to suit different set-up in college and universities. These are as follows:
 1. Affiliated Colleges at a Distance: (i) If the number of student on rolls is 1,000 : A counseling officer assisted by the Guidance Committee can plan the programme and implement it with the help of Vocational Guidance Officer.
 2. *The Universities*: (i) If the number of students is below 1,000 : Deans of Students, specially assisted by the Heads of Departments of Psychology and Education, and the Guidance Committee with the Counselling officer can plan the programme and implement. (ii) If the number of students exceeds 1,000 : Assistant counseling officers may be appointed. One assistant counseling officer may be had for every 1,000 students. Some of these counseling officers may be taken from student leaders on some *ad hoc* remuneration or with special rights and facilities including representation of different groups, or sections or students.
 - Different structure of guidance will have to be planned to suit different set-up in college and universities. These are as follows: 1. Collection of data about; 2. Orientation programme for the parents/guardians of the students; 3. Starting the Cumulative Record Card; 4. Identification of low and high achievers and students with speech, hearing and reading handicaps; 6. Identification of problem students; 7. Personality counseling for low achievers and students with other problems or sending them to specialists.
 - In 1957, the scheme for the setting up of the Bureaux was prepared by the Directorate General of Employment and Training envisaging bureaux to be primarily employment counseling agencies which could also function as placement agencies for professional and highly qualified persons and cater to the needs of all students of the universities whether still pursuing studies or about to leave after completing their education.
 - The bureau is an integral part of the National Employment Service. It functions according to the procedures and policies laid down by the service. It has an advisory committee with the Vice-Chancellor as its chairman to gear the working of the bureau to the needs of the university.

7.9 Keywords

- **Organize** : To arrange for something to happen or to be provided.
- **Centralise** : To give the control of a country or an organization to a group of people.
- **Appraisal** : A judgement of the value, performance or nature of somebody/something.

7.10 Review Questions

1. What are the principles for organizing school guidance services?
2. What is the role of class teacher in school guidance programme?
3. Give the functions of university bureau.

Answers: Self Assessment

1. (i) decentralized (ii) head master/principal (iii) teacher
2. (i) (a) (ii) (c) (iii) (b)

Notes

7.11 Further Readings



Books

1. *Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House*
2. *Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.*
3. *Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 8: Personal and Group Guidance: Concept, Aims and Methods

Notes

CONTENTS

Objectives

Introduction

8.1 Personal Guidance Concept

8.2 Aims of Personal Guidance

8.3 Methods of Personal Guidance

8.4 Meaning of Group Guidance

8.5 Aim of Group Guidance

8.6 Method of Group Guidance

8.7 Summary

8.8 Keywords

8.9 Review Questions

8.10 Further Reading

Objectives

After reading this unit students will be able to:

- Explain the concept of personal guidance
- Discuss the aims of personal guidance.
- Explain the methods of personal guidance
- Explain the meaning of group guidance
- Discuss the aims of group guidance
- Explain the methods of group guidance

Introduction

Personal guidance includes personal psychological or emotional relationships which a person develops himself. *Paterson* has included social, emotional and leisuretime guidance in personal guidance. In fact, the problems regarding health, emotional adjustment, social adjustment and leisure and recreational problems are included in personal guidance for solution. Under social adjustment, an individual's economic problems are included. The aspects of the life's character and spiritual fields can also be included in the personal guidance. In other words, the problems which cannot be included in educational and vocational guidance, we can include them in personal guidance.

In this way, the main aim of personal guidance is to establish balance between the individual's mental, social and physical aspects, because it is often seen that a person sometimes is surrounded by abnormal behaviours and social demerits even though areas. Such persons lead neglected life among their families, neighbours and members of the community. Due to lack of balanced personalities in the families and neighbourhood and due to vague identification of mental and emotional deficiencies, the resultant conditions do not allow the person to imagine a peaceful and programme

Notes

the resultant conditions do not allow the person to imagine a peaceful and programme life. In such condition, personal guidance can prove helpful in solving such problems.

Hence, the solution of the following types of problems is possible in personal guidance;

- (i) Problems related to the health and physical development.
- (ii) Problems related to emotional behaviour.
- (iii) Problems related to home and family relationship.
- (iv) Problems related to sex, courtship and marriage.
- (v) Problems related to religion, morals, ideals and values.
- (vi) Economic Problems.
- (vii) Problems related to social relationship.

Many problems faced by school pupils are of personal, social nature. These are problems which relate to an individual's self. Problems of educational and vocational guidance are concerned with things which occur in the environment apart from the self of the individual. Personal problems are concerned with something which occurs within the individual. These are personality-related and behaviour-related problems. Determinants of these problems may be environmental, external factors, but the phenomena of problems are internal appearing in the form of the feelings, emotion, attitudes and expressed quite often in the forms of behaviours, such as deviant behaviours. Personal guidance focuses on such types of problems and is concerned with the personal behaviour and personal adjustment of pupils.

8.1 Personal Guidance Concept

Concept

Personal guidance is the help given to the individual to solve his personal problems. In every school are found quite a few students who are emotionally maladjusted and are unable to make satisfactory social adjustment. They, for that reason, fail to make full use of their potentialities. Some may have developed undesirable habits so as to become a problem to their parents and teachers. Personal guidance services make an effort to spot out these maladjusted and the problem-children in the school. Through the diagnostic psychological testing and the sociological information from the home and the school an attempt is made to find out the root cause of the trouble. In less severe cases the counselor arranges counseling interviews with the individual and tries to rehabilitate him. In case the cause of the problem lies with the home environment the counselor works with the parents and tries to change their attitudes towards the child. Counseling of the parents, sometimes, becomes inevitable. Suggestions are made to them as to how they can themselves help the child. If the cause of the problem is found to lie with the class-room factors, the counselor works with the teachers and suggests to them how they can help the child. Difficult and serious cases are, however, referred to them how they can help the child. Difficult and serious cases are, however, referred to professional clinical psychologists or psychiatrists in the hospitals.

Personal guidance is the assistance given to any individual to solve his emotional problems and to assist him to control his emotions. Controlled emotion is the most significant characteristic of a mentally healthy individual. An individual having control over his emotions when threatened with conflicts and frustrations is able to maintain a mental balance by working against stress.

The students who are in the adolescent period of their growth and development exhibit heightened emotionality. At times they lose their control over very trivial matters. They become extremely emotional when the situation causes intense feeling. Several factors like failure in love, unsatisfactory academic performance, maladjustment at home and with peers cause emotional problems.

Personal Problems

Personal guidance is needed in case of personal problems. It aims at social and emotional well-being of the pupils. Hence, its need is rooted in the emotional disturbance or emotional imbalance of the pupils. Just as the focus of educational problems and educational guidance is the matters related to students education, the focus of vocational problems and vocational guidance is the matters related to individual's vocation, the focus of personal problems and personal guidance is the matters related to his person, his inner life and own behaviours. These 'problems particularly pertain to his behaviours which are unwanted and undesirable from the point of view of his adjustment in any field, his home, school, health, social, etc. The causes of maladjustment may be environmental factors or his own psychology. Growth needs and development tasks are major sources of personal problems. While the satisfaction of these needs promotes healthy adjustment, their denial and deprivation are known to be associated with personal and social problems of students. Various kinds of worries, anxieties, negative attitudes, excessive shyness, excessive nervousness, lack of confidence, excessive aggressiveness, excessive rudeness, etc. are a few examples of personal problems. These are considered problems because they interfere with the development of the individual. Individual's social development, educational and vocational developments, his personal development all are affected adversely if they continue with the individual for long. If the problem is of serious nature and is not tackled immediately it may upset the whole balance of life. Thus, personal guidance may be defined as helping students with psychological difficulties, conflicts and problems of daily life, understanding their behaviour and the factors underlying them and understanding the student's needs which determine the kind and the nature of the problem. All these form the very basis and rationale of the personal guidance services.

It was found that somewhat over two-thirds of the student population believe that they have personal problems with which they should have help of some kind. Large proportion of the student body was found to be having one or more personal problems. These were problems which were related to some aspect of personal life. They indicated that either there was something wrong with the individual's self-concept or with his ego-functioning.



Did u know?

Researches conducted by *Rao* (1967), *Riddle* (1962), *Pasricha* (1961), have revealed that Indian students have a large number of problems which trouble them and interfere with their every day life including their academic achievement.

8.2 Aims of Personal Guidance

The nature and purpose of personal guidance will be clearly understood when we take into consideration the different stages of child education.

Aims of Personal Guidance at Elementary Stage

Personal guidance at the elementary stage can be described keeping in view the basic needs of children. The childhood period is the period of growth and development. The basic foundations of physical, intellectual, emotional, social and other types of personality development are laid at this stage. The following are the aims of personal guidance at this stage:

1. To help the children to form desirable attitudes towards his self, parents teachers, class fellows and others. Sympathy and affection should be used for achieving this end.
2. To help the pupils to build a good physique. There should be a regular medical check-up.
3. To help in making emotional adjustments.
4. To help in the development of self discipline.

Notes

Aims of Personal Guidance at Secondary Stage

The nature of personal guidance at the secondary stage can be understood keeping in mind the basic needs and interests of secondary school students. This is the most critical stage of individual's development. It is the stage of stress and strain, storm and strife, heightened emotionality and hyper-suggestibility, anxieties and worries, conflicts and frustrations. Purposes of personal guidance at this stage are:

- (i) To help the students to solve the problems concerning physical health.
- (ii) To help the pupils to solve problems concerning sex, emotionality and mental health.
- (iii) To help the adolescents in making family adjustments.
- (iv) To help the school children in making social adjustment including adjustment with the school.
- (v) To organise wholesome recreational activities in the school.
- (vi) To provide the opportunity for community service.

Aims of Personal Guidance at College and University Stage

The students at this stage need personal guidance to enable them have a satisfactory personal and social adjustment in their new environment. The following are the aims of personal guidance at this stage :

- (a) To help the pupils in solving all types of emotional problems, and other personal problems.
- (b) To help the pupils in making adjustments with the new environment i.e. with the changing environment, college environment and environment of the society at large.
- (c) To help the students in developing healthy ideas and building a new philosophy of life.
- (d) To help the students in participating in social activities and community services.
- (e) To help the students in their ethical and moral development and inculcate right type of values.
- (f) To enable the pupils to have mutual respect and regard for people belonging to different faiths.

Self Assessment

1. Fill in the blanks

- (i) is the help given to the individual to solve his personal problems.
- (ii) Personal guidance at the can be described keeping in view the basic needs of children.
- (iii) The is the most critical stage of individual's development.
- (iv) The students at college and university stage need personal guidance to enable them have a satisfactory and adjustment in their now environment.



Notes

Personal guidance at the college and university level is a continuation of the personal guidance at the secondary stage. But, its scope is widened with a view to develop in young adults a sense of social service, social responsibility, patriotism and tolerance.

8.3 Methods of Personal Guidance

Children come into the world genetically endowed with all their human potential for growing, developing and learning. You, as a parent or teacher have an exciting opportunity as you become

part of a team of adults interacting with young children and stimulating the development of their human potential through careful and thoughtful guidance techniques.

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in independence and ability. Techniques and to be responsible for oneself. It is a service that is universal - not confined to the school or procedure of Guidance the family. It is found in all phases of life - in the home, in business and industry, in government, in social life, in hospitals and in prisons; indeed it is present wherever there are people who can help.

- (i) **The Questionnaire:** A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which the respondent(s) are presumed to have the knowledge. The questions in a questionnaire are basically of two types - the closed and the open type. In the open type, questions require the individual to think and write. For example, what is your favourite sports?
- (ii) **Observation:** In this technique behaviour is studied through observation by a trained observer. The effectiveness of the technique depends upon the skilfulness of the observer. The observer is expected to observe well defined behaviours free from biases and prejudices. Observational techniques are useful in the study of students and individuals but their usefulness depends upon the manner and purpose with which they are conducted.
- (iii) **Sociometry:** The purpose of this is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejects. The technique is a useful source of information for appraisal of social behaviour of students.

There are usually three types of sociometric techniques : (i) the nomination (ii) the social acceptance and (iii) the 'who's who' or 'guess who'. In the nomination techniques the student is asked to select and name his/her peers in terms of some criterion suggested by the teacher. For example, the teacher may ask students to name three best friends in the class. In the social acceptance technique levels of social relationship are stated and the student is asked to express his/her sociometric choice. In the 'Guess who' technique brief descriptions of various types of students are provided and they are asked to guess who in the class matches with the description. For examples, one of the statements may be 'The boy is always in trouble with his parents', who?

- (iv) **Autobiography:** You might have read a number of autobiographies of great personalities, some of the common are: 'My Experiments with Truth' by Mahatma Gandhi, autobiography of an unknown Indian by Nirad C. Chaudhary: An autobiography is a description of an individual in his own words. As a guidance technique for studying the individual, it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc.
- (v) **Rating Scales:** In this technique presence or absence of a particular type of behaviour or trait in a person is rated in terms of quantity and quality. You might be rating your students' performance, handwriting, habits and many other aspects in your day-to-day teaching. For example, Ashok has done better than Meena in Maths but Meena scored the highest in Hindi. Ram is taller than Shyam but Shyam is taller than Nitesh.

The word 'rate' means judging somebody or estimating the value of something. The rater, who has observed the individual in a number of situations, gives his judgements. In a rating scheme each student is judged on the same general traits and judgements are expressed in the form of a scale on which are marked very poor-poor-average-good- very good'. For contrast and convenience these ratings are shown graphically on profiles.

Notes

Procedure involved: In a rating scale, the characteristics are rated according to given number of points. The points are in terms of grades or numbers. For example, meeting strangers may present a serious problem to one individual and no problem at all to another. Between these two extremes, the seriousness of the problem may differ from one individual to another. The ratings may be qualitative or quantitative.

8.4 Meaning of Group Guidance

Group guidance is an integral part of the guidance programme. The most important objectives in the guidance process are to help the individual achieve self-direction, self-knowledge and self-realisation. These cannot be achieved in a cultural vacuum. Many experiences must take place in a group setting, since it is the only way they can be learned realistically.

Group guidance is a relationship in which the guidance worker attempts to assist a number of students to attain for themselves satisfactory development or adjustment to their individual or collective life situations. It occurs in a setting in which one or more guidance workers encounter students as a group.

Groups are best suited for discussing educational and vocational plans, views relating to adjustment to school and social situations, opinions relating to choice of options, and choosing a career, economic constraints, occupational prospects and personality adjustment problems.

Concept

When more than one individuals are put together in a group for educational, vocational or personal guidance, the situation thus created is known as the situation of group guidance or group counseling. It is guidance through group activities. The group is formed on the basis of common problem of the members. For example, if information about various courses or information about various vocations is to be imparted it may be done in a group, as this may be the need of all the individuals in the group. Similarly, if some individuals have common personal problems such as negative self-concepts or no problem but the need for developing good social relationships or need for developing skill in group living in all the members group guidance.

There are two types of group guidance— (i) *orientational*, and (ii) *therapeutic*. Orientational kind of group guidance concentrates on orienting pupils to new environment, new courses or new programmes. Telling the pupils about admission procedures and requirements of admission in various schools and colleges also constitute an activity of orientation type of group guidance. Orientation is necessary whenever pupils enter a new institution than at other stages. The *orientation programmes* of group guidance serve, according to *Bennett* (1963) the following purposes :

- (1) To acquaint the new comers with the new institution, its philosophy, rules and regulations, etc., so that they may adjust adequately and live a happy group life.
- (2) To guide the new comers to reconsider their goals and purposes in relation to their increased self-knowledge and newly available opportunities.
- (3) To help the new comers to improve their skills in making desirable adjustments.
- (4) To inspire the new comers to make their own contributions to the new school home.
- (5) To help the new comers to broaden and deepen their perspective in life and plan more intelligently for the future.
- (6) To provide opportunities for the teachers and students to become acquainted with the new comers to become aware of their potentialities.

8.5 Aim of Group Guidance

Kitch and *Mc Creasy* have listed the following objectives of group guidance :

- (1) To assist in the identification of common problem.

- (2) To provide information useful in the solution of adjustment problem.
- (3) To provide opportunities for experiences that promote self-understanding.
- (4) To lay the foundation of individual counseling.

8.6 Method of Group Guidance

At different levels of education different kinds of group activities are organized. A stagewise discussion is presented as follows :

At the elementary stage orientation programmes can be organized before admission of students and after admission. Before admission of students the programmer should, as described by Bennett consist in explaining to the parents what the school stands for, what kinds of activities of organizes, and so on. It is, in fact, orientation of parents which aims at seeking the goodwill and cooperation of the parents, jointly planning of ways in which children are helped to adjust to the new school environment. It aims at discussing ways and means of happy transfer of children from home to the school. Post-admission orientation is meant for students in which efforts are made to acquaint the pupils with new surroundings, to make them feel at one and to help them in making social adjustment. The orientation of parents and the pupils is done through group conferences. The teacher in the classroom also performs the function of a group guidance worker. The teacher in the classroom also performs the function of a group guidance worker. He has to adopt as recommended by *Barry and Wolf* (1957), development viewpoint.

At the secondary stage much of the group guidance work has to be done as part of classroom activities by the teachers. If the teachers are properly oriented they can contribute much through classroom activities to develop realistic self-concepts, to recognise and deal with students strengths and weaknesses effectively and intelligently, to recognising and understanding emotional responses and learning how to deal with them and face some of the problems and processes of social development and to learn how to get along better with peers, adult and younger people, They may also be assisted in learn good study habits and skills and to discover and gain some perspectives of the educational and vocational possibilities. Various aspects of the curriculum afford rich possibilities of instruction in occupational opportunities and vocational planning and adjustment. If the schools has the "house system" or "home room", the teacher can assist the pupils through house activities in realizing 'their potentialities, planning for jobs, giving experience in citizenship and becoming more skilled in dealing with their teachers, peers and friends.

Besides teachers the counselor can supplement the work of the teacher by organizing special group activities such as class talks, career conferences, field trips, etc. He can teach occupational information courses, particularly at the delta and the school leaving stages. Occupational information is necessary not only when the students make vocational.

Group guidance activities may be of either longitudinal nature or of cross-sectional nature. In case of longitude activities the process extends over a long period with a view to develop a comprehensive awareness of various aspects of the world of work concerne with long range vocational and educational planning. Cross-sectional group guidance work is concerned with a group at a particular time focusing mainly on evaluative and diagnostic programmes. It becomes more important when the realistic understanding of the world of work is called for, when individuals are about to enter their life work. The longitudinal group guidance aims at developmental while cross-sectional group guidance focuses on bringing about adjustment.

Cross-sectional group guidance activities, generally, take the form of group counseling or multiple counseling, their objective being to bring about a change in the attitudes of the individuals and to help them in making better and stable adjustments. The aims and objectives of group counseling are similar to those of individual counseling. It is therapeutic in nature. In group counseling individuals develop understanding and learn adjustment by way of their interaction with each other and with

Notes

the counselor. Individuals having similar problems discuss their problems, with each other and this develops better insight into the problem. There are, according to *Super* (1960), four forms of group counseling or therapy : (1) cathartic supportive, (2) non-directive, (3) group development therapy, and (4) interpretive group therapy. Cathartic-supportive counseling is an attempt on leading the members of the group to confession to the group. Through confession and frank discussion much of the tension is released. Non-directive group counseling is the same as Roger's technique of counseling. It is discussed in detail in another chapter. The group development therapy is based on group interaction the basic principle being understanding for their behaviour and problems, developing insight and modifying behaviours as a result of interaction and discussion with each other. In case of interpretative therapy the counselor through his own interpretations of the reactions of group members brings about a change in the attitudes of the individuals. This is said to be in most effective form of group counseling.

But, group guidance, programmes in the educational and vocational setting are largely of orientation type. Situations of counseling or therapeutic nature are rare. *Super* (1960) holds that group development counseling is applicable only at the post-college level.



Task

What is cross sectional group guidance?

Self Assessment

2. State whether the following statements are 'true' or 'false' :

- (i) Group guidance is an integral part of the guidance programme.
- (ii) At the elementary stage orientation programme can not be organized before admission of students.
- (iii) Orientational kind of group guidance concentrates on orienting pupils to new environment, new courses or new programmes.
- (iv) At the secondary stage much of the group guidance work has to be done as part of classroom activities by the principal.

8.7 Summary

- Personal guidance is the help given to the individual to solve his personal problems. In every school are found quite a few students who are emotionally maladjusted and are unable to make satisfactory social adjustment.
- Counseling of the parents, sometimes, becomes inevitable. Suggestions are made to them as to how they can themselves help the child.
- *Personal guidance* is the assistance given to any individual to solve his emotional problems and to assist him to control his emotions. Controlled emotion is the most significant characteristic of a mentally healthy individual. An individual having control over his emotions when treated with conflicts and frustrations is able to maintain a mental balance by working against stress.
- *Personal Problems:* Personal guidance is needed in case of personal problems. It aims at social and emotional well-being of the pupils. Hence, its need is rooted in the emotional disturbance or emotional imbalance of the pupils. Just as the focus of educational problems and educational guidance is the matters related to students education, the focus of vocational problems and vocational guidance is the matters related to individual's vocation, the focus of personal problems and personal guidance is the matters related to his person, his inner life and own behaviours.

- The nature and purpose of personal guidance will be clearly understood when we take into consideration the different stages of child education.

Aims of Personal Guidance at Elementary Stage: Personal guidance at the elementary stage can be described keeping in view the basic needs of children. The childhood period is the period of growth and development. The following are the aims of personal guidance at this stage:

- To help the children to form desirable attitudes towards his self, parents teachers, class fellows and others.
- *Aims of Personal Guidance at Secondary Stage:* The nature of personal guidance at the secondary stage can be understood keeping in mind the basic needs and interests of secondary school students. Purposes of personal guidance at this stage are:
 - (i) To help the students to solve the problems concerning physical health.
 - (ii) To help the pupils to solve problems concerning sex, emotionality and mental health.
- The following are the aims of personal guidance at this stage :
 - (a) To help the pupils in solving all types of emotional problems, and other personal problems.
 - (b) To help the pupils in making adjustments with the new environment i.e. with the changing environment, college environment and environment of the society at large.
 - (c) To help the students in developing healthy ideas and building a new philosophy of life.
- Children come into the world genetically endowed with all their human potential for growing, developing and learning.
- **The Questionnaire:** A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information
- **Observation:** In this technique behaviour is studied through observation by a trained observer. The effectiveness of the technique depends upon the skilfulness of the observer.
- **Sociometry:** The purpose of this is to study the nature of social relationship of individual within a group.
- **Autobiography:** As a guidance technique for studying the individual, it gives valuable information about the individual's interests, abilities, personal history, hopes, ambitions, likes, dislikes, etc.
- **Rating Scales:** In this technique presence or absence of a particular type of behaviour or trait in a person is rated in terms of quantity and quality. You might be rating your students' performance, handwriting, habits and many other aspects in your day-to-day teaching.
- *Group guidance* is an integral part of the guidance programme. The most important objectives in the guidance process are to help the individual achieve self-direction, self-knowledge and self-realisation. These cannot be achieved in a cultural vacuum. Many experiences must take place in a group setting, since it is the only way they can be learned realistically.
- *Concept:* When more than one individuals are put together in a group for educational, vocational or personal guidance, the situation thus created is known as the situation of group guidance or group counseling.
- There are two types of group guidance— (i) *orientational*, and (ii) *therapeutic*. Orientational kind of group guidance concentrates on orienting pupils to new environment, new courses or new programmes.
- Orientation is necessary whenever pupils enter a new institution than at other stages. The *orientation programmes* of group guidance serve, according to *Bennett* (1963) the following purposes :

Notes

- (1) To acquaint the new comers with the new institution, its philosophy, rules and regulations, etc., so that they may adjust adequately and live a happy group life.
 - (2) To guide the new comers to reconsider their goals and purposes in relation to their increased self-knowledge and newly available opportunities.
- *Aim of Group Guidance:* Kitch and Mc Creasy have listed the following objectives of group guidance:
 - (1) To assist in the identification of common problem.
 - (2) To provide information useful in the solution of adjustment problem.
 - (3) To provide opportunities for experiences that promote self-understanding.
 - (4) To lay the foundation of individual counseling.
 - At different levels of education different kinds of group activities are organized. A stagewise discussion is presented as follows :
 - At the elementary stage orientation programmes can be organized before admission of students and after admission.
 - At the secondary stage much of the group guidance work has to be done as part of classroom activities by the teachers. If the teachers are properly oriented they can contribute much through classroom activities to develop realistic self-concepts, to recognise and deal with students strengths and weaknesses effectively and intelligently, to recognising and understanding emotional responses and learning how to deal with them and face some of the problems.
 - Group guidance activities may be of either longitudinal nature or of cross-sectional nature. In case of longitude activities the process extends over a long period with a view to develop a comprehensive awareness of various aspects of the world of work concerne with long range vocational and educational planning.
 - Cross-sectional group guidance activities, generally, take the form of group counseling or multiple counseling, their objective being to bring about a change in the attitudes of the individuals and to help them in making better and stable adjustments. The aims and objectives of group counseling are similar to those of individual counseling.

8.8 Keywords

- Personal** : Connected with individual people, especially their feelings, character and relationships.
- Group** : A number of people or things that are together in the same place or that are Connected in some way.
- Orientalional** : Training or information that you are given before starting a new job, course etc.
- Therapeutic** : designed to help treat an illness.

8.9 Review Questions

1. Explain the term "Personal guidance".
2. What are the aims of personal guidance ?
3. Discuss the methods of group guidance.
4. What do you mean by group guidance ?
5. Give the aims of group guidance.
6. What are the methods of group guidance ?

Answers: Self Assessment

Notes

1. (i) Personal guidance (ii) Elementary stage
(iii) Secondary school (iv) personal, social
2. (i) T (ii) F (iii) T (iv) F

8.10 Further Readings



Books

1. Guidance & Counseling: *S. Nageshwara Rao, Discovery Publishing House*
2. Guidance & Counselince: *B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.*
3. Guidance & Counseling : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 9: Personal Guidance at School Level

CONTENTS

Objectives

Introduction

9.1 Meaning of Personal Guidance at School Level

9.2 Need of Personal Guidance for Different People (Students)

9.3 Aims of Personal Guidance at School Level

9.4 Organization of Personal Guidance at School

9.5 Types of Guidance Services

9.6 Attitudes and Interests of School Students

9.7 Process of Personal Guidance Programme

9.8 Summary

9.9 Keywords

9.10 Review Questions

9.11 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of personal guidance at school level
- Discuss the need of personal guidance for different People (Students)
- Describe the aim of personal guidance at school level
- Discuss the organization of personal guidance at school level
- Explain the types of Guidance Services at school level
- Discuss the attitudes and interests of school students
- Describe the process of personal guidance programme

Introduction

One of the functions of education is to provide opportunities for each student to reach his full potential in the areas of educational, vocational, personal, and emotional development. Personal Guidance is an integral part of education and is centered directly on this function. Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choices is not innate but, like other abilities, must be developed. In this paper, I examine the aims of guidance and counseling programs, the role of the counselor, major guidance and counseling services, methods of counseling, and evaluation of guidance and counseling programs.

9.1 Meaning of Personal Guidance at School level

Personal guidance refers to the help given to an individual towards a better adjustment in the

development of attitudes and behaviours in all areas of life. It assists the child to adjust well with physical and social environment and to solve all the emotional and psychological problems. The area of personal guidance is the individual adjustment.

9.2 Need of Personal Guidance for Different People (Students)

- When asked about pupil needs staff focused on the provision made at each school stage and guidance teachers' duties rather than directly on pupils' needs. Although staff identified the same sorts of needs or provision at the various school stages, they also commented on the different levels of maturity within year groups. Staff saw a key role for guidance in linking with the home but had not given much thought to the guidance needs of parents.
- The most fundamental pupil need identified was for individual attention and to have a consistent relationship with a teacher who knew them. Staff identified a range of needs at each school stage.
- Deprivation was seen as a major source of variation in pupils' guidance needs within and across the schools and was seen as having an impact especially on pupils' self-esteem and aspirations. Staff identified few specific needs experienced by middle class pupils.

Geographical location was not seen as a major factor in determining particular guidance needs. Staff, however, believed that pupils' needs were changing and increasing due to increased staying-on rates, greater pressure within schools and because of wider changes in society.

- On the whole, guidance provision in the project schools was based on a generalised model of pupil needs. It was difficult to discern the impact of particular pupil needs in the nature and structure of guidance provision in each of the schools. This was perhaps inevitable in the absence of whole school reviews of needs and provision. The two areas where it was possible to see some direct relationship between particular needs and provision was PSE provision and the schools' response to pupils' socio-economic background.
- Administer specially designed diagnostic test.
- Identify the student for guidance purposes.
- Analyse the causes of learning difficulties.
- Plan cooperatively the approaches for removing the difficulties.
- Implement the approaches.
- Evaluate the approaches.

9.2.1 Guiding Backward Students

After identifying the backward children, you should first decide one of the three possible ways for the education of backward children :

- Whether they should be given education in a regular class, or
- They should be taught a separate class within the same school, or
- They should be provided education in a separate school.

The following principles of learning must be kept in mind while teaching the backward children in classroom;

- Backward children should be taught in simple steps so that they can achieve mastery in their learning at their own pace. They should receive immediate reinforcement for their success.
- They should receive a variety of stimulation.
- They should be provided with immediate knowledge of results.
- They should be given the opportunity to practise knowledge and skills.

Notes

9.2.2 Guiding Gifted Students

The following steps may be followed while guiding the gifted children : Identify the gifted children on the basis of observation of their characteristics, interaction styles, quality of assignment and participation project work. Administer intelligence test. Select the most appropriate approach for catering the gifted children. These approaches are :

- Segregation of gifted children and arranging classes exclusively for them.
- Acceleration through which the gifted children may be allowed to complete the prescribed course of study in a shorter period.
- Enrichment programme through prescribing enriched content and suggesting additional books and journals for their study.

9.2.3 Guiding Creative Students

The teacher in the class and outside the class may encourage the spirit of enquiry in the student. Full freedom should be provided for coming out with new ideas. Psychological freedom and psychological safety are essential for creative expression.

They should be given full freedom for the development of their imagination. You may use special programmes designed to facilitate their thinking. They should be encouraged to think on the courses and consequences of an action. They should also be encouraged to think different approaches and alternatives.



Notes

The technique of brainstorming or creative problem solving can be conveniently used in small groups of students.

9.3 Aims of Personal Guidance at School Level

The purposes of guidance and counseling provide emphasis and strength to the educational program. Some specific aims of the school guidance and counseling program include the following.

To Provide for the Realization of Students Potentialities,

The Help Children with Developing Problems,

To Contribute to the Development of the School's Curriculum,

To Provide Teachers with Technical Assistance,

To Contribute to the Mutual Adjustment of Students and the School

To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counselor's role is to assist students to distribute their energies into the many learning opportunities available to them. Every student needs help in planning his major course of study and pattern of co-curricular activities.

Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one-fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The counselor, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more efficiently.

Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum

developers shape courses of study that more accurately reflect the needs of students. Too often, counselors are not included in curriculum development efforts.

Pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counseling functions essential to the educational program. Specifically, the guidance counselor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counseling techniques, which teachers can use in counseling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.

Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counselors must be cognizant.

Self Assessment

1. State whether the following statements are 'True' or 'False':

- (i) Personal guidance helps individual in the development of attitudes and behaviours in all areas of life.
- (ii) Psychological freedom and safety are not essential for creative expression.
- (iii) Personal guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school.
- (iv) Backward children should be taught in complicated steps so that they can achieve a good stage in learning.

9.4 Organization of Personal Guidance at School

Students face a lot of problems both in school and at home. These problems cannot be solved effectively by untrained and unqualified persons. Schools are in a strategic position where appropriate guidance can be given in an organised and systematic manner. Therefore, it is essential to organise guidance services in schools to assist students in their adjustment with the environment. How should guidance services be organised? There are certain fundamental components of organization of guidance programmes. Let us discuss important components underlying organization of guidance services in schools

- The purpose to be achieved
- The functions to be served
- The allocation of responsibilities
- Methods of evaluation of the programme

After indentifying these four components of guidance certain fundamental questions must be asked. If the answers of those questions are in "Yes", the guidance services should be organised. The following are some of the questions which must be addressed before deciding whether or not guidance programmes should be initiated. These are known as pre-organizational considerations. At this stage we have to find suitable answers to the following questions.

- (i) Are qualified persons available for guidance services ?
- (ii) Are staff members ready to cooperate ?
- (iii) Will additional staff be available ?
- (iv) Are Principal and staff willing to devote required time ?
- (v) Is Principal interested in this programme ?
- (vi) Is there an appropriate space available ?
- (vii) Are the parents interested in the guidance programme ?

Notes

- (viii) Is there any budgetary provision for the guidance programme ?
- (ix) Is cooperation of other community/agencies available ?

Once answers to these and many other such questions are obtained, a guidance committee can be formulated.

The guidance committee in an average secondary or higher secondary school can have the following members :

- **Principal** : He will be the Director of the guidance committee.
- **Trained counselor** : He will be the Secretary of the committee.
- **Members** : All the class teachers of the different classes will be the members. Chief-warden, Sports Officer, Guardian's representatives, community representative can also be members of the committee. The committee will offer help students adjust in school and society.

9.5 Types of Guidance Services

A comprehensive programme of educational, vocational and personal guidance services in the secondary school will be concerned with eight types of different services. If we want the programme to be effective, provision should be made not only for all of these services but also each service be performed in an efficient manner.

Let us discuss each type of guidance services in brief.

- (i) **Information services** : This service is concerned with aiding the individual to obtain needed information concerning education and occupation. For example information needed to choose a career for engineering.
- (ii) **Self-inventory services** : This type of service is concerned with aiding the individuals to obtain equally needed information pertaining to their ability, aptitude, limitation and personality characteristics, their personal assets and liabilities. For example selecting a line of occupation which is very special like the Fine Arts or the Defence Services.
- (iii) **Personal data collecting services** : The purpose of this service to provide the basis for the effective counseling.
- (iv) **Counselling services** : This service is concerned with helping the individuals to weigh and evaluate personal assets and liabilities in relation to the opportunity and requirements of education and occupations that interest them, and to make plans that are based on resulting decisions.
- (v) **Preparatory services** : This service is based on the assumption that choice of course and occupations have been reached, at least tentatively.

The problem now confronting the individual is that of making such preparation as is desirable, either before or after actually entering upon the education and occupation chosen. Success in educational and occupational life depends upon the preparatory service performed.
- (vi) **Placement services** : The function of this service is to aid the individuals to make such preparation as seems practicable to get a good start by entering that education and vocation advantageously.

Assistance is needed in finding out a suitable place to start work at a wisely chosen education and occupation. These days there are good placement services for professionals courses.
- (vii) **Follow-up services** : This service is concerned with aiding the individuals to make necessary or desirable readjustment after entering in their education and occupation.
- (viii) **Research services** : This service is essential to the success of comprehensive educational and vocational guidance. This service is concerned with checking upon the effectiveness of the other services and with discovering their strong and weak points with a view to strengthening the programme.

9.5.1 Guidance at the Elementary-School Level

The elementary school for a majority of children is the first experience of attending school and marks a very important stage in their lives. For those who had pre-school education like going either to nursery or kindergarten, going to an elementary school may not be a big change. The elementary school has the basic responsibility to develop the fundamental skills known as the three Rs in children. In addition, the school has also the responsibility of encouraging the development of creativity, initiative and leadership qualities in children. It is during these crucial years that a child's self-concept develops.

In going to school, the child is away from his home, parents and siblings. This could be an unpleasant experience for the child and children usually react by crying and showing unwillingness to go to school. The school has to take the responsibility of making the children feel at home and not become anxious and withdrawn. The other children in the school are strangers to the new entrant and it is up to the teachers to integrate the newcomers into the group. They need some kind of reassurance. Teaching of subject matter at this stage is not as important as promotion of social and emotional maturity in children. Most schools and parents pay no attention to the social and emotional development of pupils. Parents are usually anxious that their children should study well. But what is important to appreciate is that learning can usually take care of itself provided the child is adjusted, feels at home and secure in school.



Did u know? If the child has anxiety, insecurity, fear and other feelings of stress affecting him, he will not be able to learn. Forcing him to learn under such circumstances will only develop negative attitudes and the child will respond by becoming withdrawn from the learning situation.

This results in producing an effect opposed to the reasons for sending the child to school.

The teachers' role in this context is of a great significance. He has to know about the child and give the necessary help in personal and social development. However, with increasing enrolment of pupils and consequent increase in the size of the class, it is becoming difficult for teachers to have sufficient knowledge of each child. As a result, most children do not receive the attention that should normally be given to them. This explains the need for provision of organized guidance at the elementary-school level.

Early guidance of the child helps him adjust to new situations and develops the ability to face problems and resolve them.

This is in keeping with the basic philosophy of guidance, namely, 'prevention is better than cure'. Children can be helped by utilizing the resources of the school as well as the home and the community. Early assistance towards adjustment can help the development of mental health of the pupils. The preventive measures required to be taken depend on the resources available. In order to provide guidance to the pupils one has to appreciate three points :

1. The child is flexible in his early years and any problem(s) of the child has (have) less time to become deep-rooted to resist modification.
2. The parents are keenly concerned about their young ones in school and their cooperation and help can be easily obtained.
3. Many years of adjustment lie ahead of the child to grow and develop.

Going to school involves the important problem of 'readiness to learn'. This apart, two other equally important factors of vital concern for the school are social and emotional maturity. Children's social and emotional development depend on home environment and the attention family members give

Notes

to the development of these. The school has to continue the work started at home. Attitudes and behaviour such as sulking, temper tantrums, aggressiveness, withdrawal, lying and so on need to be checked and corrected at home and school. In addition, the school will have a number of difficult situations to deal with. There are differences in the developmental patterns of individual children. Some may have reached the normal level of development, but a few may not have reached this level. Giving all the children the same exercises and tasks may lead to adjustment problems. A simple way in which the school can deal with most problems is through play. Children should be encouraged to overcome many of their emotional inhibitions through play. As far as elementary school is concerned, the classroom may be used for organizing different kinds of learning games. Teachers and parents need to recognize that no amount of pushing can make the child do more than what his capacities permit. Most parents, unfortunately, tend to believe that from the moment they send their children to school, it is the responsibility of the school to take care of them. In reality, parents should take as much interest in their children as they expect teachers to take. However, this does not mean that they should overwork the child so much that he begins to develop negative attitudes to learning.

Guidance in the elementary school can best be implemented if the developmental sequence of the children is understood.

To state them simply, they are :

1. Children are both similar and different
2. Each individual child grows according to his own time schedule
3. Growth takes time, it can be encouraged but never forced
4. In the same individual child the growth may vary from time to time

When a child is slow, it may be his growth pattern and, therefore, he should not be forced. According to Erickson, the danger in the early years lies in the possible development of a sense of inadequacy and inferiority such that the child may despair of his skills and of his status. This is an unfortunate situation and if allowed to develop, the child may become a maladjusted under-achiever. It should be very easy and simple for the teacher to establish a good rapport with young children. Once rapport is established, the teacher will have no difficulty in trying to understand and help each individual child in the group. But when the pupil is unable to relate to the teacher, i.e., when no rapport is established between them, the teacher must refer to a more competent person, like a school counselor.

It is a common observation that children are happy and often ignorant about the problems of adjustment. They are usually enthusiastic and can become interested in things easily, but their interests do not last long. Besides the home, the school engages them for most part of their life. If the experiences at school are unpleasant, it is unfortunate for the child. Guiding elementary-school children involves helping them with their learning problems and making their experiences at school enjoyable and engaging. The major aim of guidance at this level is the prevention of emotional breakdowns. Children have problems of adjustment as they pass through a transitional stage of being the centre of attention at home to being in a state of anonymity in class. This sense of loss of importance may make them disappointed with school. There could also be problems of learning if the curricular materials are not adjusted to the child's abilities. There could be problems involving other pupils and these may lead to bullying by a few and sulking by others. It is increasingly recognized that many emotional problems experienced by people later in life can be traced to their years of childhood. Early identification and alleviation, if not elimination, of emotional problems will go a long way in ensuring the healthy development of children into useful citizens.

Guidance is an integral part of the total educational programme. To be effective, it must be a continuous process from the child's first contact with school. Guidance at the elementary-school level is based on the concept of continuous development, emphasizing prevention of problems and promotion of good mental hygiene. The chief goal of guidance at this stage is to help provide a warm and friendly school-setting in which the pupils' adjustment and learning are enhanced.

9.5.2 Guidance At the Secondary-School Level

The pupils enter the secondary school around 10+ years of age. Their physical and motor development is, by this time, generally complete. However, the other aspects, namely social, emotional, mental and moral, still need to develop. It is during these years that the pupils enter the crucial period of adolescence.

Besides, most of the pupils are at the pre-puberty stage and the physical development during this period is rapid and marked, this is known as the puberty spurt. This is also a period of emotional brittleness. Adolescence brings in its wake a host of problems that need to be met and resolved with understanding. Therefore, guidance of the pupil at this stage is of great importance. There are atleast two other factors that need to be considered :

1. At the secondary-school stage the pupils have to make academic choice that ultimately determines their vocational future.
2. The pupil is becoming sexually mature.

Boys and girls tend to become self-conscious and inquisitive about each others' new dimensions. They become restless, agitated and distracted. They seek more freedom and independence and tend to resent interference from adults.

The high-school years coincide with early adolescence and post-puberty years. There is a greater need to help young boys and girls deal with the problems of growing up. They also tend to develop fads and fetishes, and if not suitably helped to overcome them, can become emotionally crippled. Although there is a tremendous all-round development, unfortunately only physical development is given attention. Adolescents have their own ideas, interests and emotions and are keen to express them and look forward to recognition and encouragement. The guidance counselor's relationship with high-school pupils must display warmth, understanding and friendliness by which a bond of confidence and trust can be built between him and the pupils.

Thus it is possible to inculcate in them the desirable attitudes, interests and goals. The guidance worker can help the pupil gain insight into his problems and help resolve them, which if neglected could assume tremendous proportions. Another important aspect is to help the pupil develop vocational consciousness, occupational interests and related goals. Most societies hold up academic achievement as an important goal. The guidance worker can help adolescents surmount serious frustrations by trying to relate their abilities and interests to academic pursuits.

Preventive guidance in secondary school, at the pre-puberty stage, reduces the need for remedial guidance later and improves the ability of pupils to make independent choices with regard to occupational, social, civic and other activities.

Society imposes on the adolescent the responsibility of having to choose a vocation to become a productive member of the society and prepare for marriage and family life. The tasks necessitate making important decisions for the future. Adolescence is the period of choice-making and guidance is the systematic effort to help improve the quality of choices made. If guidance is to play a part in increasing the individuals effectiveness, it must help them prepare themselves to take appropriate decisions at this time.

9.6 Attitudes and Interests of School Students

During adolescence another dimension of important psychological change is the development of attitudes and interests. As young individuals, most pupils exhibit similar interests but during adolescence and later, there are changes in the mental and social characteristics, leading to different attitudes toward parents, school, teachers, peers and authorities.

Interests change rapidly and sometimes are not easy to understand. The conduct of young people is affected by all these changes that we have referred to. It is the responsibility of the school to help the

Notes

young grow into disciplined, mature adults and exhibit a conduct that is approved by society at large. But this does not happen in a large number of cases, pointing to the fact that the guidance needs of students have either not been met or have been ignored altogether. At the end of the secondary school, the youth have the option to pursue academic careers or enter vocational schools or trade schools or start working as relatively unskilled workers. At this stage, they have not acquired any skills or proficiencies that can be traded. The society needs employable hands but when the young persons leave school without acquiring any specific skills, they have nothings to offer and only join the ranks of the unemployed. Unemployment is a very serious social problem and should not be left to be solved in an arbitrary fashion or on the streets. The school should give sufficient thought to the problems that are likely to arise and help solve them in a meaningful way. Some of the aims of Personal guidance are to help the pupil :

1. Choose the curriculum which suits his/her abilities, interests and aspirations or goals optimally.
2. Acquire efficient study habits and practices which would enable him/her to achieve the desirable levels of academic success.
3. Develop social interests and talents outside the academic field since the demands of life are myriad and confusing.
4. Understand the purpose of education and the function of school in relation to his/her needs.
5. Develop his/her potentialities in areas of interest.
6. Develop vocational interests and an urge to work in the chosen vocation.
7. Enjoy his/her life at school through happy and rewarding interpersonal relationships with teachers and other pupils.



Task How personal guidance is implemented at elementary school level ?

Educational guidance should be a continuous process at school. Each pupil must be helped to adjust to the world of academic work and its demands by developing desirable curricular interests and worthy life goals, cultivating efficient work habits, developing sound study skills and practices, fostering desirable interpersonal relations, securing satisfactory mental health and acquiring a high sense of moral. Failure is a serious concern of guidance. Teachers often refer pupils with unsatisfactory academic grades to school counselors. But other pupils can also be significantly helped through guidance. Guidance is the most important means to help young people develop into normal and healthy individuals who are emotionally mature and who can make significant contribution to their community.

At the high-school level, pupils have to be given vocational guidance in order to choose appropriate occupations. All educational guidance implies vocational guidance. Occupational choices, like curricular choices, are often made at home by parents or other elders. Young men and women are hardly ever allowed to exercise their own will. The aim of educational guidance is to lead the individual pupil from a state of dependence to a state of independent choice-making and action (*Naya Mam Paratantryat Swatantryam*). The chosen occupation should be such that it suits the abilities of the individual or else he/she will not be able to perform efficiently. If it is above one's capacity, the performance will be poor and the individual may be under severe pressure and tension. And if the occupation is far below one's capacity, it will lead to boredom, disgruntlement and dissatisfaction. Again the result would be poor performance. An occupation must not only suit one's ability but must also be in tune with one's aptitudes and interests. Psychologists like Maslow, Super and others stress that an individual must find opportunities for self-actualization in one's occupation, which should help develop his/her self-image.

Thus, at school, the pupil must be helped to make appropriate vocational choices. Leisure-time activities also help develop appropriate attitudes and interests towards suitable occupational avenues besides providing recreation and opportunities to rejuvenate the mind. Every individual is a wholesome, unique personality and satisfaction in life for him/her would be holistic.

9.7 Process of Personal Guidance Programme

The following steps are involved in a personal guidance programme.

- (1) **Collection of all the Information or Data:** First of all, the essential information or data concerning the individual, who needs personal or psychological guidance, should be collected. It may be concerned with his physical, intellectual, social and emotional development, academic or scholastic achievement; personality characteristics, interests and aptitudes, family and school background and other environmental conditions. Thus an adequate picture of the background and personality make-up of an individual should be drawn in the mind for the solution of the problems, faced by individual.
- (2) **Diagnosis of the causes of the problems:** Now the Problem of the individual is analysed in the relations with the collected information. The causes lying within the individual or his environment are detected. For having a correct diagnosis, a personal interview or other techniques may also be adopted and more information if needed may also be acquired.
- (3) **Thinking about the Remedial Measures:** In view of the detected possible causes the remedial measures are chalked out. The Guidance worker now thinks about the personal guidance that may be provided for the individual in getting rid of his trouble.
- (4) **Rendering Personal Guidance:** By establishing proper rapport, the Guidance personnel makes the individual realize the main cause of his difficulty or trouble sometimes, on this basis he is made to realise or even think about the possible change in his behavior or attitude. For this purpose so many valuable techniques like suggestion, initiation, sympathetic, affectionate advice, sublimation or catharsis, psychoanalysis or other psychological theory can be adopted. The sole purpose of such guidance is to help or assist the individual in getting rid of his difficulty either by modifying his behavior or bringing some changes in his environment.
- (5) **Follow-up Service:** After rendering personal guidance to an individual, it is essential to evaluate the progress, or outcome of such guidance through personal interview, contact or any other suitable technique. It is such follow up programme that helps in knowing the strength and weakness of the administered personal guidance. It may also suggest the need of further guidance to him or any alternation in the proposed guidance.

The knowledge about the above mentioned process of personal guidance is not only needed by the guidance personnel specially appointed in the school, but the head-master and teachers also make themselves acquainted with it teachers with their unique position in the school, are able to develop close contacts with children and may be able to know the real cause of a trouble. With a little training, they learn the art of rendering personal guidance to their students.

Therefore our schools are acquired to play their due role in this direction. In every school, the head of the institution should try to organise a personal guidance programme with the active help of his staff and co-operation of the parent and state guidance services.

Self Assessment

2. Fill in the blanks

- (i) The purpose of service is to provide the basis for the effective Counselling.
- (ii) aid the individual to make preparation as practicable to get a good start by entering that education and vocation advantageously.

Notes

- (iii) is concerned with aiding the individuals to make necessary or desirable readjustment after entering in their education and occupation.
- (iv) The has the basic responsibility to develop fundamental skills in children.

9.8 Summary

- Personal guidance refers to the help given to an individual towards a better adjustment in the development of attitudes and behaviours in all areas of life. It assists the child to adjust well with physical and social environment and to solve all the emotional and psychological problems.
- When asked about pupil needs staff focused on the provision made at each school stage and guidance teachers' duties rather than directly on pupils' needs. Although staff identified the same sorts of needs or provision at the various school stages.
- The most fundamental pupil need identified was for individual attention and to have a consistent relationship with a teacher who knew them. Staff identified a range of needs at each school stage.
- On the whole, guidance provision in the project schools was based on a generalised model of pupil needs.
- *Guiding Backward Students:* After identifying the backward children, you should first decide one of the three possible ways for the education of backward children :

- (i) Whether they should be given education in a regular class, or
- (ii) They should be taught a separate class within the same school, or

- *Guiding Gifted Students:* The following steps may be followed while guiding the gifted children : Identify the gifted children on the basis of observation of their characteristics, interaction styles, quality of assignment and participation project work.
- *Guiding Creative Students:* The teacher in the class and outside the class may encourage the spirit of enquiry in the student. Full freedom should be provided for coming out with new ideas. Psychological freedom and psychological safety are essential for creative expression.
- Some specific aims of the school guidance and counseling program include the following.

To Provide for the Realization of Students Potentialities; The Help Children with Developing Problems; To Contribute to the Development of the School's Curriculum; To Provide Teachers with Technical Assistance; To Contribute to the Mutual Adjustment of Students and the School.

To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities.

- Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one-fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs.
- Students face a lot of problems both in school and at home. These problems cannot be solved effectively by untrained and unqualified persons. Schools are in a strategic position where appropriate guidance can be given in an organised and systematic manner. • The purpose to be achieved; • The functions to be served; • The allocation of responsibilities; • Methods of evaluation of the programme.
- Let us discuss each type of guidance services in brief.

- (i) **Information services :** This service is concerned with aiding the individual to obtain needed information concerning education and occupation. For example information needed to choose a career for engineering.

- (ii) **Self-inventory services** : This type of service is concerned with aiding the individuals to obtain equally needed information pertaining to their ability, aptitude, limitation and personality characteristics, their personal assets and liabilities.
- (iii) **Personal data collecting services** : The purpose of this service to provide the basis for the effective counseling.
- (iv) **Counselling services** : This service is concerned with helping the individuals to weigh and evaluate personal assets and liabilities in relation to the opportunity and requirements of education and occupations that interest them.
- (v) **Preparatory services** : This service is based on the assumption that choice of course and occupations have been reached, at least tentatively.
- The school has to take the responsibility of making the children feel at home and not become anxious and withdrawn. The other children in the school are strangers to the new entrant and it is up to the teachers to integrate the newcomers into the group. They need some kind of reassurance. Teaching of subject matter at this stage is not as important as promotion of social and emotional maturity in children.
 - Early guidance of the child helps him adjust to new situations and develops the ability to face problems and resolve them.
 - Many years of adjustment lie ahead of the child to grow and develop.
 - Going to school involves the important problem of 'readiness to learn'. This apart, two other equally important factors of vital concern for the school are social and emotional maturity.
 - Guidance in the elementary school can best be implemented if the developmental sequence of the children is understood. To state them simply, they are :
 1. Children are both similar and different
 2. Each individual child grows according to his own time schedule
 3. Growth takes time, it can be encouraged but never forced
 - The pupils enter the secondary school around 10+ years of age. Their physical and motor development is, by this time, generally complete. However, the other aspects, namely social, emotional, mental and moral, still need to develop. It is during these years that the pupils enter the crucial period of adolescence.
 - There are atleast two other factors that need to be considered :
 1. At the secondary-school stage the pupils have to make academic choice that ultimately determines their vocational future.
 2. The pupil is becoming sexually mature.
 - During adolescence another dimension of important psychological change is the development of attitudes and interests. As young individuals, most pupils exhibit similar interests but during adolescence and later, there are changes in the mental and social characteristics, leading to different attitudes toward parents, school, teachers, peers and authorities.
 - Some of the aims of Personal guidance are to help the pupil :
 1. Choose the curriculum which suits his/her abilities, interests and aspirations or goals optimally.
 2. Acquire efficient study habits and practices which would enable him/her to achieve the desirable levels of academic success.
 3. Develop social interests and talents outside the academic field since the demands of life are myriad and confusing.

Notes

- The following steps are involved in a personal guidance programme.
 - (1) **Collection of all the Information or Data:** First of all, the essential information or data concerning the individual, who needs personal or psychological guidance, should be collected.
 - (2) **Diagnosis of the causes of the problems:** The causes lying within the individual or his environment are detected.
 - (3) **Thinking about the Remedial Measures:** The Guidance worker now thinks about the personal guidance that may be provided for the individual in getting rid of his trouble.
 - (4) **Rendering Personal Guidance:** By establishing proper rapport, the Guidance personnel makes the individual realize the main cause of his difficulty or trouble sometimes, on this basis he is made to realise or even think about the possible change in his behavior or attitude.
 - (5) **Follow-up Service:** After rendering personal guidance to an individual, it is essential to evaluate the progress, or outcome of such guidance through personal interview, contact or any other suitable technique.

9.9 Keywords

- Personal** : Only connected with individual people.
Guidance : Help or advice that is given to somebody by somebody with more experience.
Elementary : Most basic
Preparatory : Done in order to prepare for something

9.10 Review Questions

1. What are fundamental needs of students at elementary and secondary school level.
2. Explain the aims of personal guidance at school level.
3. Discuss the different guidance Services.
4. How does personal guidance help students according to their attitudes and interests ?
5. Write the different steps of personal guidance at school level.

Answers: Self Assessment

1. (i) T (ii) F (iii) T (iv) F
2. (i) Personal data collecting (ii) Placement services
(iii) follow up services (iv) Elementary school

9.11 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 10: Personal Guidance at College Level

Notes

CONTENTS

Objectives

Introduction

10.1 Personal Guidance at College Level: Meaning

10.2 Nature of Personal Guidance

10.3 Purpose of Personal Guidance

10.4 Need of Occupational Information in Personal Guidance at College Level

10.5 Guidance at College Level

10.6 Summary

10.7 Keywords

10.8 Review Questions

10.9 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of personal guidance at college level
- Discuss the nature of personal guidance
- Explain the purpose of personal guidance
- Describe the need of career information in personal guidance at college level
- Explain the organizing personal guidance at college level

10.1 Personal Guidance at College Level : Meaning

Personal guidance assists the individual to adjust with psychological & social environment. It is to solve the emotional & psychological problems Educational & vocational guidance also can called personal guidance at college level.

Personal guidance may be defined as the assistance offered to the individual to solve this emotional, social ethical and moral as well as health problem. Thus personal guidance deals with all those problems of life which are not covered under educational and vocational guidance.

10.2 Nature of Personal Guidance

The nature of personal guidance at college level can be understood by you, if you keep in mind that personal guidance does not exclude social life of the individual. The following are some basic nature of personal guidance.

- It is concerned with social and civil activities.
- It deals with health and physical activities.
- It helps in worthy use of leisure time & character building activities.

Notes

So, in personal guidance problems of individual and social health, emotional and social adjustments, economic and social relationships etc. have an important place.

10.3 Purpose of Personal Guidance

The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual development and adjustment. The purpose of personal guidance leads to different activities to be organised for example for physical development, play activities of children have to be properly organised, for emotional development children have to be provided with opportunities for self expression. Again the nature and purpose of guidance is also different in different stages of child education.



Notes

Personal guidance refers to the help given to an individual towards a better adjustment in the development of attitudes and behaviors in all areas of life.

10.4 Need of Occupational Information in Personal Guidance at College Level

Need of Occupational Information in Personal Guidance Occupational Information is needed to

- (i) Make guidance informative - students need to know the jobs work processes, where the training institutions are situated the content of training, the avenues of employment after training, the average income, status of the work, future prospects etc. Without adequate and accurate realistic and work oriented information it is not possible for a worker to help the individual evaluate his abilities and aptitudes in terms of the requirements of a course or career.
- (ii) Help in educational and vocational planning – Realistic information about jobs and the trends can go a long way in helping in educational and vocational planning.
- (iii) Help revise the old courses and develop the new ones – An analysis of the long range occupational and industrial trends of present scenario.

10.4.1 Collecting Occupational Information

The needs and background of the students will determine the type and amount of information collected. It should normally cover all those occupations which the students of a college or university have been entering in the previous years and are likely to enter in future. It should also cover information about the new openings which are rapidly coming up.

Collection of information should be a Continuous process. The requirements change, the information changes, the Context may alter or individual query may be different in its composition. The continuous flow of information will help review and revise the information and make it up to date.

10.4.2 Methods of Collecting Information

Information may be collected through a variety of methods' one of the most popular methods is survey. It has three forms

- (i) Want Ads Survey
- (ii) Alumni follow up survey
- (iii) Community Survey

A want and survey is one of the cheapest and the easiest methods of collecting information. It is a good method as it provides current information about many kinds of jobs.

- (i) In an alumni follow up survey the students of a college or university are contacted personally or by mail and are requested to provide information in the form of answers to specific questions asked. Through this method, information can be obtained about those occupations only in which the old students of a particular college or university are engaged.
- (ii) In a community survey, the employing agencies and the educational, training and professional institution existing in the community served by the institutions are contacted personally or through mail. The method provide the latest information regarding the requirement and trends.



Task

What is want ad Survey ?

Self Assessment

1. State whether the following statements are 'True' or 'False':

- (i) A want and survey is one of the cheapest and the easiest method of collecting information about many kinds of job.
- (ii) In a community survey the employing agencies and the educational, training and professional institution existing in the community served by institutions are contacted by speed post.
- (iii) The students of a college or university are contacted personally or by mail in Alumni follow up survey

10.5 Guidance at College Level

Guidance is both generalised and a specialised service. In such a programme, the total needs of the students need to be met by the total staff. One can not assign the teaching learning relationship to the teacher, the guidance officer and the smooth functioning relationship to the administrator. In fact, everybody who comes into contact with the student, Contributes in one way or the other in his growth and development. Hence the importance of making guidance a cooperative responsibility of all the members of the staff-professionally and technically qualified guidance officers and Deans, and the not well-qualified but very important administrators, teachers, advisors, physical education instructors, doctors, librarians-in fact all those who come into contact with the student in some form or the other. Each one can contribute his share according to his capabilities and training.

10.5.1 The Role of Administrator

There is no doubt about the fact that the administrator occupies a key position in the guidance programme - whether it be the university or a college. The personal guidance can succeed only if it has the support and backing of the administrator. The administrator should assume proper leadership and be a source of inspiration to the personal guidance. He should give it the status of an important service.

The administrator needs to play special attention to the following :

- (i) Provide suitable accommodation and facilities for the personal guidance service.
- (ii) Arrange time schedule in such a manner that all students could benefit.
- (iii) If there is a part time guidance officer, allow a relief of at least six periods in his teaching load so that at least the admission, orientation, student information and occupational information services are possible.
- (iv) Make adequate provision in the budget for carrying on the guidance programme, by considering it a fit charge on the students amalgamated fund.

Notes

- (v) Evaluate the guidance programme in cooperation with staff to determine and promote its effectiveness and evolve measures to strengthen it still further.



Did u know?

The Radhakrishnan report (1942) recommended the title of Dean of student welfare for a coordinating agent on Indian Colleges and university campuses.

10.5.2 The Role of Dean

The Education commission (1964-66) also recommended the appointment of a Dean of student welfare for the administration of complex and many sided student welfare services. Since personal guidance is one of the important student welfare services. The Dean has to ensure its effectiveness. He can contribute his share to this programme in a number of ways :

- (i) Establish rapport with students through personal contacts, public address system, group meetings, written communication etc.
- (ii) Organise and administer services such as orientation for new students, financial aid to the needy, remedial services etc.
- (iii) Coordinate the various student activities so that every activity gets adequate time and finances.
- (iv) Keep a two directional relationship with all student services and activities. The first is to encourage, support and coordinate, including representation of and to the vice chancellors and principles in colleges. Secondly he must receive information from the directors of different services etc.
- (v) Assist the university in understanding the needs and problems of students, guiding the youth in rational behaviour and in giving positive guidance to their future plans and aspirations.
- (vi) Create confidence in the students so that they confide in him. He should be the main helper of the students.

10.5.3 The Role Guidance Officer

The guidance officer is the narve centre of the guidance programme - be it a university or a college. He should be a guided minded person with at least a year's full time Course in Guidance and Counseling from a University. He should have a well - balanced lavable personality, a broad outlook, an understanding attitude a genuine interest in helping students.

The personal guidance officer have functions

- (i) Arrange orientation programmes for the teachers to enlist their cooperation.
- (ii) Arrange orientation programme for freshers and also for those passing through the transition period.
- (iii) Prepare the upto date list of the resources informational, referral and energy available to hair and proper method for calling on each particular resource and classify and fill the information properly.
- (iv) Organise the guidance committee.
- (v) Display the information collected in an attractive way.
- (vi) Disseminate the information through educational and career talks, group discussions etc.
- (vii) Arrange talks by experts from different fields.
- (viii) Organise career days, career weeks, career conferences parents days etc.
- (ix) Educate students regarding proper study habits and assist them in their development.

- (x) Arrange individual discussions with students and their parents for giving them educational and vocational information.
- (xi) Arrange visits to places of work like Industries business establishments, offices, higher educational institutions etc.
- (xii) Personal guidance is a service to the individual students and indirectly the whole society.

Self Assessment

2. Fill in the blanks :

- (i) The arranges time schedule in such a manner that all individual students could benefit in personal guidance programme.
- (ii) The recommended the title of Dean of student welfare for coordinating agent on India colleges and university campuses.
- (iii) The is the nerve centre of the guidance programme be it a university or a colleges.
- (iv) is needed to help in educational and vocational planning.

10.6 Summary

- Personal guidance assists the individual to adjust with psychological & social environment. It is to solve the emotional & psychological problems Educational & vocational guidance also can called personal guidance at college level.
- The nature of personal guidance at college level can be understood by you, if you keep in mind that personal guidance does not exclude social life of the individual. The following are some basic nature of personal guidance.
- It is concerned with social and civil activities.
- It deals with health and physical activities.
- It helps in worthy use of leisure time & character building activities.
- The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual development and adjustment. The purpose of personal guidance leads to different activities to be organised for example for physical development, play activities of children have to be properly organised, for emotional development children have to be provided with opportunities for self expression.
- Need of Occupational Information is Personal Guidance Occupational Information is needed to
 - (i) Make guidance informative - students need to know the jobs work processes, where the training institutions are situated the content of training, the avenues of employment after training, the average income, status of the work, future prospects etc.
 - (ii) Help in educational and vocational planning – Realistic information about jobs and the trends can go a long way in helping in educational and vocational planning.
 - (iii) Help revise the old courses and develop the now ones – An analysis of the long range occupational and industrial trends of present scenario.
- The needs and background of the students will determine the type and amount of information collected. It should normally cover all those occupations which the students of a college or university have been entering in the previous years and are likely to enter in future. It should also cover information about the new openings which are rapidly coming up.

Notes

- Information may be collected through a variety of methods' one of the most popular methods is survey. It has three forms
 - (i) Want Ads Survey
 - (ii) Alumni follow up survey
 - (iii) Community Survey
- A want and survey is one of the cheapest and the easiest methods of collecting information. It is a good method as it provides current information about many kinds of jobs.
 - (i) In an alumni follow up survey the students of a college or university are contacted personally or by mail and are requested to provide information in the form of answers to specific questions asked.
 - (ii) In a community survey, the employing agencies and the educational, training and professional institution existing in the community served by the institutions are contacted personally or through mail.
- Guidance is both generalised and a specialised service. In such a programme, the total needs of the students need to be met by the total staff. One can not assign the teaching learning relationship to the teacher, the guidance officer and the smooth functioning relationship to the administrator.
- There is no doubt about the fact that the administrator occupies a key position in the guidance programme - whether it be the university or a college. The personal guidance can succeed only if it has the support and backing of the administrator.
- The administrator needs to pay special attention to the following :
 - (i) Provide suitable accommodation and facilities for the personal guidance service.
 - (ii) Arrange time schedule in such a manner that all students could benefit.
 - (iii) If there is a part time guidance officer, allow a relief of at least six periods in his teaching load so that at least the admission, orientation, student information and occupational information services are possible.
- The Education commission (1964-66) also recommended the appointment of a Dean of student welfare for the administration of complex and many sided student welfare services. Since personal guidance is one of the important student welfare services. The Dean has to ensure its effectiveness. He can contribute his share to this programme in a number of ways.
- The guidance officer is the nerve centre of the guidance programme - be it a university or a college. He should be a guided minded person with at least a year's full time Course in Guidance and Counseling from a University. He should have a well - balanced lavable personality, a broad outlook, an understanding attitude a genuine interest in helping students.
- The personal guidance officer have functions: (i) Arrange orientation programmes for the teachers to enlist their cooperation; (ii) Arrange orientation programme for freshers and also for those passing through the transition period; (iii) Organise the guidance committee. (vi) Display the information collected in an attractive way; (vi) Disseminate the information through educational and career talks, group discussions etc.

10.7 Keywords

- Administrator** : A person whose job is to manage and organize the institution or a company.
- Dean** : A person in a university who is in charge of a department of studies .
- Occupational** : Connected with a person's job or profession .

Survey : An investigation of the opinions, behaviour etc of a particular group of people which is usually done by asking them questions.

Notes

Alumni : The former male and female students of a school, college or university.

10.8 Review Questions

1. Explain the nature and purpose of personal guidance at college level.
2. Describe the role of administrator, Dean and guidance officer.
3. Why is the need of occupational Information in personal guidance.
4. Discuss the methods of collecting occupational information.

Answers : Self Assessment

1. (i) T (ii) F (iii) T
2. (i) Administrator (ii) Radhakrishnan Report 1942,
(iii) guidance officer (iv) occupational information

10.9 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 11: Counseling: Concept, Need and Goals with Reference to India

CONTENTS

Objectives

Introduction

11.1 Concept of Counseling

11.2 Need of Counseling in Human Problems

11.3 Goals of Counseling

11.4 The Role of Government of India and Universities

11.5 Present Status of Counseling in India

11.6 Summary

11.7 Key words

11.8 Review Questions

11.9 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the Concept of Counseling
- Discuss the need of Counseling in human problems
- Explain the goals of Counseling
- Describe the role of government of India and universities
- Explain the present status of Counseling in India

Introduction

Counseling is not a new institution in the Indian context. The first counselor was Lord Krishna himself and the Bhagavad Gita embodies the finest principles of counseling for people of all lands, all ages and of all times. The *Gita* or *the Song Celestial* explains how Arjuna, whose mind was in great conflict, was helped to overcome this conflict through an insight into himself. Arjuna's conflict was one of 'mine and thine', that is, between *Sva* and *Para*. The conflict was resolved through self-understanding or through self-realization. One has to act in accordance with his *Swadharma*. Man should act in accordance with the demands of his station and his duties in life. Self-realization, understood in the context of the *Gita*, is not the same as what we understand by the term in the Rogerian or existential sense. Man has to realize his inner nature, that is, his spirituality which reveals oneness with the ultimate. This helps to overcome the illusory distinction between the *Atma* and the *Paramatama*. In the pursuit of the higher spirit, man is concerned with freedom – freedom to obtain self-realization. In modern times the word 'freedom' is used in a different sense. Its connotation is limited to freedom of action, speech, religious faith as well as freedom to find the fullest expression for one's potential. In this sense of the term, we are immediately concerned with material existence and the physical world.

In the ancient world of the Orient, the pupil has the choice or freedom to seek his own *guru* (teacher). The *guru*, in his turn, was free to give the kind of education that he thought best suited the pupil and was free in the choice of the method of instruction. However, this *gurukula* system of education could not survive the onslaughts of repeated foreign invasions. It disappeared and was replaced by alien models of education. The element of freedom that was present in the ancient educational system came to be substituted by regimentation. Pupils had to learn from a fixed curriculum and teachers were bound to teach along the lines of this fixed curriculum. Thus freedom disappeared from the scene of Indian education. Indian society came to be much maligned by the *Varnashrama dharma*.

11.1 Concept of Counseling

Definitions of Counseling

We have already stated that counseling is the most important part of the Guidance Programme. We have also seen that the meaning of counseling in the professional sense differ from the popular understanding of the term. Now let us examine the meaning of counseling more closely. For this purpose we shall analyze the various definitions of counseling. It will help us clarify the concept.

Rogers (1952) describes counseling as “ The process by which the structure of the self is relaxed in the safety of the clients relationship with the therapist and previously desired experiences are perceived and then integrated into an altered self”.

According to Halm and Mchean (1955) “Counseling is a one to one relationship between an individual troubled by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties”.

Smith (1955) defines “Counseling is a process in which the counselor assists the counseling to make interpretations of facts relating to a choice plan or adjustments which he needs to make”.

According to Stefflre (1970) “Counseling is a learning-teaching process”.

Gustad (1953) stated that “Counseling is a learning oriented process carried in a simple one to one social environment in which the counselor, professionally competent in relevant psychological skills and knowledge seeks to assist the client by methods appropriate to the latter’s needs and within the context of the total personnel programme, to learn bow to put such understanding into effect in relation to more clearly perceived, condition.” In short a helping profession involves specialized knowledge, trained skills and the desire to provide comfort to others.



Notes

Pepisky and Pepisky (1954) defined “Counseling as that interaction which occurs between two individuals called counselor and client, takes place in a professional setting and is initiated and maintained to facilitate changes in the behaviour of a client”.

11.2 Need of Counseling in Human Problems

Counseling aims at helping the clients understand and accept themselves “as they are”, such that they are able to work towards realizing their potential. Often this requires modification of attitudes, outlook and behaviour. The nature of the counseling process depends on the setting or the situation. The counselor accepts his clients and has unconditional regard for their personality or self or self-worth. Naturally, counseling involves the feelings of clients. It is often because the

Notes

feelings run strong that the counseling function becomes a highly delicate and specialized function. In addition to the concern for the feelings of the clients, counseling has a cognitive dimension through which a behavioural change (conation) is sought to be achieved. The client is received without any reservations and he is helped to state his problems and explore the possible solutions. The counselor does not try to solve the client's problems or make choices that could reduce his emotional conflicts. Instead, through counseling, the client is helped to discover for himself his strengths and weaknesses. The self-understanding that is sought to be reached is often through the use of objective psychological instruments. It is generally recognized that an individual has the ability to resolve one's own problems. What is supposed to prevent the individual from making suitable choices is a lack of proper or adequate self-understanding and understanding of the environment. The counselor aims at making the client act independently in a mature and responsible manner and with full understanding of the consequences. This is what is meant by personality development. A child or an adolescent is not able to act independently. He is not prepared to face the consequences of his actions. Hence, he is considered immature. A mature person, on the other hand, is expected to function efficiently, make desirable adjustments when he has the necessary understanding of his capacities and liabilities as well as the environmental conditions—physical, social and cultural— in terms of which he has to act. Counseling aims at helping individuals reach a stage or state of self-autonomy through self-understanding, self-direction and self-motivation. Such an individual suffers from the minimum of inhibitions, conflicts and anxieties. He is a 'fully-functioning person'.

11.2.1 Counseling as a Helping Relationship

Counseling is in its essence a 'helping relationship'. All of us seek to satisfy our personal needs. More often than not, in trying to gratify our needs, we find ourselves in conflicting situations in which our interests clash with those of others. But through the process of socialization in childhood, and later through education, we learn to moderate our desires such that there is no open clash. We may learn to suppress a few desires and inhibit other needs so long as our happiness is not endangered. In addition to human suffering caused by physical handicaps and clash of interests, a major source of suffering is to be found in one's own personality. Often a sense of personal inadequacy and inferiority leads to lack of self-confidence, withdrawal and lack of desire for achievement. Even if the individual has the desire or motivation, he is hindered by subjective and environmental factors. The psychological conflicts, namely those of goals, values, interests and the like, cause an ebbing of human enthusiasm and zest for life. The counseling psychologist alleviates this suffering by establishing a helping relationship. In the words of Rogers, a helping relationship is one "in which one of the participants intends that there should come about, in one or both parties, more appreciation of, more expression of, more functional use of the latent inner resources of the individual". The commonly observed relationships such as those between the teacher and pupil, husband and wife, mother and child, counselor and counsellee, could all be considered helping relationships.

A helping relationship is characterized by certain essential features the helping relationship:

1. Is meaningful because it is personal and intimate.
2. Is affective in nature involving mild to strong emotional relationships.
3. Involves the integrity of the helper and the helped and is sustained voluntarily.
4. Involves the mutual consent of the counselor and the counsellee either explicitly stated or implicitly to be inferred.
5. Takes place because the individual in need of help is aware of his own limitations and inadequacies.
6. Involves confidence reposed in the helper.

7. Is often achieved and maintained through communication and interaction; it involves give and take, that is, it is not a one-way process.
8. Involves a certain amount of 'structure'. The situation is either vaguely or clearly defined.
9. Is marked by the desire for change in the existing condition of the client, that is, it is concerned with the improvement of the client.

While most human relationships may involve the rendering or receiving of help, over the years, importance has come to be attached to providing help effectively and efficiently. In other words, helping has become professional in nature. According to McCully (1966), "a helping profession is defined as one which, based upon its specialized knowledge, applies an intellectual technique to the existential affairs of others toward the end of enabling them to cope more effectively with the dilemmas and paradoxes that characterize the human.

11.2.2 Psychological Counseling Centres Educational Institutions in India

With each passing day, there has been an alarming rise in instances of students committing suicides. To make things worse, it is being noticed that even those students who study in the top league institutions such as IITs. IIMs are also resorting to such things. On the other hand, the pressure of exams and the anxiety stress caused around that time is leading to various complications. Due to all this, a new discussion is happening among the academic experts.

They are suggesting it is time for all the educational institutions across India to set up a psychological counseling centre. This should take care of the students who are going through any sort of emotional and mental trauma and get them out of their problem. While few colleges have already begun working on that, they are reporting that there is a sharp increase in students seeking counseling during the times of examinations.

However, the other side to that is, it is not just about the examinations. There are many instances where students go through broken relationships, issues at home, emotional pain due to loss of someone and the sheer pressure to perform due to parental pressure. The other key factor which is influencing the students in a negative way is the stiff competition. This has been driving the students to slog it out and even one mark is bringing a whole lot of difference to their career.

The experts say by having counseling centres, the students can be moulded to face life and challenges with more confidence. They can also be guided on how education must be treated as a tool to enhance knowledge and wisdom while opportunities will always follow. The experts also suggest there is a need to introduce special courses which can shape up professional counselors with educational background on human psychology.

Self Assessment

1. Fill in the blanks:

- (i) Counseling is
- (ii) The nature of the counseling process depends on the
- (iii) is the most important part of the Guidance programme
- (iv) The is helped to discover for himself his strengths and weaknesses.

11.3 Goals of Counseling

The counselor has the goal of understanding the behaviour, motivations and feelings of the counsellee. The counselor's goals are not limited to understanding his clients. He has different goals at different levels of functioning. The immediate goal, however, is to obtain relief for the client and the long-range goal is to make him a 'fully-functioning person'. Both the immediate and long-term goals are secured through what are known as mediate or process goals.

Notes

The goal of counseling is to help individuals overcome their immediate problems and also to equip them to meet future problems. Rapid social change brought about, by industrialization and urbanization has led to several perplexing problems. The pace of this change is ever on the increase, thus making adjustment a continuous process of grappling with new situations. Counseling, to be meaningful, has to be specific for each client since it involves his unique problems and expectations. The goals of counseling may be described as immediate, long-range, and process goals. A statement of goals is not only important but also necessary, for it provides a sense of direction and purpose. Additionally, it is necessary for a meaningful evaluation of the usefulness of it. It is only in terms of the defined goals that it is possible to judge the meaningfulness or otherwise of any activity, including counseling. It establishes a congruency between what is demanded or sought and what is possible or practical.

Specific counseling goals are unique to each client and involve a consideration of the client's expectations as well as the environmental aspects. Apart from the specific goals there are, however, two categories of goals which are common to most counseling situations. These are identified as long-range and process goals. The latter have great significance. They shape the counsellee and counselors' inter-relations and behaviour. The process goals comprise facilitating procedures for enhancing the effectiveness of counseling. The long-range goals are those that reflect the counselor's philosophy of life and could be stated as :

1. To help the counsellee become self-actualizing.
2. To help the counsellee attain self-realization.
3. To help the counsellee become a fully-functioning person.

The immediate goals of counseling refer to the problems for which the client is seeking solutions, here and now. The client fails to utilize his capacities fully and efficiently and, therefore, is unable to function efficiently. The counsellee could be helped to gain fuller self-understanding through self-exploration and to appreciate his strengths and weaknesses. The counselor could provide necessary information but information, however exhaustive, may not be useful to the client unless he has an integrative understanding of himself *vis-a-vis* his personal resources and environmental constraints and resources.

The long-range and immediate goals are not unrelated. There is an inter-relation between, them as both depend on the process goals for their realization. The process goals are the basic Counseling dimensions which are essential conditions for counseling to take place. They comprise empathic understanding, warmth and friendliness which provide for inter-personal exploration which, in turn, helps the client in his self-exploration and self-understanding and eventually lead to the long-range goals, namely, self-actualization, self-realization and self-enhancement. The client may have certain inhibiting and self-destructive patterns of behaviour which are eliminated and overcome to enable the individual become a fully-functioning person.

Discussing the goals of counseling, Parloff (1961) distinguishes between immediate and ultimate goals. According to him, the former refers to the steps and stages in the counseling process which lead to the realization of the ultimate goals. Patterson (1970) suggests a third level of goals, namely, intermediate goals, in addition to mediating and ultimate goals. Ultimate goals refer to the broad and general long-term outcomes like positive mental health. For example, competence in driving, as a goal, cannot be viewed as an ultimate goal. Psychological effectiveness appears to be a related concept. When the goals of counseling are stated as 'self-actualization', 'self-realization', 'self-enhancement', etc., it is often difficult to find a meaningful and suitable criterion to evaluate the achievement or otherwise of the goals. These concepts appear to be meaningful as ultimate goals. Self-actualization and the like refer to the general goal of life. Since life is not static, self-actualization as a goal of life cannot be static—it is a continuous process.

Goldstein (1939) states that an organism is governed by a tendency to actualize as much as possible its individual capacities, its nature in the world. In the words of Rogers (1951), "the

organism has one basic tendency and striving to actualize, maintain and enhance the experiencing organism". Snygg and Combs (1959) refer to the enhancement of the self as the "all inclusive human need which motivates all behaviour at all times and in all places". The concept of self-actualization is a universal need and, therefore, may be looked upon as an ultimate good because it is the goal of life. May (1967) states that the goal of therapy (counseling is interpreted as a form of therapy throughout this book) is to help the patient to actualize his potentialities. According to Byrne (1963), the ultimate goals derive substance from the conceptions of universal man and the nature of life. Intermediate goals are explained by the reasons for seeking a counselor's help, and immediate goals as those that refer to the present intentions of the counsellee.

A major criticism levelled is that goals such as 'self-actualization', 'actualizing potentialities', etc., are too general and amorphous and hence not useful in actual practice. Krumboltz (1966) holds that an operational definition of terms would be a more useful approach. He suggests that a general concept could be reduced to specific, objective and measurable variables. Ultimate goals, owing to their very broad and general nature, cannot be evaluated as immediate or mediate goals.

Mediate goals (Parloff, 1967) may be considered as specific steps contributing to the realization of general goals. Behaviourists place much emphasis on mediate goals. These comprise the reduction of anxiety, feeling of hostility, undesirable habits, etc., on the negative side; and the increase of pleasure, acquisition of adaptive habits, understanding of self, etc., on the positive side. The immediate goal of counseling is to motivate a potential counsellee to make an appointment with a counselor and go through the counseling process till the mediate goals are realized. It is through the realization of mediate goals that the ultimate goals of 'self-understanding', 'self-realization' and 'self-actualization' can be reached. The process of self-exploration is perhaps a kind of immediate goal which sets the counseling process in motion.

According to Rogers (1951), an important outcome of counseling is that the client feels less anxious about the possibility of achieving his goals. Rogers (1954) further holds that counseling produces a change in personality organization and behaviour, both of which are relatively permanent. Areas in which change is considered desirable are relations with other individuals, academic achievement, job satisfaction, etc. Desirable change may be understood as the bringing about of more positive responses to frustrating situations through adopting different attitudes towards other people as well as towards oneself.

Some of the major goals of counseling generally accepted by counselors are given below.

11.3.1 Achievement of Positive Mental Health

The need for mental health cannot be over-emphasized. It is identified as an important goal of counseling by some individuals who claim that when one reaches or secures positive mental health, one learns to adjust and responds more positively to people and situations. Others hold that prevention of emotional tensions, anxieties, indecision and such other problems is also an important goal of counseling. They hold the view that counseling should lead to positive feelings of warmth and of being liked. Kell and Mueller (1962) hold that the "promotion and development of feelings of being liked, sharing with, and receiving and giving interaction rewards from other human beings is the legitimate goal of counseling".

Resolution of Problems

Another goal of counseling is the resolving of the problem brought to the counselor. This, in essence, is an outcome of the former goal and implies positive mental health. In behavioural terms three categories of behavioural goals can be identified, namely, altering maladaptive behaviour, learning the decision-making process and preventing problems (Krumboltz, 1966). Wolpe (1958) feels that the goal of counseling is to relieve the suffering and disability of the clients.

Notes

11.3.2 Improving Personal Effectiveness

Yet another goal of counseling is that of improving personal effectiveness. This is closely related to the preservation of good mental health and securing desirable behavioural change(s). Blocher (1966) defines an effective person as one who is able to commit himself to projects, investing time and energy and willing to take appropriate economic, psychological and physical risks. He is seen as having the competence to reorganize, define and solve problems. He is seen as reasonably consistent outside and within his typical role situation. He is seen as being able to think in different and original, that is, creative ways. Finally, he is able to control impulses and produce appropriate responses to frustration, hostility and ambiguity.

11.3.3 Counseling to Help Change

Blocher (1966) adds two other goals. The first, according to him, is that counseling should maximize individual freedom to choose and act within the conditions imposed by the environment. The other goal is that counseling should increase the effectiveness of the individual responses evolved by the environment. Tiedeman (1964) holds that the goal of counseling is to focus on the mechanism of change and that the counsellee should be helped in the process of 'becoming' – the change which pervades the period of adolescence through early adulthood during which the individual is assisted to actualize his potential. Shoben (1965) also views the goal of counseling as personal development.

11.3.4 Decision-Making as a Goal of Counseling

Some counselors hold the view that counseling should enable the counsellee to make decisions. It is through the process of making critical decisions that personal growth is fostered. Reaves and Reaves (1965) point out that "the primary objective of counseling is that of stimulating the individuals to evaluate, make, accept and act upon his choice". Counseling is to help individuals learn as to what is needed in choice making, by which is meant that the individual should learn to make decisions independently. It has been stressed more than once that it is not for the counselor to make decisions for his clients. If it were so, it would cease to be counseling. Decisions are always the counsellees' own, and they are responsible for themselves. In other words, the counsellees should know how and why they made the concerned decisions. In the process of decision-making, information may be required and the counselor should provide it or help obtain it. The information may have to be clarified, sorted out and analysed. The counselor should help in this such that the counsellee is able to make responsible decisions. Tyler (1961) also defines the goal of counseling as decision-making. The counselor has to help the counsellee utilize the resources – intra-personal and environmental – available and make decisions based on them to cope with life situations.

Sometimes the counsellees have goals which are vague and their implications are not fully appreciated. It is perhaps one of the primary functions of a counselor to help clarify a counsellee's goal. This is possible because of the counselor's background, professional training and rich experience. Often, underlying the seemingly confusing multiplicity of goals there is a common factor. Some of the goals reflect the subjective expectations of the counselors themselves. The different goals elucidated by counselors give the counsellees the choice of making free, informed and responsible decisions, being fully conscious of their own strengths, weaknesses, assets and liabilities.

11.3.5 Modification of Behaviour as a Goal

Behaviourally-oriented counselors stress the need for modification of behaviour, for example, removal of undesirable behaviour or action or reduction of an irritating symptom such that the individual attains satisfaction and effectiveness. Growth-oriented counselors stress on the development of potentialities within the individual. Existentially-oriented counselors stress self-enhancement and self-fulfilment. Obviously the latter cannot be realized without first

securing the former, namely, symptom removal or reduction as a necessary pre-condition for personal effectiveness.

Self Assessment

2. State whether the following statements are 'True' or 'False':

- (i) The goal of counselling is to help individuals overcome their immediate problems.
- (ii) Ultimate goals are broad and general long term outcomes like positive mental health.
- (iii) Self actualization as a goal of life can be static and it is a continuous process.

11.4 The Role of Government of India and Universities

In 1954 the Government of India set up the Central Bureau of Educational and Vocational Guidance. Central Government came forward with programmes of financial assistance to various States either to start or to expand their existing guidance bureaux. By 1955, 11 State bureaux were established and there was a steady growth in various other States as well (Gorkal, 1962).

The M.S. University, Baroda, set up counseling services and appointed a full time counselor in 1958 with the assistance of the University Grants Commission. The Centre did creditable work and it branched off into test developing work which must have seriously affected the counseling work proper. The Centre also offered a two-year part-time course for school teachers, where classes were held on Saturdays and Sundays. However, such part-time arrangements could not do much in professionally equipping the teachers for guidance work in any significant manner.

During the period of the Second and Third Five-Year Plans there was a tremendous growth in the guidance movement in India resulting in the opening of new universities and hundreds of training colleges to meet the demand for trained teachers for the several thousand secondary schools which came to be opened in consonance with the Directive Principles of Universal Education namely, Article 45 of the Constitution. The guidance bureaux came to be attached to the State Directorates of Education.

The end of the Second World War in 1945 brought in its wake serious problems of rehabilitating the retrenched defence personnel. To render assistance to these ex-defence personnel (ex-servicemen) the Government of India established employment exchanges. These have grown and become knit into the National Employment Services Organization under the Directorate General of Employment and Training, Government of India. Vocational guidance sections were attached to employment exchanges with the implementation of the recommendations of the Shiva Rao Committee. The Government of India gave generous assistance to State Governments to set up Directorates of Employment and Training. In due course, vocational guidance cells were created in most of the Directorates of Employment and Training at the State Government levels.

11.5 Present Status of Counseling in India

The kind of agencies which render vocational guidance can be classified under three heads :

1. Governmental agencies, including Central and State : The Vocational Guidance Unit of the Ministry of Labour and Employment, Government of India, and the Directorate of Employment and Training at the State headquarters fall under this category. The service rendered by the governmental agencies is largely limited to giving employment information to prospective job seekers. The guidance cell has Vocational Guidance Officers (VGOs) who are expected to periodically visit schools to give career talks and to arrange career conferences for the benefit of the students.
2. The second category of agencies may be broadly classified as private number of voluntary organizations on the lines of the Parsi Panchayat, Bombay, have come to be established to

Notes

provide vocational guidance. The Vocational Guidance Society at Calcutta, the United Christian Mission of North India at Jullundur, the Gujarat Society at Baroda and the like, in addition to the Rotary Club, the YMCA and the YWCA are making a significant contribution to the guidance movement.

3. The third category includes university and college-run agencies. The guidance bureaux at St. Xavier's college in Bombay, and M.S. University, Baroda, were the earliest agencies rendering guidance and counseling. In recent times guidance services as well as counseling have come to be offered by the departments of psychology of several universities. An important example of this type of service is the one run by the Department of Psychology, S. V. University, Tirupati.

The functions of the guidance bureau vary with the type of bureaux. The functions are well defined in the well established bureaux like the Bureau of Psychology, Allahabad. This bureau provides educational and vocational guidance based on psychometric data. The Institute of Vocational Guidance of the Government of Maharashtra has done meritorious service of collecting and disseminating occupational information. Several career pamphlets and brochures have been brought out for the use of school-leaving pupils. The Central Vocational Guidance Bureau and the Ministry of Labour, Training and Employment, have brought out and are still bringing out career pamphlets to cover most of the occupations. In addition, the Ministry of Labour, Training and Employment, published the *Employment News*, a fortnightly. The Ministry has published the *National Classification of Occupations* (NCO) on the lines of the *Dictionary of Occupational Titles* (DOT) of the USA.

At the governmental level, the operation of the guidance programmes is assigned to the State Directorates of Education. The State Bureaux are set up under the State Directorates of Education and they are guided and assisted by the Central Bureau, the National Council of Educational Research and Training (NCERT), New Delhi. The NCERT runs a one-year diploma course for the guidance workers. The State bureaux have also been conducting short-term training courses in guidance for career masters.

A lukewarm attitude towards counseling still exists in India and may be attributed to the fact that it is a foreign concept. A number of factors together are responsible for the apathy and indifference on the part of the administration and the community and complacency on the part of the teachers who believe that counseling is irrelevant in the existing educational pattern.

Counseling, it is thus seen, has not yet come of age in India. There is sufficient amount of conceptual confusion regarding the terms 'guidance' and 'counseling'. During the 1970s other areas of guidance and counseling have been organized. The Family Planning Association of India (FPAI) offers counseling for family welfare at its Bombay and New Delhi centres. A number of private counseling centres have sprung up in recent times in metropolitan cities like Bombay and New Delhi. This brings us face-to-face with the all important question regarding the professional requirements of counselors.

The work at the counseling centre was more in the nature of a student personnel services centre with a dean of student welfare. The experiment was not a success and the centre was closed down in 1966.

St. Xavier's College, Bombay, has provided counseling service to its students since 1955 and the counseling was done by pastors in the beginning. But from 1960, it has tended to become psychologically oriented. The college has a full-time counselor. The college provides training facilities for school counselors at St. Xavier's Institute of Education.

The Wilson College of Bombay set up a counseling centre for its students in 1963 with a counselor. The Delhi University planned to organize a counseling centre in 1965 with the assistance of the University Grants Commission (UGC). The Department of Psychology took the initiative and started the centre which had a lecturer of psychology in charge. At the Annamalai University

also, counseling services were set up during 1965-66 with the help of a Fulbright Professor. But this did not succeed as the administration could not decide whether the counseling centre should be placed in the Department of Education, or Psychology or Philosophy. The SNDT Women's University, Bombay, has appointed a dean of students and they are providing student personnel services on a modest scale.

The overall picture of counseling in India is dismal as far as organized work and provision of professional services are concerned. Much of what passes for counseling is of a doubtful nature since few qualified personnel are available. The University of Baroda, St. Xavier's College, Bombay, and other such institutions claim to have offered courses for the training of counselors.



Did u know?

In 1961, the Allahabad University started a counseling centre for its students with the assistance of the United States Educational Foundation in India (USEFI). The reason for its failure, perhaps, was due to its dependence on professors from American universities, research scholars and students who were brought to India on the Fulbright Educational Programme.

The most important reason why the status of counseling in India is unenviable is the lack of employment opportunities. Counseling is presumably done by teachers drawn from different disciplines who do not have the knowledge, understanding, enthusiasm, responsibility or commitment to render counseling. What usually passes as counseling service is a kind of student service started by a few colleges whose principals and a few staff members perhaps have participated in student service seminars organized in India and USA under the auspices of USEFI.

It is essential to recognize that student personnel services are not the same as counseling. Counseling is psychotherapeutic assistance requiring academic preparation, professional training and supervised internship. A few enterprising teachers who call themselves counselors have been found to be staffing most of the guidance and counseling centres. As of present, there is no legislation for the certification of counselors and guidance workers in India.

However, it is heartening to note that this scene is fast changing, with the several departments of psychology at different universities coming of age. Some of them have been specializing in counseling and offering postgraduate courses in the field.

It could be said that counseling has overcome the early teething troubles and is making steady progress. This could be gleaned from the status of the professional bodies and the curricular offerings alluded to above.

Two professional bodies in the field are the All India Vocational Guidance Association started in 1954 and the National Vocational and Educational Guidance Association started in 1967. The former body has not been active since 1967-68. The latter organization is more homogeneous and its membership is open to individuals with a master's degree in psychology or education. This body is reported to have an active membership of 60 life members and 300 ordinary members.



Task

What is the present status of counseling in India ?

Self Assessment

3. Multiple Choice Questions :- Choose the correct option.

- (i) The NCERT runs adiploma course for the guidance workers.
 (a) One year (b) Two year (c) Three year (d) Fourth year

- (i) To help the counsellee become self-actualizing.
 - (ii) To help the counsellee attain self-realization.
 - (iii) To help the counsellee become a fully-functioning person.
- The immediate goals of counseling refer to the problems for which the client is seeking solutions, here and now.
 - The long-range and immediate goals are not unrelated. There is an inter-relation between, them as both depend on the process goals for their realization. The process goals are the basic Counseling dimensions which are essential conditions for counseling to take place.
 - A major criticism levelled is that goals such as 'self-actualization', 'actualizing potentialities', etc., are too general and amorphous and hence not useful in actual practice.
 - Mediate goals (Parloff, 1967) may be considered as specific steps contributing to the realization of general goals. Behaviourists place much emphasis on mediate goals. These comprise the reduction of anxiety, feeling of hostility, undesirable habits, etc., on the negative side; and the increase of pleasure, acquisition of adaptive habits, understanding of self, etc., on the positive side.
 - The need for mental health cannot be over-emphasized. It is identified as an important goal of counseling by some individuals who claim that when one reaches or secures positive mental, health, one learns to adjust and responds more positively to people and situations.
 - *Resolution of Problems:* Another goal of counseling is the resolving of the problem brought to the counselor. This, in essence, is an outcome of the former goal and implies positive mental health.
 - Goal of counseling is that of improving personal effectiveness. This is closely related to the preservation of good mental health and securing desirable behavioural change(s).
 - The other goal is that counseling should increase the effectiveness of the individual responses evolved by the environment. Tiedeman (1964) holds that the goal of counseling is to focus on the mechanism of change and that the counsellee should be helped in the process of 'becoming' – the change which pervades the period of adolescence through early adulthood during which the individual is assisted to actualize his potential.
 - Some counselors hold the view that counseling should enable the counsellee to make decisions. It is through the process of making critical decisions that personal growth is fostered. Reaves and Reaves (1965) point out that "the primary objective of counseling is that of stimulating the individuals to evaluate, make, accept and act upon his choice".
 - Behaviourally-oriented counselors stress the need for modification of behaviour, for example, removal of undesirable behaviour or action or reduction of an irritating symptom such that the individual attains satisfaction and effectiveness.
 - In 1954 the Government of India set up the Central Bureau of Educational and Vocational Guidance Central Government came forward with programmes of financial assistance to various States either to start or to expand their existing guidance bureaux.
 - During the period of the Second and Third Five-Year Plans there was a tremendous growth in the guidance movement in India resulting in the opening of new universities and hundreds of training colleges to meet the demand for trained teachers for the several thousand secondary schools which came to be opened in consonance with the Directive Principles of Universal Education namely.
 - The kind of agencies which render vocational guidance can be classified under three heads:
 - (i) Governmental agencies, including Central and State : The Vocational Guidance Unit of the Ministry of Labour and Employment, Government of India, and the Directorate of Employment and Training at the State headquarters fall under this category.

Notes

- (ii) The second category of agencies may be broadly classified as private number of voluntary organizations on the lines of the Parsi Panchayat, Bombay, have come to be established to provide vocational guidance. The Vocational Guidance Society at Calcutta, the United Christian Mission of North India at Jullundur.
- (iii) The third category includes university and college-run agencies. The guidance bureaux at St. Xavier's college in Bombay, and M.S. University, Baroda, were the earliest agencies rendering guidance and counseling. In recent times guidance services as well as counseling have come to be offered by the departments of psychology of several universities.
- The functions of the guidance bureau vary with the type of bureaux. The functions are well defined in the well established bureaux like the Bureau of Psychology, Allahabad. This bureau provides educational and vocational guidance based on psychometric data.

11.7 Keywords

- Counseling** : Professional advice about a problem
- Psychology** : The Scientific study of mind
- Resolution** : The act of solving or setting a problem, dispute etc.
- Modification** : The act or process of changing something in order to improve it.

11.8 Review Questions

1. Give the definition of Counseling.
2. Describe the need of Counseling in different human problems.
3. Explain Counseling as helping relationship.
4. Discuss different Counseling goals.
5. How does counseling helps in achieve of positive mental health ?

Answers: Self Assessment

1. (i) teaching learning process (ii) situation
(iii) Counseling (iv) client
2. (i) T (ii) T (iii) F
3. (i) a (ii) b (iii) c

11.9 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence Erlbaum Associates.

Unit 12: Counseling: Principles and Counseling Process

Notes

CONTENTS

Objectives

Introduction

12.1 Principles of Counseling

12.2 Counseling Process

12.3 Stages in Counseling Process

12.4 Factors used in Counseling

12.5 Summary

12.6 Keywords

12.7 Review Questions

12.8 Further Readings

Objectives

After reading this unit students will be able to:

- Describe the principles of Counseling
- Discuss the Counseling process
- Describe the stages in counseling process
- Explain the factors used in Counseling

Introduction

The Counseling Process: Counseling, as a process, has been defined variously by authors and professors for nearly fifty years. While no single definition has stood the test of time, most contain some reference to difference in role of the student (who is to be assisted or helped) and the counselor (who is more experienced, frequently older, and has as his function to help). Also, mention is generally made of the objective or goal in terms of improved adjustment, higher functioning, and greater happiness. Finally, focus is usually placed upon the process involved, the learning that occurs, and the assistance that is given.

Four basic assumptions must be accepted if Counseling is to be successful. First, it is assumed that the student is willing to participate in the process. He may have a concern, a wonderment about the world around him, or curiosity about what he is experiencing. While the process may be unfamiliar to him and he may display resistance at moments, counseling will not be successful unless he participates fully.

Second, the counselor must possess appropriate training, experience, and personal attitudes to function effectively.

12.1 Principles of Counseling

Counseling is based on a number of principles. These principles are :

1. Counseling is a process. It is necessary for the counselor to understand that counseling is a process and a slow process. Failure to understand this will result in annoyance and disappointment.
2. Counseling is for all. Especially in the school situation counseling is meant for all the students and not only for those who are facing problems or other exceptional students. As we have already discussed in the school situation Counseling is more developmental and preventive than remedial in nature.
3. Counseling is based on certain fundamental assumptions.
 - (a) every individual in this world is capable of taking responsibilities for him/herself.
 - (b) every individual has a right to choose his/her own path, based on the principles of democracy.
4. Counselor does not deprive the right of self-choice but simply facilitates choice. The counselor should give due respect to the individual and accept him/her as he/she is.
5. Counseling is not advice giving
6. Counseling is not thinking for the client, but thinking with the client. Counseling is for enabling the client to do judicious thinking.
7. Counseling is not problem solving. The counselor simply assist the person to find solution on his/her own.
8. Counseling is not interviewing but conversing with the client in order to help him/her develop self-understanding.
9. The counselor should determine individual differences and provide for them.
10. The counselor has to prepare the client to open to criticism including self-criticism.
11. The counselor acts as a facilitator or catalyst only. He creates an atmosphere which is permissive and non-threatening, through his warm and accepting relationship with the client which helps the client to explore himself/herself and understand himself/herself better.

12.2 Counseling Process

The term 'counseling process' implies continuous change or changes that take place or rather which should take place in the client in promoting personality changes in a desired direction. The kind of change that the counseling process aims at is briefly: (1) awareness on the part of the client, (2) behavioural change in a desired direction through which the client can achieve his goals, and (3) understanding his potentialities, limitations and how to utilize them best in achieving his goals.

The counseling process, by and large, is the same for all problems and for all individuals. However, certain important differences need to be clarified. In vocational and educational counseling the major emphasis is on collecting factual information and helping the client understand this information in a proper perspective. In such situations the emotional problems, though present, are not the main concern of the counselor. In educational and vocational counseling the decision-making and planning model occupies the counselor's attention such that he tries to help rational problem-solving processes, clarify self-concepts, values, etc. In this context counselors are often concerned with the appropriate choice of educational goals or careers. The educational or vocational counseling usually proceeds in a stepwise manner starting with (1) establishing a relationship, (2) stating the problem, (3) elaborating and explaining the issues, (4) exploring the relevant psychological aspects of the counsellee's background, (5) structuring the nature of the process, (6) collecting the needed data from tests, case material, personal documents, etc., (7) interpreting the test data and individual appraisal, (8) discussing the data in the light of occupational and/or educational choices of the client, (9) discussing alternate approaches or plans and trying out the plan(s), and (10) reassessing and, if necessary, altering the plan(s).

In the counseling of personal problems the psychotherapeutic model assumes a somewhat different character. In this, information and planning in logical terms do not play that central a role. The model is, by and large, unique for each counseling situation and this uniqueness emerges partly from the uniqueness of the individual's attitudes, interests, problems, etc., and also from the uniqueness of the counselor's experiences, skills, etc. The general outline of the counseling model is (1) realizing that there is a complaint, problem or symptom (often people do not realize this), (2) feeling the need for help in resolving the problem, (3) seeking help and establishing the relationship (client-counselor relationship), (4) expressing feelings, clarifying and elaborating them as related to the problem(s), (5) exploring feelings and personal resources, (6) being aware of the desirable direction of change, (7) working through feelings and inducing the desirable change by means of interpretation and reinforcement, (8) developing insights, (9) planning action, and (10) implementing the action.

The above two models have much in common though they differ significantly with regard to certain important elements. The former lays stress on the cognitive aspects while the latter lays stress on the affective aspects.

12.2.1 Readiness

Clients broadly fall under two broad categories, the first consisting of those who seeks assistance voluntarily and the second comprises those referred. Whatever the case be counseling presupposes a desire on the part of the counselee, that makes the client come for assistance. This desire is referred to as 'readiness'.

12.2.2 Counter Will

Often people experience difficulty in asking for help and accepting it as well. Because in some cases, they are reluctant to face the consequences of change and for some receiving help means an admission of inadequacy of failure. Some feel that they need no assistance or cannot be helped at all. This negative feeling that holds back one from seeking help is referred to as 'counter will'.

12.2.3 Case History

This is a term very often used in this field. A case history can be defined as a systematic collection of facts about the client present and past life. However, the focus of attention varies with the theoretical orientations of the counselor like a psychoanalytically oriented counselor looking for relevant childhood experiences, etc.

Self Assessment

1. Fill in the blanks :

- (i) A is a systematic collection of facts about the client present and past life.
- (ii) is for enabling the client to do judicious thinking.
- (iii) acts as facilitator or catalyst in counseling process.

12.3 Stages in Counseling Process

Stage I: The first stage is the awareness of need for help. Most individuals go about their day-to-day lives without much awareness of their situation and they appear to be none the worse for it. Inwardly they may be experiencing suffering, yet they may not seek help. Some individuals experience their problems either because of their severity or because someone close draws attention to the problems. Such individuals are potential clients. They seek psychological assistance because of feelings of distress. They lack the necessary competence and information to deal with them on their own.

Stage II: The second important stage in counseling consists of the development of relationship. This can be viewed as a bridge connecting the counselee's personality with that of the counselor's, penetrating through the other defenses. The development of an emotionally warm and understanding relationship is the first step in the Counseling relationship. It is characterized by mutual liking, trust and respect. The counselor should be aware of the defense strategies likely to be exploited by the

Notes

client. Usually the defense strategies fall under two basic kinds of manipulative devices: (1) the client may take a helpless attitude and get the counselor to do what he wants him to do, and (2) the counsellee may arouse sympathy and attention and avoid unpleasant tasks. By adopting either of these devices the client successfully wards off the Counseling relationship. He prevents it from breaking through his outer defenses. If, however, the counselor succeeds in establishing this bridge then he can establish optimal rapport which is sustained through the entire counseling process.

Stage III: The third step in counseling is to aid the expression of feelings and clarification of problems. In psychoanalytic terminology this is similar to 'catharsis'. In a sense, it is a ventilation of feelings and the client experiences a feeling of relief consequent to the release of tension. There is an awareness of relief from emotional stress obtained through the communication of problems. A client may often obtain a certain amount of courage in trying this technique with other feelings as well. In this process, previously tied up emotions are released and can be used constructively. But this process has certain limitations. The client may obtain a false sense of the resolution of conflict – ventilating his feelings may relieve him of tension and he may very well mistake it for a state of resolution of tension.



Did u know? The expression of feelings not only helps in the release of emotional tensions, but can also help in clarifying problems. It is in this sense that the expression of feeling is of momentous value in the counseling process.

Stage IV: The next stage comprises the exploration of deeper feelings. We have said in the preceding section that the client may mistake ventilation of feelings for resolution of feelings. It is necessary that the counselor should not be content with a superficial view of the client's feelings. If therapeutic help is the objective, the counselor must try to explore the deeper feelings and conflicting situations which have not only to be brought to the surface but also satisfactorily resolved without damaging the individual's personality. This step, therefore, involves analysis.

Stage V: The preceding stage logically leads to the next stage, comprising the integration process. A proper appreciation of the feelings and underlying polarities can help diffuse emotional tension and the counselor can help the client see each feeling in its proper perspective without either unduly exhibiting fear or withdrawal or showing lack of concern. This stage, therefore, consists of working in close harmony with the client with due understanding regard and sympathy for the client's innermost feelings. In the course of such a process the counselor is able to synthesize and integrate counsellee potentialities, needs and aspirations and direct them towards appropriate goals.

Stage VI: The next stage, though not spelt out very clearly, is concerned with the time perspective. Clients usually are confused about their time perspective. They are not able to see the present as logically arising from the past or the present affecting the future. Naturally they appear baffled as they are unable to explain to themselves the 'how' and 'why' of things and usually come to grief.

Stage VII: This stage is one of developing the awareness of the counsellee. A number of counselors and psychotherapists stress the importance of helping the client gain insight into himself as well as insight into the world around him. This term, 'insight', is usually used synonymously with awareness. psychoanalytic therapy, for instance, aims at providing insight into one's conflicts, repressions and inhibitions and when once these are seen in their true perspective, they cease to be painful. London (1964) is not quite in favour of this view, namely, that symptoms disappear with self-knowledge, that is, when insight or awareness is obtained. He favours the behavioural approach which stresses the importance of action. However, there is no gainsaying the fact that the developing of awareness is of prime importance. Ellis (1962) uses the terms intellectual and emotional insights. An intellectual insight, that is, a rational understanding, is a prelude or necessary condition for emotional insight. For instance, a person experiences acute fear at the sight of a supposed snake. When he realizes that the object is not a snake but only a rope (intellectual insight) he sees the meaninglessness of his fear. In the psychotherapeutic process the importance of awareness cannot be over-emphasized. There is another sense in which awareness is used. It can refer to the awareness of goals – the direction in which the self is to reach out or move forward.



Notes

The last stage in counseling is generally the most crucial one in which the client is encouraged to make use of the psychotherapeutic or counseling benefits he may have gained to adjust himself to the world of realities.

Stage VIII: Therefore this stage is the actual test to determine the success of counseling. If the client is not able to adapt himself to his surroundings then we can infer that he has not gained much from counseling. On the other hand, if the client is able to do so then we know that the counseling has been successful. This stage marks the termination of counseling.

12.4 Factors used in Counseling

Beginning of counseling session (introduction) : As the patient enters the room, **greet** the person, call the person by name, welcome the client and make him/her comfortable. Introduce yourself if meeting for the first time and tell the person the purpose of the meeting (to understand the health problem and its best management). Encourage the counselee to talk about themselves.

- I. **Active attending or Listening :** It is most important point in counseling because the details provided by the client are based on it. Active listening means listening carefully and paying attention to verbal as well as non verbal signals.

Provide in-depth information to relieve fears and worries of the client. Similarly, counselor's words, expression and posture/gesture (verbal/non verbal communication) indicate that attention is being paid to what is being said. By demonstrating an attending behaviour we enhance the client's self-respect, establish a safe atmosphere and facilitate free expression of thought by the counselee. Active listening includes reflection of feelings, questioning, paraphrasing and clarification.

Similarly, actions of the counselee communicate many unexpressed feeling. Some of these nonverbal activities are counselee entering the room, **Voice quality, Breathing, Eyes, Facial expressions, Leg movement & Body posture.**

- **Reflection of content and Feeling :** People respond differently to their illness. They may express their feelings as fear, anger, anxiety or sadness about disease. E.g. depression may be expressed as short temper, Irritable behaviour, less interest in daily routine, inability to sleep, loss of weight and feeling of worthlessness and anxiety. Do not try to stop, let the person express their feelings, do not stop patient/ family members from crying. Do not take anger personally and try to stay calm.

The counselor must recognize such feelings in a direct, unemotional way. The focus is kept on the emotions of the client and his/her subjective experiences in coping with the situation.

Counselor reflects the contents and feeling of the other persons by responding back to the client and communicating a message through empathy, questioning or paraphrasing that conveys that counselor is listening and trying to understand counselee's circumstances.

- **Questioning :** Always try to use questions and establish communications so that both the problem and the solutions are clear. Asks questions in order to clarify the situation and make client aware of all the dimensions of the problem and help the clients to understand the core issue underlying his/her fears or concerns. Do not ask too many closed question (closed questions are those questions that can be answered by one word like yes/no). Ask open questions to make communication easier, encourage further discussion and facilitate building of trust and warmth in the relationships.

Use questions containing why with caution as it may easily sound judgmental. If you need to use 'why', use it in the middle of a sentence and not in the beginning of a sentence.

Notes

- **Paraphrasing and clarification** : Paraphrasing is repetition of the gist of client's feelings by the counselor in their own words. For example, "You seem to be saying that you are afraid that your family is not going to take care of you". The clients might then agree with the interpretation. If not, the counselor can seek clarification by saying "will you please explain it with more details?" Utilizing this technique, the counselor attempts to give feedback to the client; the essence or content of what the client has just said and clarifies understanding of the client's world. Clarification helps the client to come to understand themselves better. When you ask the client to explain something in more details or in a different way; by doing this clients not only explore their own feelings further, but will also feel that you are trying hard to understand their situation. In the process, counselors also tell the client about the scientific facts not known to them.
- II. **Interpretation** : Often people avoid focusing on the real problem and talk around the issue. Interpretation goes beyond what is explicitly expressed by the feelings and implied meanings of the client's statement. Even client is unaware of this. Counselor *redefines* the problem from a different point of view to bring out more clarity to the problem and make client aware to the core problem. The counselor also helps client to establish what is relevant, emphasising the important points – for example, "Of all the things you talked about today, it seems to me you are most concerned about..."
- III. **Repeating** : At times of stress and crisis, clients are in a state of denial or feeling overwhelmed. They may not always understand everything they are told. As a counselor, do not hesitate and repeat salient points of the discussion, statements of support or necessary facts. It ensures that the clients clearly understand the problem and requisite action. Client would usually convey that they understand and accept the information.
- IV. **Summarizing** : Many people who are stunned by news of the disease may respond by talking quickly and trying to provide more details or ask more questions; than counselor can absorb or comprehend. It is then helpful for the counselor to interrupt at times and summarize what has been said. This is like paraphrasing and helps to ensure that each understands the other correctly. Summarizing towards the end of the Counseling provides guidance and direction to both counselor and counselee; to deal with practical matters of the problem and decide plan of action. A summary resembles a combination of reflection of feeling and paraphrasing over a longer period of time. At the end of each session, the counselor should summarize the salient points of the discussion, highlight decisions which have been made and need to be acted on.
- V. **Confrontation** : Many a time's clients are so much preoccupied with their fears that cannot see the connection between their behaviour and the responses of the others. Confrontation involves a direct examination of incongruities and discrepancies in the client's thinking, feeling and/or behaviour. The counselor tells the client that how their thoughts affect their action and behaviour, which in turn affect the behaviour of others towards them. E.g. Because of fear of discrimination, people withdraw themselves and do not speak to friends and relatives. Friends and relatives in turn also respond by not talking to them. Establishment of strong relationship and rapport is essential before commenting on such issues. It is a highly intrusive skill hence timing is very important and advice on confrontation must be delivered in an atmosphere of warmth, care and concern.
- VI. **Respecting** : As a counselor, try to appreciate that people see their problems in unique personal ways determined by culture, social class and personality. Respect client's views and beliefs and build on them. Show respect, for instance, by asking a client to explain different aspects of the culture or personal beliefs that are strange to you; for example, "you feel strongly about this. I don't know about it. Tell me more about it".
- VII. **Structuring or Prioritization** : Structuring means helping the client to see relationship between facts and feelings. It helps clients to determine the important aspects of their concern that needs immediate attention and other less important aspects that can be put off until later. It is essential part of planning and probably one of the most critical skills in counseling.

VIII. Deciding Plan of action : Based on the scientific knowledge and, socio-economic aspect of the client, help the client to explore all the possible solution for the prioritised aspect and choose the most relevant option for action. Encourage client to take their own decision and act accordingly.

IX. Concluding a counseling session: While ending the session summarize the salient points and decision taken, congratulate client for their efforts, wish them luck and fix next visit.



Task

What is 'paraphrasing'?

Self Assessment

1. State whether the following statements are 'true' or 'false'.

- (i) Counseling is only advice giving service.
- (ii) The Counselor assists the person to find solution on his /her own.
- (iii) The Counseling process implies Continuous change or changes that take place in the client in promoting personality changes in a desired direction.
- (iv) The first stage of Counseling process is development of relationship.
- (v) The expression of feelings not only helps in the release of emotional tensions but also help in clarifying problems.
- (vi) In the psychotherapeutic process the importance of awareness can not be over emphasized.
- (vii) Active listening means listening carefully and paying attention to verbal as well as non verbal signals.

12.5 Summary

- Counseling is based on a number of principles. These principles are :
 - (i) Counseling is a process. It is necessary for the counselor to understand that counseling is a process and a slow process. Failure to understand this will result in annoyance and disappointment.
 - (ii) Counseling is for all. Especially in the school situation counseling is meant for all the students and not only for those who are facing problems or other exceptional students.
 - (iii) Counseling is based on certain fundamental assumptions.
 - (a) every individual in this world is capable of taking responsibilities for him/herself.
 - (b) every individual has a right to choose his/her own path, based on the principles of democracy.
- Counselor does not deprive the right of self-choice but simply facilitates choice. The counselor should give due respect to the individual and accept him/her as he/she is.
- Counseling is not advice giving.
- The term 'counseling process' implies continuous change or changes that take place or rather which should take place in the client in promoting personality changes in a desired direction. The kind of change that the counseling process aims at is briefly: (1) awareness on the part of the client, (2) behavioural change in a desired direction through which the client can achieve his goals, and (3) understanding his potentialities, limitations and how to utilize them best in achieving his goals.
- Counseling the decision-making and planning model occupies the counselor's attention such that he tries to help rational problem-solving processes, clarify self-concepts, values, etc.

Notes

- In the counseling of personal problems the psychotherapeutic model assumes a somewhat different character. In this, information and planning in logical terms do not play that central a role.
- **Readiness:** Clients broadly fall under two broad categories, the first consisting of those who seeks assistance voluntarily and the second comprises those referred.
- **Counter Will:** Often people experience difficulty in asking for help and accepting it as well. Because in some cases, they are reluctant to face the consequences of change and for some receiving help means an admission of inadequacy of failure.
- **Case History:** This is a term very often used in this field. A case history can be defined as a systematic collection of facts about the client present and past life. However, the focus of attention varies with the theoretical orientations of the counselor like a psychoanalytically oriented counselor looking for relevant childhood experiences, etc.
- **Stage I:** The first stage is the awareness of need for help. Most individuals go about their day-to-day lives without much awareness of their situation and they appear to be none the worse for it.
- **Stage II:** The second important stage in counseling consists of the development of relationship. This can be viewed as a bridge connecting the counsellee's personality with that of the counselor's, penetrating through the other defenses. The development of an emotionally warm and understanding relationship is the first step in the Counseling relationship.
- **Stage III:** The third step in counseling is to aid the expression of feelings and clarification of problems. In psychoanalytic terminology this is similar to 'catharsis'. In a sense, it is a ventilation of feelings and the client experiences a feeling of relief consequent to the release of tension. There is an awareness of relief from emotional stress obtained through the communication of problems.
- **Stage IV:** The next stage comprises the exploration of deeper feelings. We have said in the preceding section that the client may mistake ventilation of feelings for resolution of feelings. It is necessary that the counselor should not be content with a superficial view of the client's feelings.
- **Stage V:** The preceding stage logically leads to the next stage, comprising the integration process. A proper appreciation of the feelings and underlying polarities can help diffuse emotional tension and the counselor can help the client see each feeling in its proper perspective without either unduly exhibiting fear or withdrawal or showing lack of concern.
- **Stage VI:** The next stage, though not spelt out very clearly, is concerned with the time perspective. Clients usually are confused about their time perspective. They are not able to see the present as logically arising from the past or the present affecting the future.
- **Stage VII:** This stage is one of developing the awareness of the counsellee. A number of counselors and psychotherapists stress the importance of helping the client gain insight into himself as well as insight into the world around him. This term, 'insight', is usually used synonymously with awareness.
- Therefore this stage is the actual test to determine the success of counseling. If the client is not able to adapt himself to his surroundings then we can infer that he has not gained much from counseling.
- **Beginning of counseling session (introduction) :** As the patient enters the room, **greet** the person, call the person by name, welcome the client and make him/her comfortable.
- **Active attending or Listening :** It is most important point in counseling because the details provided by the client are based on it. Active listening means listening carefully and paying attention to verbal as well as non verbal signals.
- Some of these nonverbal activities are counsellee entering the room, **Voice quality, Breathing, Eyes, Facial expressions, Leg movement & Body posture.**
- **Questioning :** Always try to use questions and establish communications so that both the problem and the solutions are clear. Asks questions in order to clarify the situation and make

client aware of all the dimensions of the problem and help the clients to understand the core issue underlying his/her fears or concerns.

- **Interpretation** : Often people avoid focusing on the real problem and talk around the issue. Interpretation goes beyond what is explicitly expressed by the feelings and implied meanings of the client's statement. Even client is unaware of this. Counselor *redefines*.
- **Summarizing** : Many people who are stunned by news of the disease may respond by talking quickly and trying to provide more details or ask more questions; than counselor c a n absorb or comprehend. It is then helpful for the counselor to interrupt at times and summarize what has been said.
- **Confrontation** : Many a time's clients are so much preoccupied with their fears that cannot see the connection between their behaviour and the responses of the others. Confrontation involves a direct examination of incongruities and discrepancies in the client's thinking, feeling and/or behaviour. The counselor tells the client that how their thoughts affect their action and behaviour.
- **Respecting** : As a counselor, try to appreciate that people see their problems in unique personal ways determined by culture, social class and personality. Respect client's views and beliefs and build on them.

12.6 Keywords

Readiness : The state of being of being ready or prepared for something

Psychoanalysis : A method of treating somebody who is mentally ill by asking them to talk about past experiences and feeling in order to task to find explanations for their present problem

Interpretation : The particular way in which something is understood or explained.

12.7 Review Questions

1. Give the principles of Counseling process.
2. Explain the term "Case history".
3. What are the different stages of Counseling process ?
4. Explain the term "Questioning in Counseling".
5. Write a note on—
(a) Interpretation (b) Repeating (c) Summarizing.

Answers: Self Assessment

1. (i) Case history (ii) Counseling (iii) Counselor
2. (i) F (ii) T (iii) T (iv) F
(v) T (vi) T (vii) T

12.8 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 13: Types of Counseling: Directive Counseling

CONTENTS

Objectives

Introduction

13.1 Directive Approach : Concept

13.2 Process of Directive Approach

13.3 Steps of Effective Counseling

13.4 Assumptions of Directive Counseling

13.5 Advantages of Directive Counseling

13.6 Summary

13.7 Keywords

13.8 Review Questions

13.9 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the Concept of Directive approach
- Discuss the process of Directive approach
- Explain the steps of effective Counseling
- Describe the assumptions of Directive Counseling
- Explain advantages of Directive Counseling

Introduction

In keeping with complexity of human nature and the varying attempts to explain it as lucidly and succinctly as possible, several theories of human behaviour have been proposed. Each theory seeks to integrate its postulates consistently with the specified hypotheses constructed. The theory is then verified in terms of experimental findings or observational data. Further, a theory is integrated in what is known as a meaningful framework. Within this framework it predicts new relations and outcomes and seeks to obtain solutions to the anticipated problems. Most of the criteria of a good theory have been stated with great care by scientists. A theory is considered acceptable if it meets the criteria, the most important being precision, clarity and comprehensiveness i.e., it should include within its scope as many facts or phenomena as possible, provide for empirical verifiability and stimulate research. The usefulness of a theory is considerably enhanced if it defines its terms operationally. This would help develop suitable procedures for testing the derived propositions. Some theories impose serious limitations on the verifiability of their predictions owing to lack of operationally defined propositions and concepts.

Different approaches to counseling are based on the varying conceptions of human personality structure and dynamics, and are subject to the limitations to which the personality theories are prone. The term 'approach' is used in preference to 'theory' as no single theory has yet been able to encompass all the aspects of counseling.

In Directive approach the counselor plays an important role. A major goal is to replace the emotional behaviour of the individual with deliberately rationale behaviour. Although he avoids dictatorial advice. This approach is also know as counselor-centered. Under this process the counselor plans the counseling process, his work is to analyze the problem, identify the triggers identify the exact nature of the problem and provide various options.

Williamson was a great profounder of this kind of approach as he stated that this approach is good to address the problems relating to educational and vocational adjustment. This type of counseling is a concept where educational and vocational guidance relate to the personality dynamics and interpersonal relationship. This type of counseling is more useful where the individual wants information and advice for choice of a career. This approach does not focus its attention on personality development as such.

13.1 Directive Approach : Concept

The authoritarian point of view is largely associated with the work of Sigmund Freud. According to the (Directive psychoanalytic theory) the client is ignorant and unaware of the reasons for his difficulties or suffering which are deeply embedded in the unconscious. The client is, therefore, helpless and it is the therapist who has to play the role of interpreting the material for him/her. The psychological difficulties, according to psychoanalysis, are explained as phenomena that are strictly psychologically determined. This principle is known as psychological determinism.

13.2 Process of Directive Approach

As the name itself implies this approach envisages a more active role for the counselor. The counselor employs varying degrees of direction to help the counselee to reach sound solutions. Also, through his own specialised knowledge and experience in scientific diagnosis and interpretation of data, counselees are helped to reach earlier solutions for their problems.

According to Frederick Thorne, the proponent of this approach, the need for direction by the counselor is inversely proportional to the individual counselee's potentialities for self-regulation. Though the basic responsibility for reaching the solution is primarily with the counselor as the counseling proceeds. Counselees are encouraged more and more to take up increased responsibility for self-direction. This approach presupposes a more personalised relation with the counselee where the counselor strives to identify psychologically with the counselee so that he can be understood better.

Counseling Steps

Directive counseling involves six stages. They are as follows :

- (a) **Analysis:** This involves collecting from various sources the data needed for an adequate understanding of the client. This include administration of psychological tests, etc. However, such testing and form filling should not come between the counselor and counselee and its importance should be limited to the extend that it gives a better idea about the counselee.
- (b) **Synthesis:** This refers to summarising and organising the data so obtained, as to reveal the assets, liabilities, adjustments and maladjustments of the counselee. This includes of the data obtained through psychological testing also.
- (c) **Diagnosis:** This stage is concerned with formulating conclusions regarding the nature and the course of the problems exhibited by the student. Drawing conclusions from the results of psychological testing, administration of questionnaires etc. are done here.
- (d) **Prognosis:** This refers to predicting the future course of development of the counselee's problem in the light of conclusions as made earlier.

Notes

- (e) **Counseling:** This is the most important and time consuming step in the whole process. This is where the expertise of the counselor is needed most. It is a highly personalised teaching and learning process. It may be direct teaching through explicit explanations, assistance in searching for relevant aptitudes, interests, etc. that illuminate the counselee's problems and so on. Sometimes the counselor listens in a friendly/encouraging way. It may also involve practice sessions where with the warm support of the counselor the counselee acts out the way he/she should. Thus he/she becomes his/her own teacher to the extent his/her capabilities and circumstances permits. Success thus achieved reinforces and retains those successful behaviours which in turn establishes an adjusted way of life.

Thus counseling involves (a) assisting the student in self-appraisal, i.e. identifying his/her interests motives and capabilities (b) helping him/her to plan a course of action which utilizes the capabilities and potentialities so identified and (c) finally in establishing an adaptive life style.



Did u know? To help the counselee appraise him/her-self two types of data are needed - self perceived data and from external appraisal.

It evaluates expressions of the client. According to this view point the counseling interview. In this, the counselor, asks a series of standardized questions. Each carries a short answer. The counselor does not allow the development of expression and feelings. He leads as an expert, evaluates and gives suggestion vice.



Notes Directive Counselor-centered counseling revolves around the counselor. He tries to lit good relations to the friendship and assistance. In this, the counselor is active and he express his ideas and attitudes independently.

13.3. Steps of Effective Counseling

There are six steps of effective counseling :

- (1) Identify the problem. Make sure that you really know the problem. Analyze the forces influencing the behaviour. Determine which of these forces you have control over and which of the forces the employee has control over. Determine if the force has to be modified, eliminated, or enforced.
- (2) Plan, coordinate, and organize the session. Determine the best time to conduct the session.
- (3) Conduct the session using sincerity, compassion, and kindness. This does not mean you cannot be firm or in control.
- (4) During the session, determine what the employee believes causes the counter productive behaviour and what will be required to change it.
- (5) Try to maintain a sense of timing as to when to use directive or non-directive counseling. (See below for definitions).
- (6) Using all the facts, make a decision and/or a plan of action to correct the problem. If more counseling in needed, set a firm date and time for the next session.



Task

What is the "synthesis" is directive approach ?

13.4 Assumptions of Directive Counseling

According to Willy, the following can be the basic assumptions of directive counseling :

- (a) **Competency in giving Advice:** The counselor possesses the best training experience and information. He is more competent to provide an advice to problem.
- (b) **Counseling as an intellectual process:** A client's intellect is not destroyed as a result of mal-adjustment. Hence counseling is primarily an intellectual process. It stresses upon the intellectual aspects of a person instead of emotional aspects of the personality.
- (c) **Counseling objectives as problem solving situation:** The counselor does not possess the capability for solving the problem always.
- (d) **Client's incapability of solving the process:** The counselor does not possess the capability for solving the problem always.

13.5 Advantages of Directive Counseling

- (1) This method is useful from the time consuming view-point. It saves time.
- (2) In this type of counseling, there is more focus on the problem and the person.
- (3) The counselor can look the client directly.
- (4) Counseling focuses more on the intellectual aspects of the person than emotional aspect of the personality.
- (5) In this process, the counselor becomes readily available to help which makes the client very happy.

Limitations of Directive Counseling :

- (1) In this process the client is more dependent. He is also less able to solve new problems of adjustment.
- (2) As the client is never independent of the counselor, it is not an efficient best guidance.
- (3) Unless until a person does not develop some attitude through experiences, he cannot make any decision himself.
- (4) The counselor fails in serving the client to commit the mistakes in future.

Self Assessment

1. Multiple Choice Questions: Choose the correct option :

- (i) Directive approach of Counseling also called as _____.
 - (a) Psychoanalytic theory
 - (b) Psychological theory
 - (c) Client centered theory
 - (d) Eclectic theory
- (ii) Directive Counseling involves _____ stage.
 - (a) 4
 - (b) 5
 - (c) 6
 - (d) 7
- (iii) The most important and time consuming step is _____ in directive approach process.
 - (a) Diagnosis
 - (b) Counseling
 - (c) Synthesis
 - (d) Analysis

Notes

- (iv) _____ plays the role of interpreting the material for client in directive approach.
(a) Parents (b) Doctor (c) Teacher (d) Therapist
- (v) _____ is concerned with formulating conclusions regarding the nature and the Course of the problems exhibited by the student.
(a) Diagnosis (b) Prognosis (c) Synthesis (d) Analysis

13.6 Summary

- According to the (Directive psychoanalytic theory) the client is ignorant and unaware of the reasons for his difficulties or suffering which are deeply embedded in the unconscious. The client is, therefore, helpless and it is the therapist who has to play the role of interpreting the material for him/her.
- The counselor employs varying degrees of direction to help the counselee to reach sound solutions.
- According to Frederick Thorne, the proponent of this approach, the need for direction by the counselor is inversely proportional to the individual counselee's potentialities for self-regulation. Though the basic responsibility for reaching the solution is primarily with the counselor as the counseling proceeds.
- **Counseling Steps:** Directive counseling involves six stages. They are as follows :
 - (a) **Analysis:** This involves collecting from various sources the data needed for an adequate understanding of the client. This include administration of psychological tests, etc.
 - (b) **Synthesis:** This refers to summarising and organising the data so obtained, as to reveal the assets, liabilities, adjustments and maladjustments of the counselee.
 - (c) **Diagnosis:** This stage is concerned with formulating conclusions regarding the nature and the course of the problems exhibited by the student.
 - (d) **Prognosis:** This refers to predicting the future course of development of the counselee's problem in the light of conclusions as made earlier.
 - (e) **Counseling:** This is the most important and time consuming step in the whole process.
- There are six steps of effective counseling :
 - (i) Identify the problem. Make sure that you really know the problem. Analyze the forces influencing the behaviour. Determine which of these forces you have control over and which of the forces the employee has control over. Determine if the force has to be modified, eliminated, or enforced.
 - (ii) Plan, coordinate, and organize the session. Determine the best time to conduct the session.
 - (iii) Conduct the session using sincerity, compassion, and kindness. This does not mean you cannot be firm or in control.
- **According to Willy, the following can be the basic assumptions of directive counseling :**
 - (a) Competency in giving Advice
 - (b) Counseling as an intellectual process
 - (c) Counseling objectives as problem solving situation
 - (d) Client's incapability of solving the process
- **Advantages of Directive Counseling**
 - (i) This method is useful from the time consuming view-point. It saves time.
 - (ii) In this type of counseling, there is more focus on the problem and the person.

- (iii) The counselor can look the client directly.
- Limitations of Directive Counseling :
 - (i) In this process the client is more dependent. He is also less able to solve new problems of adjustment.
 - (ii) As the client is never independent of the counselor, it is not an efficient best guidance.
 - (iii) Unless an until a person does not develop some attitude through experiences, he cannot make any decision himself.

13.7 Keywords

- Directive** : Giving instruction.
- Analysis** : The detailed study or examination of something in order to understand more about it.
- Diagnosis** : Connected with identifying something, especially an illness.
- Prognosis** : An opinion, based on medical experiences, of the likely development of a disease.

13.8 Review Questions

1. Describe the Directive (psychoanalytic theory) approach of Counseling.
2. Explain the different steps of directive approach.
3. What are the advantages of Directive Counseling ?
4. Give the limitations of directive Counseling.

Answers : Self Assessment

1. (i) (a) (ii) (c) (iii) (c) (iv) (d) (v) (a)

13.9 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 14: Types of Counseling: Non-Directive Counseling

CONTENTS

Objectives

Introduction

14.1 Non-Directive Counseling : Concept

14.2 Characteristics of Non-Directive Counseling

14.3 Central Hypothesis of Non-Directive Counseling

14.4 Non-Directive Counseling Techniques

14.5 Roger's Theory Postulates about Non-Directive Counseling

14.6 Summary

14.7 Keywords

14.8 Review Questions

14.9 Further Readings

Objectives

After reading this unit students will be able to:

- Explain about concept of non directive counseling.
- Explain the characteristics of non directive counseling.
- Describe the Central hypotheses of non directive counseling.
- Discuss about the non directive counseling techniques.
- Describe the Roger's theory postulates.

Introduction

In contrast to psychoanalysis, Carl Rogers, client-centred' approach to counseling is more directly related to the field of psychological counseling. He is acclaimed to be the initiator of the movement, but as we have seen, some of his ideas were implicit in the Adlerian approach. The Rogerian system emerged as a set of procedures in counseling from his intimate clinical observation.



Did u know? Rogers did not present his approach as a systematic therapy until 1947 when he presented it in his Presidential address to the American Psychological Association. The approach caught the attention of psychologists because it was related to psychology more than to medicine.

The course of treatment proposed was relatively brief compared to that of psychoanalysis. The major concepts of 'client-centered' theory thus do not arise from psychopathology. Its aim was not to cure sick people but to help people live more satisfying and creative lives. Rogers was influenced

to a considerable extent by the phenomenological psychology popular during that period. He is also counted as one of the important protagonists of the humanistic approach popularly known as the 'third force' in psychology.



Notes

Client-centered therapy, that is, the practical application of humanistic psychology made a great impact on the academic scene.

14.1 Non-Directive Counseling : Concept

According to Rogers, in any kind or type of psychotherapy the underlying basis theme is the helping relationship. In all human interactions, such as mother-child teacher-pupil, therapist-client, etc., the helping relationship is fundamental. This relationship is one in which the counselor seeks to bring about a better appreciation and a clearer expression of the client's latent inner resources. Thus the helping relationship is intended to facilitate the growth of the person receiving help. Such a growth in individuals is aimed at improving their functioning and/or accelerating their maturity. This is usually called psychological growth or psychological maturity. Counseling aims at bringing about psychological growth or maturity in the client. The helping relationship is also generally a one-to-one relationship. It could also be in some specific cases an individual-group relationship.

In this approach, the counselor provides an atmosphere in which the client can fully explore his/her own thoughts and feelings freely without any fear or pressure. This by making the counselee understand his/her potentialities the counselor acts as a catalytic agent. Here the source of data is the client him/herself and the responsibility for change rests with the counselee rather than the counselor. The counselor should not be as passive as trying to keep out clients way nor should be as active as to shift the focus from client to counselor.

14.2 Characteristics of Non-Directive Counseling

1. It is meaningful to the persons involved - it implies mutual self-commitment.
2. It has a marked tone of feeling, that is, the individuals who are involved experience certain emotional states.
3. It implies integrity- the persons involved are intellectually and emotionally honest with each other.
4. It can exist by mutual consent only, that is, there is no compulsion. No person can be compelled to be helpful and similarly no person can be compelled to receive help.
5. It comes into existence or becomes necessary when one is in need of some kind of help which another can reasonably provide. For instance, an individual may need information, advice or assistance in a particular situation while another individual has the necessary knowledge and capacity to provide him owing to his experience, position or situation.
6. It involves communication and interaction. This may involve non-verbal behaviour, such as facial expressions, gestures and the like and also direct verbal communication.
7. It is often structured, that is, it is not vague and amorphous. The helping individuals knows what sort of help he could possibly provide and the individual receiving help knows what kind of help he is in need of.
8. It is sustained through mutual cooperation and collaboration. If a certain kind of help is provided which is not useful the receiver will indicate the same, and the helping person will naturally modify his approach.

Notes

9. The helping person must have a sense of security. An insecure person obviously cannot be of much help to the individual who is in need of help.
10. The goal or object of the helping relationship is to change the client positively.

A helping relationship is essentially an attitude which exudes a feeling of acceptance and a democratic value of life. It implies that the helping relationship does not in any way make a person feel superior to the one he helps. It also implies that the helping individual does not impose his values upon the person being helped.

Such an approach is called the client-centred approach. Understood in this sense, the client-centred therapy is patently American. It has grown out of the American democratic way of life and the American values of freedom, individual responsibility, personal accountability and the right to choose for oneself what one deems appropriate. With this background of the American democratic tradition, the client-centered therapy evolved more as a reaction to the existing models of therapy which tended to underplay the client, his ability and his potentiality for a positive life. Rogers (1942), by this contention, does not subscribe to the view that biological urges and trappings determine all our activities.

However, sometimes the term 'client-centred' is somewhat misleading. All therapies-the orthodox psychanalytic and the more recent approaches-are basically client-centered. The goal of all therapy is to help the client. So the object of every system of therapy is the betterment and well-being for the client. It is not as if the other therapists are disinterested in the well-being of clients. Rogers uses the term 'client-centred therapy' to emphasize the role the client has to play. In psychoanalytic therapy, for example, the client has a passive role. The therapist is at the centre of the stage. It is he who directs the course of the therapy, interprets the client's communications and terminates the sessions. In the context of the client-centred therapy, the therapist is not supposed to play the 'big brother' role.

Self Assessment

1. State whether the following statements are 'true' or 'false'.
 - (i) The basic theme of psychotherapy is helping relationship.
 - (ii) The counselor provides an atmosphere in which the client can fully explore his/her own thoughts and feeling freely.
 - (iii) Non directive counseling is also called counselor-centered approach.
 - (iv) Non directive counseling communication and interaction is not necessary.

14.3 Central Hypothesis of Non-Directive Counseling

Carl Rogers, the chief proponent of the client centred approach has formulated a central hypothesis as follows :

- (a) The individual has within him/herself capacity latent if not evident to understand those aspects of him/herself and of his/her life which are causing him/her dissatisfaction anxiety or pain and the capacity and the tendency to reorganise him/herself and his/her relationship to life in the direction of self-actualization and maturity in such a way as to bring a greater degree of internal comfort.
- (b) This capacity will be realised when the therapist can create a psychological climate characterised by genuine acceptance of the client as a person of unconditional worth, a continuing sensitive attempt to understand the existing feelings and communications of the client as a person of unconditional worth, a continuing sensitive attempt to understand the existing feelings and communications of the client and a continuing attempt to convey this empathetic understanding to the client.

- (c) It is further hypothesized that in such an acceptant understanding and non-threatening atmosphere the client will reorganise him/herself.
- (d) This adjusted way of life as achieved in the therapeutic relation with the counselor will be generalized to real life situations as a whole.

Thus the whole idea of the theory is that the clients are capable of correcting misperceptions or incongruencies between self and experience, in the accepting environments of a counseling situation. If the counselor possess some personal qualities like congruency (counselor being a genuine and integrated person), unconditional positive regard (non evaluative attitude of the counselor whereby client's thoughts feelings or behaviour are accepted without judging them as good or bad) and empathy (counselor's ability to know the client's world as he/she does and to convey this understanding).

However, this theory underestimates the need for the counselor to be an expert in behaviour dynamics, problem solving techniques or developmental processes, etc. Moreover, Rogers rejects the use of diagnosis testing and other such techniques saying that they hinder the client's natural growth. Instead he/she stresses listening, paraphrasing, reflecting client's comments rather than interpreting direct questioning, etc.

14.4 Non-Directive Counseling Techniques

Non directive counseling involves active listening by the therapist.

Self-acceptance is the key concept of nondirective counseling. Also known as client-centred therapy and developed by Carl Rogers, this therapeutic method uses multiple, in-session techniques to assist clients. Though not commonly in use today, this counseling option ideally enabled patients to understand their behaviours while accepting their individuality.

Listening

Listening by the therapist proves essential in nondirective counseling. Rather than being an active participant in therapy, the therapist's main job is to listen to the patient. After allowing the patient to guide the direction of therapy, the therapist restates what the client has disclosed, thus creating a situation where the patient reflects upon past behaviors and choices.

Accepting

Unconditional positive regard -- a vital aspect of nondirective therapy -- enables patients to feel safe, secure and accepted regardless of the things they have done. The counselor does not judge patients by past mistakes. With unconditional positive regard, patients ideally can try new things and make mistakes without fear of rejection, allowing them the opportunity to self-actualize, or achieve their potential.

Respecting and Understanding

Respecting the patient is essential in the psychotherapy. The counselor not only respects the privacy of the patient, but also the patient's integrity, personal beliefs and morals. Showing respect and understanding allows the patient to feel accepted by and trust the counselor. The counselor must also respect the experiences and choices of the patient, even if they're not in agreement. Due to the individualized nature of nondirective therapy, the counselor must be open-minded and willing to work outside of the box when necessary.

Responding

The way in which the counselor responds to the patient plays a direct role in the healing process. The counselor, using feedback and restating the ideas of the patient, forces the patient to acknowledge ineffective or inappropriate behaviors and thought patterns. If the counselor responds to the patient in a nonsupportive way, therapy will most likely be unsuccessful. The therapist's role is to continuously direct the attention the topics back onto the patient rather than responding to irrelevant questioning.

14.5 Roger's Theory Postulates about Non-Directive Counseling

Rogers postulated his theory of personality in a series of 19 propositions in his book, *Client-Centered Therapy* (1951), which may be summarized as :

1. The individual exists in a constantly changing world of this own experience of which he is the centre.
2. The individual's private world of experience (the internal frame of reference can only be known in any genuine and complete sense to the individual himself. Hence, the individual is the best source of information about himself. The individual reacts to the field as it is perceived by him. The reality for the individual is his own perceptual field. A knowledge of the stimulus alone is not enough to predict the response. It is necessary to know how the individual perceives the stimulus which explains why individuals react differently to the same stimulus.
3. The individual reacts as a whole to the phenomenal field. The significance of this is that organism is always a total organized system and change in any part could affect the whole.
4. The individual has the basic tendency to actualize, maintain and enhance himself. This is called the undifferentiated ongoing tendency which is the basis for self-actualization.
5. Behaviour is fundamentally goal-directed and it is the expression of the individual who strives to satisfy the needs as they are perceived.
6. Feelings and emotions accompany goal-directed behaviour and facilitate the expression of it. Feelings and emotions are significant for the maintenance and enhancement of the organism. Thus emotions are not disruptive (as commonly believed) but are useful and beneficial. They have survival value for the organism.
7. The best way of understanding the significance of any behaviour is from the internal frame of reference of the individual himself.
8. The self is differentiated from the total phenomenal field.
9. The differentiation of the self is the result of interaction between the individual and the environment. It is through this interaction that a consistent conceptual pattern of perceptions, which is organized but fluid, emerges. It serves to discriminate 'I' or 'me' from the values attached to the self which may have been taken from others and perceived as if they are experienced directly. This is introjection of values.
10. The values attached to experiences and self-structure taken from others may be perceived in a distorted fashion. Conflict arises when the introjected values are in disagreement with the genuine or true values. The self, in this instance, will become a 'house divided'. The individual will feel as if he does not really know what he wants. A soundly structured self is one in which there is no distortion of experience.



Task Why listing technique is most important in nondirective counselling?

Self Assessment

2. Fill in the blanks :

- (i) Non directive approach is also called
- (ii) proposed the client centered approach.

- (iii) The whole idea of the approach is that the are capable of correcting misperceptions between self and experience.
- (iv) is the key concept of non directive counseling.
- (v) The uses feedback and restating the ideas of the patient, forces the patient to acknowledge ineffective and thought patterns.

14.6 Summary

- According to Rogers, in any kind or type of psychotherapy the underlying basis theme is the helping relationship. In all human interactions, such as mother-child teacher-pupil, therapist-client, etc., the helping relationship is fundamental. This relationship is one in which the counselor seeks to bring about a better appreciation and a clearer expression of the client's latent inner resources.
- It is meaningful to the persons involved - it implies mutual self-commitment.
- It has a marked tone of feeling, that is, the individuals who are involved experience certain emotional states.
- It implies integrity- the persons involved are intellectually and emotionally honest with each other.
- It can exist by mutual consent only, that is, there is no compulsion. No person can be compelled to be helpful and similarly no person can be compelled to receive help.
- It is often structured, that is, it is not vague and amorphous. The helping individuals knows what sort of help he could possibly provide and the individual receiving help knows what kind of help he is in need of.
- Carl Rogers, the chief proponent of the client centred approach has formulated a central hypothesis as follows :
 - (a) The individual has within him/herself capacity latent if not evident to understand those aspects of him.
 - (b) This capacity will be realised when the therapist can create a psychological climate characterised by genuine acceptance of the client as a person of unconditional worth, a continuing sensitive attempt to understand the existing feelings and communications.
- Non directive counseling involves active listening by the therapist. This counseling option ideally enabled patients to understand their behaviours while accepting their individuality.
- **Listening:** Listening by the therapist proves essential in nondirective counseling. Rather than being an active participant in therapy, the therapist's main job is to listen to the patient.
- **Accepting:** Unconditional positive regard -- a vital aspect of nondirective therapy -- enables patients to feel safe, secure and accepted regardless of the things they have done. The counselor does not judge patients by past mistakes.
- **Respecting and Understanding:** Respecting the patient is essential in the psychotherapy. The counselor not only respects the privacy of the patient, but also the patient's integrity, personal beliefs and morals. Showing respect and understanding allows the patient to feel accepted by and trust the counselor.
- **RespondingL:** The way in which the counselor responds to the patient plays a direct role in the healing process. The counselor, using feedback and restating the ideas of the patient, forces the patient to acknowledge ineffective or inappropriate behaviors and thought patterns.
- Rogers postulated his theory of personality in a series of 19 propositions in his book, *Client-Centered Therapy* (1951), which may be summarized as :

Notes

1. The individual exists in a constantly changing world of this own experience of which he is the centre.
2. The individual's private world of experience (the internal frame of reference can only be known in any genuine and complete sense to the individual himself.
3. The individual reacts as a whole to the phenomenal field. The significance of this is that organism is always a total organized system and change in any part could affect the whole.
4. The individual has the basic tendency to actualize, maintain and enhance himself. This is called the undifferentiated ongoing tendency which is the basis for self-actualization.
5. Behaviour is fundamentally goal-directed and it is the expression of the individual who strives to satisfy the needs as they are perceived.
6. Feelings and emotions accompany goal-directed behaviour and facilitate the expression of it.
7. The best way of understanding the significance of any behaviour is from the internal frame of reference of the individual himself.
8. The self is differentiated from the total phenomenal field.

14.7 Keywords

Non Directive

Approach : A way of dealing with somebody or something or a way of doing or thinking about something such as a problem or a task

Hypothesis : An idea or explanation of something that is based on a few known facts but that has not yet been

Responding : Proved to be true or correct.

14.8 Review Questions

1. What is nondirective approach of counselling ? Explain its characteristics.
2. Explain the central hypothesis of non directive counseling.
3. What are the non directive counseling techniques
4. Give the Rager's theory postulates.

Answers : Self Assessment

1. (i) T (ii) T (iii) F (iv) F
2. (i) Client centered theory (ii) Carl Rogers
(iii) Clients (iv) Self acceptance
(v) Councillor

14.9 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pot. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schutzt, Lawrence Erlbaum Associates.

Unit 15: Types of Counseling: Eclectic Counseling

Notes

CONTENTS

Objectives

Introduction

15.1 Concept of Eclectic Counseling

15.2 Assumptions of Eclectic Counseling

15.3 Characteristics of Eclectic Counseling

15.4 Steps in Eclectic Counseling

15.5 Disadvantages of Eclectic Counseling

15.6 Therapeutic Implications of Eclectic Counseling

15.7 Summary

15.8 Keywords

15.9 Review Questions

15.10 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the concept of Eclectic Counseling
- Discuss the assumptions of Eclectic Counseling
- Explain the characteristics of Eclectic Counseling
- Describe the steps in Eclectic Counseling
- Discuss the therapeutic implications of Eclectic Counseling

Introduction

Eclectic Counseling is a generic service of student's personal work having a wide range of activities and includes faculty advising, counseling in psychological clinics, mental hygiene and other specialized types of counseling. It is a body of techniques which helps young individuals to grow up normally through guided learning. Counseling has proved to be very useful for the development of an individual student. Colleges and Universities, industries and business establishments are becoming increasingly interested in counseling and its potential for improving interpersonal relationships. "Counseling is a dynamic and purposeful relationship between the people in which procedures vary with the nature of the student's needs, but in which there is always mutual participation by the counselor and the student with the focus up on self-classification and self-determination by the student." We will discuss about eclectic counseling bases his/her counseling on concepts taken from various available viewpoints. He/she owes on specific theoretical allegiance. Instead, incorporates those procedures and techniques which he/she believes to be most effective in the case of that particular counselee, without any prejudice or bias to any particular school of thought.

Notes

15.1 Concept of Eclectic Counseling

Eclectic counseling is defined as the synthesis and combination of directive and non-directive counseling. It represents a middle status between the two extremes represented by the 'non-directive' technique on one hand and the 'directive' technique on the other. In eclectic counseling, the counselor is neither too active as in the directive counseling nor too passive as in the non-directive counseling. He just follows the middle path between these two.

In eclectic counseling, the needs of a person and his personality are studied by the counselor. After this the counselor selects those techniques, which will be useful for the person. The main techniques used are reassurance giving information, case history, testing etc.

In eclectic counseling the counselor first takes into consideration the personality and need of the counselee. He selects the directive or non-directive technique that seems to serve the purpose best. The counselor may start with the directive technique. When the situation demands, he may switch over to the non-directive counseling and vice-versa.



Did u know? In eclectic counseling an attempt is made to adjust the technique to the requirements of the situation and the individual.

15.2 Assumptions of Eclectic Counseling

- (1) In general, passive methods should be used whenever possible.
- (2) Active methods may be used with specific indications.
- (3) In the early stages when the client is telling his story. passive techniques are usually the methods of choice. This permits emotional release.
- (4) Until simple methods have failed, complicated methods should not be attempted.
- (5) All counseling should be client centered.
- (6) Every client should be given an opportunity to resolve his problems indirectly. Inability of the client to progress through therapy as using passive methods alone is an indication for utilizing more directive methods.
- (7) Directive methods are usually indicated in situational mal adjustment where a solution cannot be achieved with out co-operation from other persons.



Notes According to an important protagonist of the eclectic point of view, Thorne (1950), eclecticism is the most practicable and apt approach to counseling. He points to the fact that there are wide personality differences and no single theory of personality can justifiably encompass all phenomena.

15.3 Characteristic of Eclectic Counseling

- (1) In this, objective and coordinating methods are used.
- (2) In the beginning of counseling, client-active methods are used and the counselor remains passive.
- (3) In this, more importance is assigned to the job efficiency and treatment.

- (4) In this, the principle of low expenditure is emphasized.
- (5) In such counseling, for the use of all the methods and techniques, the professional efficiency and skill of the counselor are must.
- (6) Keeping in mind the need of the client, it is decided whether directive method or non-directive methods should be used.
- (7) Making an opportunity available to the client is insisted so that he may find himself the solution of the problem.

15.4 Steps in Eclectic Counseling

The leading exponent of the Eclectic counseling Thorne, suggested the following in the process;

- (1) Diagnosis of the cause.
- (2) Analysis of the problem.
- (3) Preparation of a tentative plan for modifying factors.
- (4) Securing effective conditions for counseling.
- (5) Interviewing and stimulating the client to develop his own resources and to assume its responsibility for trying new modes of adjustment.
- (6) Proper handling of any related problems which may contribute to adjustment.

15.5 Disadvantages of Eclectic Counseling

- (1) Some people are of the view that eclectic counseling is vague, opportunistic and superficial.
- (2) Both directive and non-directive counseling cannot be mixed together.
- (3) In this, the question arises how much freedom should be given to the client ? For this there is non-definite rule.
- (4) The problem with an eclectic orientation is that counselors often do more harm than good if they have little or no understanding about what is helping the client.

15.6 Therapeutic Implications of Eclectic Counseling

1. All psychopathological or disturbed conditions are examples of disorders of integrations and the goal of all methods of psychological counseling is to strengthen and improve the quality of the integrative process, thus fostering higher levels of self-actualizations.
The specific goal of all therapeutic counseling is to alter the existing psychological state. The counselor's focus is, therefore, the person in the present situation : "The psychological state of the person running the business of his life in the world".
2. The therapist has to assess whether the client has the necessary resources to take on the responsibilities of his life.
3. If the therapist is satisfied, he gives the client the responsibility of taking on some routine tasks to start with.
4. Therapy involves the training and re-education of the client in acquiring the controls necessary for self-regulation.



Task What is the process of eclectic counseling ?

Notes

Thorne prefers the term 'psychological case handling' to 'psychotherapy' for the reason that the effectiveness of the psychotherapeutic methods has so far not been convincingly demonstrated. The former term is broader and more comprehensive and includes all activities not necessarily confined to psychotherapy alone.

Self Assessment

Fill in the blanks :

- (i) _____ counseling, represents a middle status between the two extremes directive and non directive approaches.
- (ii) In eclectic counseling _____ and coordinating methods are used.
- (iii) In the beginning of counseling, _____ are used and the counselor remains passive.
- (iv) The more importance is assigned to the _____ and treatment in eclectic counseling.

15.7 Summary

- Eclectic counseling is defined as the synthesis and combination of directive and non-directive counseling. It represents a middle status between the two extremes represented by the 'non-directive' technique on one hand and the 'directive' technique on the other. In eclectic counseling, the counselor is neither too active as in the directive counseling nor too passive as in the non-directive counseling. He just follows the middle path between these two.
- **Assumptions of Eclectic Counseling:** (1) In general, passive methods should be used whenever possible; (2) Active methods may be used with specific indications; (3) In the early stages when the client is telling his story, passive techniques are usually the methods of choice. This permits emotional release; (4) Until simple methods have failed, complicated methods should not be attempted; (5) All counseling should be client centered.
- **Characteristic of Eclectic Counseling:** (1) In this, objective and coordinating methods are used; (2) In the beginning of counseling, client-active methods are used and the counselor remains passive; (3) In this, more importance is assigned to the job efficiency and treatment; (4) In this, the principle of low expenditure is emphasized.
- **Steps in Eclectic Counseling:** The leading exponent of the Eclectic counseling Thorne, suggested the following in the process;
 - (i) Diagnosis of the cause.
 - (ii) Analysis of the problem.
 - (iii) Preparation of a tentative plan for modifying factors.
 - (iv) Securing effective conditions for counseling.
 - (v) Interviewing and stimulating the client to develop his own resources and to assume its responsibility for trying new modes of adjustment.
- **Disadvantages of Eclectic Counseling:** (1) Some people are of the view that eclectic counseling is vague, opportunistic and superficial; (2) Both directive and non-directive counseling cannot be mixed together; (3) In this, the question arises how much freedom should be given to the client ? For this there is non-definite rule; (4) The problem with an eclectic orientation is that counselors often do more harm than good if they have little or no understanding about what is helping the client.
- **Therapeutic Implications of Eclectic Counseling:** 1. All psychopathological or disturbed conditions are examples of disorders of integrations and the goal of all methods of psychological counseling is to strengthen and improve the quality of the integrative process, thus fostering higher levels of self-actualizations; 2. The therapist has to assess whether the client has the

Unit 16: Interview Process in Counseling

CONTENTS

Objectives

Introduction

16.1 Meaning of Interview

16.2 Steps within the Interview Process

16.3 Relationship Between Counselor Counselee

16.4 Interviewing Techniques in Counseling

16.5 Relationship Techniques

16.6 Sharing of Experience

16.7 Summary

16.8 Keywords

16.9 Review Questions

16.10 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of interview in Counseling
- Discuss the steps within the interview process
- Discuss the relationship between Counselor-Counselor
- Explain the interviewing techniques in counseling
- Discuss the relationship techniques and sharing experience

Introduction

In a counseling interview, the counselee, after having been put at ease, is encouraged to talk freely. The counselor assumes the attitude of an interested, sympathetic and friendly listener. He neither evaluates nor judges the counselee's statements. Thus the essential characteristic of a counseling interview consists in its being non-judgemental and non-evaluative. The counselor empathizes with the counselee's emotional needs. He makes the counselee aware of being unconditionally accepted. This particular aspect does not concern the other types of interviews. The counselor is concerned equally with what the counselee tries to express but fails to communicate. The counselor is basically concerned with the clarification, interpretation and understanding of the counselee's feelings, ideas and longings. In this process, there is no place for any anxiety or stress being put on the counselee.

16.1 Meaning of Interview

An interview is a face-to-face technique of obtaining information for a variety of purposes. It is well known as a hiring (selection) technique. It is also employed as a technique of research (market research, consumer research, etc.). The counseling interview differs from the above in that its goals are significantly different and information getting is not its major interest. What is of crucial importance is that it is therapeutic in its goal.

Every interview, whether employed for research or for counseling, must satisfy certain basic requisites, one of which is that there should be no element of conflict with the interviewee. The interviewer must establish rapport by securing the trust and confidence of the interviewee. It is from this stage that the counseling interview parts company with the other types of interviews. The counseling interview is unique in that it is a therapeutic device along with being an information obtaining device.

According to Garrett (1942), the interviewer should ask himself or seek answers to the following six questions :

1. How do I view the association of ideas contained within the interview ?
2. What shifts in conversation occur which might be meaningful ?
3. What content and affect are present in the client's opening and closing statements ?
4. What recurrent references are present ?
5. Do inconsistencies and gaps occur which might be of particular significance ?
6. Does a reconsideration of the session indicate an unconscious effort to conceal or hide that which is of concern to the counselee ?

16.2 Steps within the Interview Process

It is a common practice with counselors to review the counseling session and such a review reveals several interesting features of the counseling interview. For instance, the interview may appear disjointed and repetitive but careful observation reveals a pattern of consistency. The various ideas expressed by the client suggest an underlying theme or consciousness, though superficially, for all practical purposes, they could appear to be no more than a conglomerate of ideas got together by free-association. From the apparent confusion, the counselor can discern the conflicts or problems or complexes that are encountered by the client. This is a very important psychoanalytic technique of therapy. The association of ideas, therefore, may bring to the fore the counselee's feelings which he may not be disposed to express otherwise.



Notes

In verbal communication the counselor should also notice the rapid or the halting way in which the client speaks, the gaps in the speech and differences in tone and voice, which could provide a wealth of information.

Opening and Closing Remarks

These remarks of the client may apparently mean nothing. However, the counselor may obtain a significant insight when reviewing these opening or closing remarks. For instance, they may suggest reluctance on the part of the client or they may indicate his sincerity.

Recurrent Reference

When a client refers to a particular idea or experience in the course of the counseling interview several times, it may be of special significance.

Inconsistencies and Gaps

Some of them may appear self-contradictory but inconsistencies and gaps could suggest resistance or traumatic experience which the client unwillingly discloses in the conversation. During the interview the counselor may not realize the significance of such material.

Review

In review, however, the counselor is more likely to appreciate the concealed meaning of the client's statements or inconsistencies or gaps in his conversation.

Notes



Did u know? Non-verbal communication includes gestures like body movements, smiling, blushing, weeping and other postural movements. Scartching the head, resting the face on the hand, crossing the arms across the chest, cracking the knuckles, fidding with the fingers, rubbing the thumb with the finger, closing the nostrils or placing the index finger on the nostril, biting the index finger, biting the lip, holding the chin, palying with such things as a key chain, ring, pencil and the like are also some of the common devices generally employed by individulas in their non-verbal communications.

16.3 Relationship Between Counselor Counselee

The success of the counseling interview largely depends on the nature of the relationship between the counselor and the counselee, the latter's readiness to communicate and his real desire to improve. The essence of the counseling interview lies in securing an effective relationship which reflects permissiveness (tolerance and indulgence), kindness and warmth. This relationship, if established, aids in reaching a therapeutic relationship, leading to a resolution of the counselee's problems so that he/she is able to bring about greater personal balance, more frustration-tolerance, and better integration of his personality. This means the counselee has less anxiety, less unrealistic behaviour and can resolve a number of his or her conflicts.

The counseling relationship differs from other kinds of relationships like those existing between parents and children, between friends, between teachers and students, and so on. Some of the relationships may exhibit indifference and apathy. But most of the relationships above exhibit affection and social bonds. Counseling relationship, while being open and accepting, is essentially an objective relationship such that "under ideal conditions the counselor accepts everything the counselee says as an experience that can occur in human beings without taking responsibility for it or without evaluating it".

The crux of the problem lies in establishing an effective counseling relationship. Counsellors as individuals bring into the situation their own needs, values, anxieties and conflicts. Some of them have other roles to play such as those of a teacher, parent, or supervisor outside the counseling situation. Naturally, they will introject the attitudes of the concerned roles. They may interpret counselee symptoms as impulsive, obstinate and irrational. They may have rigid expectations concerning how people should conduct themselves and these could come in the way of establishing a good relationship which is characterized as an unconditional acceptance. Individuals as teachers and supervisors accept or praise pupils or others so long as they conform to the norms expected of them. Such acceptance is called conditional acceptance. This is not expected of a counselor in a counseling situation. What is expected of him is his unconditional acceptance of the client, that is, the counselor does not prescribe or demand compliance to his expectations. For example, the parent accepts his child and showers concern and affection, notwithstanding the fact that the child has committed an error or misbehaved. For the parent, he/she is his/her child, and this relationship does not end because of the misdeeds or mistakes committed by the child. The parent's affection is unconditional. This does not preclude the fact that a parent may experience unhappiness and misery owing to his/her child's behaviour.

Self Assessment

1. Fill in the blanks :

- (i) An is a face to face technique of obtaining information for a variety of purposes.
- (ii) The success of the counseling interview largely depends on the nature of the relationship between the and

- (iii) Interview is technique of therapy.
- (iv) The Counsellor efforts to make very clear to the Counsellor regarding what may take place in the counseling situation is called
- (v) The goal of the counselor is to bring about the desirable change in the behaviour.
- (vi) In counseling is of paramount importance.
- (vii) provides necessary psychological climate for the counseling interview.

16.4 Interviewing Techniques in Counseling

Counseling techniques concern the specific procedures and skills employed by the counselor in securing his counseling goals or objectives. There could be variations in the techniques employed by different counselors, which could be either owing to subjective factors, such as responsibility, leading and planning statements of the counselor or to the specific nature of the counselee's problem, or to both. However, there is always a danger of becoming too technique-conscious in one's approach. This kind of rigid technique-oriented approach sometimes makes the counselor's position look ridiculous in his blind adherence to thumb-rules or fixed formulae. Similar techniques cannot be applied to all clients. There is a subjective element involved in the choice of a specific technique by the counselor. Usually counselors develop varying styles based on their appreciation of the counselee's needs. The different techniques, at any time, are in the constant process of empirical validation. We will discuss some of the well known techniques which have been experimentally validated.

The foremost issue concerns the basic nature of the approach, namely, the client-centered approach or the non-directive approach, the directive approach, the authoritarian approach and the eclectic approach. The nature of direction in a specific approach is concerned with the amount of lead taken by the counselor, the involvement of the client and other such basic matters. For instance, the authoritarian approach assumes that the client is ignorant and helpless in the matter confronting him as it is determined by unconscious forces and that it is for the counselor to take the responsibility of helping to solve the client's problem. The non-directive approach, on the other hand, assumes a more or less diametrically opposite position. It holds that the counselor is ignorant about the counselee's personality and therefore, does not know anything about the client's problem. It is for the client, therefore, to solve or resolve his problems by his active participation. The counselor helps the client by providing a conducive atmosphere exuding warmth and friendliness devoid of tension and stress. The directive approach assumes that individuals have different degrees of knowledge about themselves as well as their environment. They fail to solve their problems or make necessary choices leading to the resolution of their problems as a result of lack of sufficient information or ignorance about certain critical issues. The counselor, therefore, has to give objective and dependable information to the client regarding his assets and liabilities as well as information about the situation in all its aspects. The eclectic approach would not like to identify itself with any particular theoretical point of view. The eclectic counselor believes that he should have freedom to choose the approach that suits his client. Thus, the importance the different approaches assume depends on the manner in which a counselor has to deal with his client.

While it could be said that a technique without a proper theory and philosophy would be blind, we could with equal force and conviction say that mere theory and philosophy without application would be sterile; therefore, we cannot divorce a technique from its theoretical moorings. Counseling techniques may be seen as the individual innovations of the counselors to suit each counseling situation. Some of the innovations have stood the test of time and have come to be accepted as dependable techniques.

Speaking of techniques, we could identify the individual character of each of them from the time the counselee makes his first contact. This is a crucial stage and the importance of the 'opening technique' cannot be overemphasized. How does the counselor make his first move? In other words, how does he establish a feeling of trust? There could be different techniques of securing the trust of the client but it would be fruitless to try to explain or describe them as they grow out of the counselor's

Notes

experiences and become important skills. For example, some counselors go out to receive their clients when they arrive. Others warmly greet them and yet others just smile at them. All the three approaches may be good and successful in securing rapport and a feeling of trust. Some clients may react warmly to the counselor's reception, others may not be very much concerned with it. The next question is that of breaking the ice. What kind of topics should be talked about? Would it be better to plunge into the counseling session straightaway or would it help to have a brief conversation on non-affective items such that the client feels comfortable and gets a sort of breathing time to put himself at ease?

16.4.1 Structuring the Counseling Relationship

The counselee arrives with several feelings, attitudes and expectations. He is often nervous and wonders what is going to happen. It is essential that the counselor makes it very clear to the counselee regarding what may take place in the counseling situation. This is called 'structuring'. Much has been written about this. Sometimes counselors are said to use an unstructured situation. But the problem is quite ticklish or sensitive in that there can be nothing like an unstructured relationship. We could speak of minimal structuring as contrasted with structuring the situation.

What do we mean by structuring? For most counselors, structuring concerns the nature of the counseling relationship and indicates the limits, roles, goals and the like. In short, structuring concerns the practical mechanics of the counseling relationship. It dispels many initial misconceptions about counseling. This kind of initial understanding, according to some counselors, could be of great value to the clients. It is good if the client has some understanding and grasp of the matter. What does he expect from the counseling relationship? What would be his responsibilities and commitments? What is the amount of time that would be available to him? What fees, if any, does he have to pay? and the like. When a client does not know anything about such matters, he is obviously going to feel uncomfortable and anxious.

Structuring has other important goals. Most clients have faulty notions about counseling. Some clients ask the counselor to psychoanalyse them. Others may want the counselor to give a few tests and interpret the results. While the counselor may do what the clients expect him to do, if found necessary, it does not mean that the counselor will always have to do what the client asks for. Thus structuring the interview dispels some of the misconceptions. It also provides the counselee with the necessary orientation to the counseling situation. Usually in referral cases clients tend to become truculent or assume a taciturn attitude because they labour under a misconception that the counselor is part of the establishment and that the counselor is only an agency to justify the action of the management. This is frequently the situation with clients referred to by industrial managements or by school or college authorities. Structuring helps to reduce anxiety in the clients. There is yet another category of clients who are convinced about the wastefulness of this process and believe that it is not going to be of much consequence to them. Such clients tend to respond at the superficial level and may not actively participate in the counseling relationship. Structuring in this situation may help save much of the time of the counselor as well as that of the client.

Most importantly, structuring thus helps clients obtain a certain amount of orientation to the counseling situation.

16.4.2 Degree of Lead

The second technique or style of functioning concerns the degree of lead to be taken by the counselor. Since a lot of material is written on this issue, we shall attempt to give a very brief description of the different leads. Robinson (1950) has used the term 'lead' to connote, "a team like working together in which the counselor's remarks seem to the client to state the next point he is ready to accept". Lead refers to the kind of communication, verbal or otherwise, made by the counselor which helps, invites, directs or prods the client towards making a response. For example, the counselor may use silence as a lead. The counselor's role in this context would be one of receiving. The counselor may merely restate what the client has said. In this the counselor's role is one of acceptance. The counselor

may employ another lead—the reflection of feelings. He may say, “you feel like...” Here the counselor’s role is one of making the counselee understand. The counselor may explore. This is suggested by “yes, go on” or “tell me more about it”, etc. The counselor’s role here is one of searching. Counsellors, therefore, employ different leads and play different roles designed to elicit feeling or facilitate understanding or action. In the latter two contexts, namely, understanding and action, the counselor may summarize the client’s expressions, attempt a tentative analysis and interpret the client’s expressions and feelings. He may resort to direct questioning to investigate a wider area or delve into the client’s feelings. Usually the counselor provides reassurance, support and encouragement to help build the confidence of the client. To ensure action the counselor may, in addition to assurance, employ techniques such as suggestion, persuasion, urging and even cajoling. What kind of technique the counselor should use, and with what type of client, cannot be explained as a matter of formulae or thumb rules. Much depends on the counselor’s intuitive judgement born out of his experience and the situation on hand. In some specific situations, the counselor may give advice in addition to information to facilitate acceptance. This should not, however, be mistaken for the type or kind of advice given by parents, teachers, friends, neighbours and well-wishers. In essence, the advice given by a counselor on closer examination would be found to be no advice at all. Usually, it takes the form of the question, “What do you think you would do ?” as an answer to the client’s question, “What do you think I should do ?”

16.4.3 Silence

Silence perhaps is the most difficult technique to master for most counselors who are teachers. More often than not, they are prone to think client-silence as synonymous with counselor failure. Naturally they feel embarrassed and get annoyed with the situation. However, silence is a time honoured technique employed by pastoral (clergy) counselors. There are certain qualitative differences in this mode of response. For instance, there could be a pause in the conversation. This pause could extend into an uncomfortable silence. The counselor may view this as a refusal on the part of the client to communicate.

As has been mentioned, the counselor may also employ silence as a technique. He may use it deliberately for organizational purposes or to terminate the counseling session.

16.5 Relationship Techniques

The goal of the counselor is to bring about the desirable change in the client’s behaviour. The behaviour exhibited by the client as a result of counseling is the proof of his acceptance and action as influenced by the techniques designed by the counselor.

Rogers (1942) stresses the importance of relationship techniques, the first among which is the reflection of feeling. The client usually talks about his feelings in an unconcerned way as if his feelings are something apart from himself. This method serves as a defense mechanism. The counselor, by trying to make the client reflect on his own feelings, directs the attention of the client to himself. He makes the client see that the feelings are part of the subjective self, and when once understood and appreciated, they cease to be bothersome. But this is very difficult to accomplish. It is not only intangible but also very subtle. The counselor, according to Rogers (1951), attempts to mirror the client’s attitudes and feelings for his improved self-understanding. The word ‘mirror’ is very important in this context. Notwithstanding the fact that several mirrors distort, sometimes grotesquely, the counselor is supposed to be like a neutral surface reflecting the client’s feelings back to him such that he is able to gain a better understanding of himself. There is a real danger of misunderstanding this issue. When we say understanding feelings, usually it is understood as intellectualizing feelings, or in other words, the deaffecting of affections. By reflection of feeling and self-understanding is meant a better appreciation, identification and expression of feeling and not the negation of it. The expression of feelings is actually encouraged by the reflection technique. As feelings are the source of most problems, clients have a marked tendency to disown and distrust

Notes

their own feelings. The technique of reflecting feelings is aimed at reversing this process. The client is assisted to trust his feelings and thereby derive his strength, not by denying a part of himself, but by mastering himself.

The second relationship between the counselor and the client is the conveying of experience through both verbal and non-verbal means. Clients' verbal or non-verbal behaviour conveys feelings. The counselor, on his part, may also communicate by reflecting his experience, employing the same means. There could be concordance or harmony between what is said verbally and what is communicated non-verbally. Often what is said verbally may not be reflected in the non-verbal gestures. This common experience with human beings has often led to the perplexing picture of discordant reflections of experience. What is said verbally may not be really communicated through the non-verbal channels of communication of gestures, tone, voice, posture and the like. It, therefore, becomes necessary for the counselor to acquire the skills and perfect them such that he is sensitive to the non-verbal communication employed by the client to reflect experience.

16.6 Sharing of Experience

The relationship between the counselor and the client is central to the therapeutic process. This relationship may be conceived as a continuum with personal responsiveness and reflection of feeling at one end and sharing of experience at the other end. At a somewhat central position lies reflection of experience. Sharing of experience consists in expressing his own feelings, ideas and experiences by the counselor with a view to helping the client experience his own feelings in a more expressive fashion. Sharing of experience corresponds to modelling in the behaviour therapy. In this the counselor, by expressing his feelings, lets the client emulate him. Thus sharing of experience involves the counselor's willingness to share with the client his own personal feelings. Reflection of feeling, reflection of experience and sharing of experience together contribute to the actualization therapy and are very much identified with the Rogerian therapy. Reflection of feeling involves the identification of the feelings expressed by clients : It is very often difficult to identify the feelings expressed by clients. Reid and Snyder (1947) have found appreciable variation among counselors in their identification of clients' feelings. Feelings fall under three broad categories, namely, positive, ambivalent and negative. Positive feelings are ego-constructive and help in the process of self-actualization. Negative feelings, in contrast, are ego-destructive. Ambivalent feelings usually are conflicting feelings expressed at the same time towards the same subject. They correspond to the love-hate relationship. Ambivalent feelings are of particular importance from the point of view of counseling because they help the counselor identify the apparent contradictions and reflect them to the client. Ambivalent feelings could become a source of great inter-personal tension. One of the goals of counseling is to make the client realize the apparent contradictions in his feelings.

Reflection of feeling, reflection of experience and sharing of experience have been described above as significant devices in counseling. However, reflection of feelings or sharing of experience are perhaps the toughest and most challenging of the counselor skills. Some of the difficulties of reflecting are explained below.

Stereotype

This is a type of mannerism that individuals employ and a counselor could innocently acquire a mannerism of his own in using the same phrase, such as "you feel" or "I see". These kinds of stereotyped expressions may not help to arouse the feelings of the clients. They may, on the contrary, make the client more rigid.

Timing

Timing has a unique place, in the order of things. When something is done at the appropriate time it yields optimal results. However, it is not always easy to judge the proper timing. In counseling this is of paramount importance. When the counselor should or should not act, that is, when a

certain, action is appropriate or not, is of great importance in determining the course and success of the counseling process.

Selection of Feelings

The client may express several feelings of varying importance. The counselor exercises his subjective judgement in choosing to reflect one feeling rather than another. In this way, the counselor actually is directing the client along certain channels which he deems important. In this sense the non-directive approach, on closer examination, is actually a directive approach. Often this subtle but important point is missed and the Rogerian approach is emphatically declared as a non-directive approach *par excellence*.

Content

The material expressed by the client could be of different degrees of significance from the point of view of the counselor. A wrong approach would be to reflect content, that is, to repeat the words or the substance of what the client has expressed. The counselor blindly or mechanically states what has been said by the client. Reflecting content is of little value in counseling. Often it may be detrimental to the counseling process. The counselor should primarily be concerned with feeling but not with content. If the counselor were to be so concerned, he would be missing the essence of the communication.

Depth

This connotes the obvious experience of our day-to-day life. We experience some feelings deeply while many feelings may be experienced superficially. In other words, some of our feelings could be shallow and others deep. A counselor could by attending to the shallow feelings, be wasting his time and energy. At the same time it cannot be gainsaid that the counselor should not reflect too deeply. Either extreme may prove counter-productive.

Meaning

Perhaps this is one of the common ways of secondary elaboration indulged in by all of us frequently. When something is said we either read too much meaning into it or do the reverse. This is the common concern of all our communication techniques. For example, if someone says that he saw a tiger, the listener may report that the speaker said that he saw a big tiger. Much of this addition or omission is unintentional and may also be quite harmless. But there are occasions when a slight addition or omission could change the whole complexion of a communication. A counselor should guard against committing this common error. A counselor is not supposed to add or detract any meaning, however trivial, in any circumstance.

Language

The importance of language is easily appreciated. It is through language that the nuances of feelings are expressed. A counselor is expected to be careful in the choice of his words. He cannot afford to be careless with the most important tool of communication, namely, language. In the same way, he is expected to follow the client's language as carefully as possible.

Thinking

The reflection of feeling or experience could vary in timing. The counselor may employ immediate reflection or may use the technique of summary reflection. The difference is that in immediate reflection the counselor deals with one feeling at a time. It also means that he identifies the feeling as it is expressed and immediately reflects it, in which process he may interrupt the client's flow of expression. In summary reflection the counselor may reflect a number of feelings at one time and he may not interrupt the client until he finds a logical or appropriate pause. But he may miss out a few feelings in the process owing to memory lapses. The last kind of reflection is called terminal reflection and it comprises a summarizing process usually conducted at the time to the termination of the counseling relationship.

Notes

The foregoing account will have indicated the importance of reflection as a counseling technique. However, nothing has been said regarding the effectiveness or the conditions which affect the effectiveness of reflection. First of all, it needs to be understood that reflection helps the individual (client) to feel understood. People often experience this feeling of being misunderstood and yearn for proper understanding. Through reflection, the feeling of being misunderstood is dispelled. The effectiveness of reflection consists in not being misunderstood. Reflection helps to break the neurotic cycle which is commonly experienced by clients. This is expressed in statements, such as "he will not understand me and, therefore, there is no purpose in trying to understand him". This vicious cycle of reasoning is broken by the reflection technique. It was explained that the reflection of feeling helps in self-understanding. The effectiveness of reflection consists in helping the client understand that feelings determine his behaviour. Reflection, therefore, has a clarifying or simplifying function. It helps the client to evaluate his feelings when once he is able to appreciate their significance in contributing to self-understanding. This logically leads to the power of choice that reflection gives the client. Reflection on several of his feelings will help him in knowing the significance of each one of them. Thus the client is able to choose what would best serve his purpose. Finally, reflection helps clarify a client's motives. Often clients are tempted to say, "I feel" or "I feel like". Seldom does he say, "I feel like this because". This power of reasoning leads to the core (underlying) motive or experience.

Acceptance

The second relationship technique is acceptance. Rogers (1951) places great importance on the unconditional acceptance of the client by the counselor. The other approaches of counseling have not made this one of the basic issues. Acceptance is based on the belief that the client has dignity and worth. It is also based on such important assumptions as the right to make decisions and to be responsible for one's own actions and hence for one's life.

Acceptance provides the necessary psychological climate for the counseling interview. It helps the clients get involved in the counseling process and thus minimizes the possibility of the adoption of defensive attitudes through rationalizations, denials, explanations, etc.

Acceptance implies neither approval nor a patronizing attitude. The client should not be under the misconception that his expressions will be approved or disapproved by the counselor depending on whether he is accepted or not. Again, acceptance is not a neutral attitude. It is positive in its response. Acceptance is not to sympathize with the client or tolerate him. The counselor has to communicate to the client the sense or feeling of acceptance, such that he experiences the warmth and friendliness of the situation. Brammer and Shostrom (1968) state that there are three major observable elements through which acceptance can be expressed by the counselor : (1) facial expression conveying the genuine interest of the counselor, (2) tone of voice and its inflections, and (3) distance and posture of the counselor. Actions, such as yawning, frequent movement of the hands and legs, changes in the posture and other similar cues have negative significance and communicate lack of acceptance.

Special Relationship Problems

While the counselor may use and apply his chosen technique with all the wisdom and skill at his command, it is often found that certain psychological phenomena aid or limit his efforts. More often than not, counselors are baffled when they encounter such situations which usually hinder the process of counseling. The phenomena, namely, transference, counter-transference and resistance have been identified as special relationship problems. The phenomena have been recognized to be of central importance in the psycho-analytic technique. It is recognized that counseling cannot ignore the special relationship problems and they are considered to be as valid to counseling as they are to psychoanalysis.

In psychoanalytical thinking, transference is a process by which the client's attitudes, formerly expressed towards one person (usually the parent of the opposite sex), are transferred or projected to the counselor. Transference, for the existential therapists, does not mean the same as it does for

a psychoanalyst. The existentialist does not believe that transference implies the transfer of a client's feelings for his family members to the therapist. The neurotic is one who has not grown beyond the restricted forms of experience characteristic of a child in most affective areas of development. Hence, in later years he perceives others or the therapist in the same manner as he perceived his father or mother as a child. The problem of transference for the neurotic client is primarily one of relationship to events in the present and his perception of the present situation in terms of his past experience.

Transference

Transference could be positive or negative in nature. Positive transference involves the expression of feelings of affection or dependency, and negative transference the expression of feelings of hostility and aggression towards the counselor. A counselee may react to the counselor as he would react to his parent. Sometimes the affective reaction could be a negative one in which the counselee may feel (erroneously of course) that the counselor has contempt or anger for him. The counselee sometimes shows positive affective reactions, such as adoration, and the counselee is often unconscious of his reactions towards the counselor.

Wood (1951), discussing transference in client-centered therapy and psychoanalysis, gives the following illustration : During the second interview his client observed "...it seemed to me that as we were talking along, that you, not only as a counselor but you as an individual were getting sort of excited about this thing too, just as I was. And that, well, at times, you were no longer a counselor to me, but you were just another person that I was talking over this problem with". During the fourth interview the client observed, "as a matter of fact, a peculiar thing, I hate to admit it (laughs) is that, except in the last two interviews, I don't believe I've been much concerned with your reflections. You probably realize I have been moving pretty fast and somewhat running up middle of your spine at times without, uh, knowing it, desiring to go ahead. A sort of manic euphoria (laughs). But I guess I have done enough to you today".

In therapeutic use, the counselor does not view transference as a problem, but as a situation in which the client gives the therapist valuable information on how he perceives his world. Thus, the transference relationship is a rich source of interpersonal data. Rogers (1942) believes that the feelings of transference develop when the client perceives that the 'other' person (counselor) understands him better than he understands himself. Initially, that is, before transference there is no relationship between the client and the counselor which involves transference. After the initial contact and development of relationship which widens eventually to provide a situation for the appearance of transference, the client's identification with the counselor becomes stronger, leading to transference. When transference is resolved the client withdraws his projections, culminating the therapy.

Therapeutic Function of Transference

Strong transferences towards the counselor are often complicated. But transference of a less intense nature serves to build the relationship by allowing the client to express distorted feeling without the usual counter-defensive responses. Transference promotes the client's confidence in the counselor through his handling of the transference feelings. Such feelings help to amplify the client's emotional involvement with the problem and enable him to continue the counseling relationship. Transference further helps the client become aware of the origin of his feelings in his present life situation through interpretation. The transferred feelings along with maladaptive behaviour tend to disappear when insight is gained and more satisfying and mature relationships with people are established. The counselor should not fit himself into the client's projections so as to satisfy the client's neurotic needs. If the counselor does this, there is a possibility that the projections will be perpetuated by being reinforced.

Counter-transference

Counter-transference is the projection of the counselor's feelings toward the client. In this the counselor is reacting in a similar fashion as the client transferring his feelings. Counter-transference, therefore, refers to the emotional reactions and projections of the counselor to the client. This could

Notes

be a serious handicap to the client's transference in the counseling process. The counselee by his behaviour may remind the counselor of some past experience and he (counselor) may react to the counselee affectively which may be either positive or negative. The counselor may view the counselee as an impulsive, head-strong and selfish individual. This is an instance of counter-transference. Compulsive advice-giving is a surreptitious and subtle form of counter-transference. Counsellors tend to easily take an "if I were you" approach even in the counseling relationships. A common counter-transference feeling is the idea that the counselee must somehow like the counselor and be pleased with him.

What are the sources of counter-transference ?

1. The counselor's unresolved personal problems may be one source and they indicate the need for counseling the counselor.
2. Situational pressures coinciding with the counselor's problems may aggravate his latent feelings.
3. Counter-transference may emanate while the client is communicating his feelings to the counselor.

If the counselor tends to be overly sympathetic it could be because of the underlying need for sympathy and attention on his part. The counselor's value-structure could be a veritable source of counter-transference. The very nature of the counseling relationship puts the counselor in a position to influence the client. This happens notwithstanding the counselor's objective, non-judgemental and permissive (indulgent) attitude. It is often difficult for the counselor to avoid conveying the feeling that he regards emotional maturity, for example, as an important goal of counseling. Usually the counselor conveys his values to the client. Professionally speaking, there is no question of conveying personal values in the counseling process, even if they are to facilitate counseling.

Resolving Counter-transference Feelings

After an awareness of the feelings of counter-transference the first step consists of the counselor asking himself, "Why is it so ? The counselor must accept the fact that he has varied feelings about the client and that he will change somewhat by the counseling experience. The counselor must be aware that his anxieties could arise from insecurity in the counseling role.

Every counselor who feels uneasy about his responses to a client should admit the possibility that his comments are a form of his own projections. All that may be necessary is to admit this possibility frankly and attempt to change. Though there is no objective evidence to indicate that it is useful to discuss counter-transference feelings with the client it is found to be a mild, reassuring and interpretative reference, helpful in allaying anxiety. The counselor can use his own awareness of himself as reflected through the therapeutic process to enhance his own growth and resolve his difficulties. Counter-transference can sometimes be handled easily by asking the client to discuss the problems in group therapy situations.

Resistance

The term 'resistance' was used by Freud (1903) to indicate the unconscious opposition in bringing material from the domain of the id into the ego. Resistance is explained as one of the protective functions of the ego. According to Bordin (1968), "Resistance is the reflection of the patient's inability to deal directly, realistically and constructively with his impulses as they appear during the process of therapy."

In the counseling situation one of the principal realities of building and maintaining effective counseling relationship must concern itself with the phenomenon of resistance. Resistance could be understood as a special defensive form of transference. It could be a product of the outer defence system protecting the client from situational threats or of the inner defense system guarding the client from his unconscious impulses. The existentialists view resistance as a tendency of the client to renounce his unique and original potentiality which is inalienable. According to existentialists, resistance is exhibited as social conformity.



Task

What does acceptance provides in counseling interviews ?

Self Assessment

2. State whether the following statements are 'true' or 'false'.

- (i) Silence is the easiest technique to master for most counselors.
- (ii) Rogers stress the importance of relationship techniques in 1980
- (iii) Stereotype is a type of mannerism.
- (iv) The relationship between the counselor and the client is central to the therapeutic process.

16.7 Summary

- An interview is a face-to-face technique of obtaining information for a variety of purposes. It is well known as a hiring (selection) technique. It is also employed as a technique of research (market research, consumer research, etc.). The counseling interview differs from the above in that its goals are significantly different and information getting is not its major interest.
- It is a common practice with counselors to review the counseling session and such a review reveals several interesting features of the counseling interview.
- **Opening and Closing Remarks:** These remarks of the client may apparently mean nothing. However, the counselor may obtain a significant insight when reviewing these opening or closing remarks. For instance, they may suggest reluctance on the part of the client or they may indicate his sincerity.
- **Recurrent Reference:** When a client refers to a particular idea or experience in the course of the counseling interview several times, it may be of special significance.
- **Inconsistencies and Gaps:** Some of them may appear self-contradictory but inconsistencies and gaps could suggest resistance or traumatic experience which the client unwittingly discloses in the conversation. During the interview the counselor may not realize the significance of such material.
- **Review:** In review, however, the counselor is more likely to appreciate the concealed meaning of the client's statements or inconsistencies or gaps in his conversation.
- The success of the counseling interview largely depends on the nature of the relationship between the counselor and the counselee, the latter's readiness to communicate and his real desire to improve. The essence of the counseling interview lies in securing an effective relationship which reflects permissiveness (tolerance and indulgence), kindness and warmth.
- The counseling relationship differs from other kinds of relationships like those existing between parents and children, between friends, between teachers and students, and so on.
- Counseling techniques concern the specific procedures and skills employed by the counselor in securing his counseling goals or objectives. There could be variations in the techniques employed by different counselors, which could be either owing to subjective factors, such as responsibility, leading and planning statements of the counselor or to the specific nature of the counselee's problem, or to both. However, there is always a danger of becoming too technique-conscious in one's approach. This kind of rigid technique-oriented approach.
- The counselee arrives with several feelings, attitudes and expectations. He is often nervous and wonders what is going to happen. It is essential that the counselor makes it very clear to the counselee regarding what may take place in the counseling situation. This is called 'structuring'.
- Structuring has other important goals. Most clients have faulty notions about counseling. Some clients ask the counselor to psychoanalyse them. Others may want the counselor to give a few

Notes

tests and interpret the results. While the counselor may do what the clients expect him to do, if found necessary, it does not mean that the counselor will always have to do what the client asks for. Thus structuring the interview dispels some of the misconceptions. It also provides the counselee with the necessary orientation to the counseling situation.

- Silence perhaps is the most difficult technique to master for most counselors who are teachers. More often than not, they are prone to think client-silence as synonymous with counselor failure. Naturally they feel embarrassed and get annoyed with the situation.
- The goal of the counselor is to bring about the desirable change in the client's behaviour. The behaviour exhibited by the client as a result of counseling is the proof of his acceptance and action as influenced by the techniques designed by the counselor.
- This method serves as a defense mechanism. The counselor, by trying to make the client reflect on his own feelings, directs the attention of the client to himself. He makes the client see that the feelings are part of the subjective self, and when once understood and appreciated, they cease to be bothersome.
- The second relationship between the counselor and the client is the conveying of experience through both verbal and non-verbal means. Clients' verbal or non-verbal behaviour conveys feelings. The counselor, on his part, may also communicate by reflecting his experience, employing the same means.
- The relationship between the counselor and the client is central to the therapeutic process. This relationship may be conceived as a continuum with personal responsiveness and reflection of feeling at one end and sharing of experience at the other end.
- Negative feelings, in contrast, are ego-destructive. Ambivalent feelings usually are conflicting feelings expressed at the same time towards the same subject. They correspond to the love-hate relationship.
- **Stereotype:** This is a type of mannerism that individuals employ and a counselor could innocently acquire a mannerism of his own in using the same phrase, such as "you feel" or "I see". These kinds of stereotyped expressions may not help to arouse the feelings of the clients. They may, on the contrary, make the client more rigid.
- **Timing:** Timing has a unique place, in the order of things. When something is done at the appropriate time it yields optimal results. However, it is not always easy to judge the proper timing. In counseling this is of paramount importance.
- **Selection of Feelings:** The client may express several feelings of varying importance. The counselor exercises his subjective judgement in choosing to reflect one feeling rather than another. In this way, the counselor actually is directing the client along certain channels which he deems important.
- **Content:** The material expressed by the client could be of different degrees of significance from the point of view of the counselor.
- **Depth:** This connotes the obvious experience of our day-to-day life. We experience some feelings deeply while many feelings may be experienced superficially.
- **Meaning:** Perhaps this is one of the common ways of secondary elaboration indulged in by all of us frequently.
- **Language:** The importance of language is easily appreciated. It is through language that the nuances of feelings are expressed.
- **Thinking:** The reflection of feeling or experience could vary in timing. The counselor may employ immediate reflection or may use the technique of summary reflection.
- The second relationship technique is acceptance. Rogers (1951) places great importance on the unconditional acceptance of the client by the counselor. The other approaches of counseling have not made this one of the basic issues. Acceptance is based on the belief that the client has dignity and worth.

- **Special Relationship Problems:** While the counselor may use and apply his chosen technique with all the wisdom and skill at his command, it is often found that certain psychological phenomena aid or limit his efforts.
- **Counter-transference:** Counter-transference is the projection of the counselor's feelings toward the client. In this the counselor is reacting in a similar fashion as the client transferring his feelings. Counter-transference, therefore, refers to the emotional reactions and projections of the counselor to the client.

16.8 Keywords

- Interview** : A formal meeting at which somebody is asked questions to see if they are suitable for a particular job or for a course of study at college
- Inconsistencies** : If two statements etc, are inconsistent, they can not both be true because they give the facts in a different way.
- Stereotype** : A fixed idea or image that many people have of a particular type of person or thing but which is often not true is reality
- Transference** : The process of moving something from one place, person or use to another.

16.9 Review Questions

1. What do you mean by interview. Give the steps of interviews.
2. Explain the interviewing techniques in counselling.
3. What are relationship techniques ?
4. Explain the sharing of experience.

Answers : Self Assessment

1. (i) Interview (ii) Counselor, Counselee (iii) psychoanalytical
(iv) structuring (v) Client (vi) timing
(vii) acceptance
2. (i) F (ii) F (iii) T (iv) T

16.10 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 17: Counseling Services: Individual Counseling

CONTENTS

Objective

Introduction

17.1 Concept of Individual Counseling

17.2 Need of Individual Counseling

17.3 Nature of Individual Counseling Problems

17.4 Formal Individual Counseling

17.5 Advantages of Individual Counseling

17.6 Disadvantages of Individual Counseling

17.7 Summary

17.8 Keywords

17.9 Review Questions

17.10 Further Readings

Objectives

After reading this unit students will be able to:

- Discuss the concept of individual Counseling.
- Discuss the need of individual Counseling.
- Explain the nature of individual Counseling problems.
- Discuss formal Individual Counseling.
- Explain the advantages and disadvantages of individual Counseling.

Introduction

Individual counselling focuses on such issues as depression (including postpartum depression), anxiety, panic disorders, family-of-origin issues, communication issues that prevent effective relationships, stress management, substance abuse recovery, loss, meaning-of-life issues, forgiveness issues, grieving, emotional issues, sexual assault, abuse, effects of family violence, transitional issues, anger management, coping, and more.

Individual Counseling is the component of guidance aimed at helping an individual to plan, to do or to adjust according to his particular needs. All guidance activities aim at human welfare and for this close relationship between the counselor and counselee is must. In other words guidance or counselling refers to help given to an individual towards a better adjustment in the development of attitudes and behaviour in all areas of life.

17.1 Concept of Individual Counseling

The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.

Man could become an automation. He could be made to behave in a preconceived way—as did many persons under the Hitler regime. But the potential for good is also there, not because someone can preconceive that good but because certain conditions can make men capable of exercising choice and assuming responsibility.

Rogers values man in a process of becoming—of achieving worth and dignity through the development or potentialities, of becoming so self-actualized that he reacts creatively to new and changing challenges. The counselor accepting these values, deals with the counselee as an unique individual and engages in a genuine relationship of caring. He accepts the individual in his various moods and is so emphatic that he sees the world through the counselee's eyes.

Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema. To these latter counselling may be a matter of giving information or instruction. Much vocational counselling falls into this category.

Super has taken cognizance of the many concepts of counselling and suggests the possibility of the emergence of a field of applied individual psychology or consulting psychology. In this Super envisions the practitioners consulting with people in a variety of situations as they deal with a variety of adjustment problems.

Counseling is perceived as a form of teaching; but, let it be clear that teaching is not synonymous with counselling. It is a developmental process. Presumably in counselling, as is the case with a sportsman's guide and the hunter, the counselor knows more about the goals and conditions than does the counselee. This does not mean that he knows more about the person being guided than does the person himself.

Therefore the counselor must not be too sure of the next step. He must be willing to change his hypotheses and how to interrupt, when to intervene, and in what ways to influence as the counselling sessions progress and provide better mutual understanding. The counselor, like the master teacher, is involved not just in a teaching situation but in a teaching-learning process. The counselor must be aware of the assumptions he is making in each situation at every moment. One must be able to confront danger if he is to counsel.

Counseling deals with a variety of problems, a variety of techniques, a variety of degrees of difficulty, and has a variety of outcomes—including both failure and success.

17.2 Need of Individual Counseling

Following situations are more serious, requiring individual counselling by skilled counselor.

An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience. Very few problems are confined to one area. An individual's attitude toward situations requiring decisions and his ability to meet them usually are the result of many factors.

The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment. Similarly, a boy or girl or a man or woman who has developed an objective, relatively unbiased attitude toward himself in his relation to others probably will be able to exercise self-control.

Home and school guidance, however, has not yet been successful in developing these desirable qualities in all individuals. Even those who believe they possess a fair amount of emotional stability sometimes come to grips with that proverbial "last straw."

The purpose to be served by counselling is directly related to the age, interests, and experiences of the counselee. Moreover, one of the responsibilities of the counselor in individual counselling

Notes

situations is to help the individual discover the fundamental causes of his problem. The difficulty may stem from his experiences in the home or the school, on the job, or in his social relationships or recreational activities.

17.2.1. Home Experiences

It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavourably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children and elicit consequent punishment from a work-weary mother when his misdemeanors are reported to her. These are but a few of the many problem situations that are likely to arise in the home even when the father and mother try to be good parents.

The effect on a child or a young adolescent of real or fancied home difficulties may be such that it necessitates individually-received assistance from a counselor. In some instance, the situation lends itself to help that can be given by a member of the school guidance staff. If inner resentments and conflicts become too serious, the situation may require clinical or psychiatric attention.

During later adolescence and adulthood, matters dealing with plans for establishing a home of one's own become extremely important. Choosing a mate, marrying, selecting and furnishing a home, budgeting the home finances, and rearing children give rise to questions that may cause the young person considerable concern. The older adult also needs help toward the solution of problems of marital adjustment and parent-child relationships.

17.2.2. School Experiences

During his elementary-school years, the child usually can be helped to meet his problems of adjustment in group situations through the efforts of an alert and guidance-minded teacher.

It usually is best not to place too much emphasis on the personal difficulties of the child by subjecting him to individual counselling situations that will seem to set him apart from his schoolmates.

A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that is deviate from that of the group. Such situations need individual attention.

Secondary-school pupils and college students may require individually received help in planning their courses or in adjusting to them. An individual may have academic difficulties or his attendance record may be unsatisfactory. Personality differences between a student and an instructor often cause difficulties. Ineffective study habits or too little time for or lack of interest in home study will interfere with school success.

The questions often asked by young people about their school experiences indicate their concern over matters that may must be able to relate easily with the student, assist him in establishing objectives and goals, and employ any ethical means that will assist the student to change or learn behaviours necessary to cope with his environment and work toward the objectives they mutually have established.

Third, an appropriate environment is necessary. Depending upon the nature of the interview, this environment must provide assurance of confidentiality, a mood of contemplation, and/or adequate information resources.

Finally, as the term is used in school settings, counselling must provide a relationship that allows for meeting both immediate and long-term needs. The counselor must be available at moments when the student needs him for specific assistance.

Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations we react to remarks of self-doubt or anxiety by attempting to "close down" the display of emotion. We may interject mirth, change topics, give words of comfort, or suggest that things really couldn't be as they seemed.

Counselors do quite the opposite. Rather than "close down" the student, the counselor will focus upon the central concern of the student and help him to *open up*. When a test-anxious student suggests that he will fail, the conversationalist reassures, "I can't imagine you failing. You've always done so well." The counselor, however, probes, "You're certain you'll fail. Why?"

The counselor must be mindful of limits in time and his ability to assist the student. Assisting the student to *open up* carries with it the obligation, on the part of the counselor, to have the time and skill to follow through and terminate the interview successfully.

During the course of practice, counselors find themselves operating at various points along our dimensions. The nature of the relationship of the student's awareness may determine, in part, the counselor's behaviour. However, the counselor's basic philosophy concerning human development and the translation of this philosophy into a theoretical approach to counselling also influences his behaviour.

Self Assessment

1. State whether the following statements are 'true' or 'false'.

- (i) Individual Counseling's major purpose is the changing of one's view of himself, others and the physical milieu.
- (ii) Secondary school pupils and college students may require individually received help in planning their courses and jobs in adjusting them.
- (iii) There is no need of counsellor in individual counselling.

17.3. Nature of Individual Counseling Problems

There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognise that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist. They have been told that there is a danger of doing the person harm, although the specific danger and harm have not been delineated.

The term carries no implication of the seriousness of the problem. It would seem, therefore, that Arbuckle's emphasis on psychotherapy as a semantic problem is justified. It is the belief of the authors that when one undertakes to guide people in their educational and vocational careers and choices he is influencing and intervening in behavioural, attitudinal, and social aspects of the counselee's life and personality quite as much as if the counselling were quite frankly being called psychotherapy.

The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem. It is a simple matter to demonstrate that very frequently a specific problem of vocational choice is an excuse the counselee uses to deal with a general problem of dislike of parents, distrust of teachers, and fear of one's peers.

It must also be admitted that aversion to psychotherapy on the part of the counselor is an indication that he lacks the skill and knowledge that will give him sufficient self-assurance to function in a situation lacking the comfort of discernable structure. The final fact is that making a vocational choice often does call for an examination and evaluation of personal problems.

Notes

Differentiating psychotherapy from school counselling is more easily done on paper or in academic discussion than it is in an active counselee-counselor relationship. Knowing when to refer is not the province of an outsider. The counsellor must know his own strengths – and weaknesses. Experience in work with clinic teams and with psychiatric consultants will improve the comfort of making the decisions but the difficult decisions will still persist.

We have previously stated that the counselor's skills define his role. Those who are inadequately prepared must necessarily seek comfort in those conceptualizations which limit the range of their counselling activities. Those who are well prepared in theory and laboratory experience find it difficult to limit their work to an information-giving role similar to that of a classroom teacher. Their perception of the bearing which the counselee's attitudes, prior conditionings, and personal self-defeating behaviours have on all decision-making makes it difficult to avoid their assumption of psychotherapeutic roles.

17.4. Formal Individual Counseling

17.4.1 Clinical Procedures

The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.

Method of Approach

Clinical procedures involve the following activities :

- (1) Recognizing the presence of an apparently serious adjustment difficulty,
- (2) Gathering extensive data on the client and recording them in the form of a case history,
- (3) Interpreting and evaluating the data in relation to observed symptoms,
- (4) Recommending appropriate treatment,
- (5) Applying therapies, and
- (6) Following up the case for the purpose of determining the kind and extent of adjustment effected.

The client is referred to the psychiatrist or the clinic when it is believed by the person or institution making the referral that his maladjustment is such as to require expert care. It is usually the responsibility then of a social worker to accumulate relevant data on the immediate situation and background history.

The reliability of the materials included in the case history depends, honesty of the reports on the part of parents, teachers or other persons who are interviewed concerning the client; the validity of the tests that have been administered to the client; the degree of co-operation by the client, and the objectivity of the social worker who is constructing the case history.

If the study is being made by a clinical staff, the psychiatrist, pediatrician or physician, psychologist, and social worker hold staff meetings at which the findings are discussed. Expert interpretation and evaluation of available data is extremely important. Usually it is found necessary to supplement data resulting from the administration of tests, scales, and inventories with the utilization of evaluating techniques peculiarly suited to clinical purposes.

Appraisal Techniques: The techniques of appraisal include individually administered measurements of sensory acuity and muscular co-ordination, mental capacity, learning achievement, and personal qualities. One of the most valuable techniques of evaluation for clinical purposes is the *projective method* mentioned earlier, through the utilization of which one may gain insight into the individual's unconscious or fantasy life. The Rorschach method of ink-blot interpretation and thematic apperception tests are widely used by clinicians. Another approach to the study of young children

is that of *play therapy*, in which children are supposed to give vent to their unconscious desires, animosities, and conflicts as they play with “doll families” and other toys. In their behaviour with these objects they express their attitudes toward the adult or situation which appears to be the cause of their difficulties.

Effecting Changes: Changing or removing maladjustive elements in the individual’s environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.

A ‘case’ should not be closed when the individual has been led to gain insight into his difficulties, as a result of which he starts on an improved course of action. He needs help during his adjusting process, and he should continue to have the services of the clinical staff and any others who have participated in the remedial procedures until his adjustment is satisfactory to himself and his counselors. Unfortunately, clinical treatment often ceases too soon, leaving an individual who is still mentally half-sick to continue unaided in his struggle toward complete adjustment.

17.4.2 Interview Procedures

Personal Qualities of the Interviewer

The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.

It is important that, the interviewer possess those desirable personality qualities stressed in this book as requisite for dealing with people in any guidance situation. No matter what the purpose of the interview may be, the teacher, the school counselor, the employer, or the staff member of a guidance clinic should give evidence of being an understanding and personally well-adjusted human being. In adjustment interviews, especially, possessing these qualities is imperative.

According to practically all state requirements for school counselor certification some teaching experience is needed. The reason for this is easily understood. Before a person can undertake the responsibility of counselling an individual pupil wisely, he needs the experience of working with individuals in classroom groups.

The counselor’s behaviour should be friendly but dignified. He must avoid a sentimental or a ‘kidding’ approach that is supposed to set the counselee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter’s acceptance of him so that thoughts and feelings can be expressed freely, without fear of recrimination.

At the same time, the individual must respect the counselor’s judgment and be secure in the knowledge that whatever his problem may be, its serious import to him will be recognized by the counselor and will receive thoughtful consideration as the two work together toward a satisfactory solution of it.

For a counselling situation to be effective, good rapport between the participants is necessary. This relationship can be achieved as the counselor helps to relieve counselee tensions by a friendly smile or a casual comment in a lighter vein. The display on the part of a counselor of a kind of “hail-fellow-well-met” attitude is likely to repel rather than to win the confidence of the individual seeking help.

Initial Interview Procedures: Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.

Although the counselor follows the student’s progress and may have several brief chats in the corridor or at an athletic event, their next meeting starts the process all over again. Quite likely, the objectives established for the first interview or interviews will bear no relationship to those established at a later date. The school counselor, therefore, must be particularly skilled at initial interviewing. Basic procedures are presented and commented upon.

Notes

1. **Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place. The counselor may need to review background data concerning the student or read notes made after the last meetings. He may know of some materials or information sources that he could have readily available. The student, if he is aware of the purposes of counselling, should consider, how he can best use the time available. As described earlier in the chapter, the counselor uses his skill in communication to draw upon what the student wants, what he is attempting to say, and what he considers of current primary importance.
2. **Developing opening structure :** The student needs to know who The counselor is, what he is able to do, and what he expects of the student. This should be done briefly and simply. Experienced counselors know how to communicate quickly and effectively.
3. **Establishing the objectives :** As a product of his training and experience, the counselor will be, aware of objectives he can set for himself in counselling. These stem from his professional value system and the way he conceptualizes human development. They are manifested in the ways that he can effectively behave and communicate with students.



Did u know? During the opening minutes of the interview, the counselor and student need to establish objectives or goals toward which they can work in the time available. The objectives are not of a fixed nature and may be revised as the interview develops.

An objective must be attainable and realistic in order to be a goal worth pursuing. The student who suggests, "I'd just like to be everyone," will need assistance from the counselor in making the objective realistic. "I wish I had two friends who cared" would be a goal toward which they might work. Counseling without process objectives on the part of the counselor and student objectives in terms that are meaningful to him is a futile endeavour.

4. **Building the relationship :** As the interview progresses, the counselor must continue to build upon the relationship that has been established. His honesty, expression of interest, humanness, and perceptiveness will allow the student to realize that the counselor is fully committed to assisting him. At times, however, the novice counselor needs to remember to let a little of himself out. A warm smile, a touch on the hand, a nod of understanding, any act of caring that is shown will help the student to invest a little more of himself and be more honest in his communication.
5. **Helping the student to talk :** The counselor may perceive that the student is reluctant to discuss some concerns or some aspects of concerns even though a sound, trusting relationship has been developed. When this occurs, the counselor may need to give particular assistance to get communication going.

The threatening nature of the concern probably prohibits approaching it frontally. The counselor must therefore rely upon spontaneity and sensitivity in (a) assisting the student to express his feelings, (b) understanding why the student is experiencing difficulty, and (c) helping the student to recognise feelings of which he is unaware or has difficulty accepting. The counselor's own relaxed and reassuring manner will convey more than the words he uses.

6. **Terminating the interview :** The counselor must use his skill in developing closing, as well as opening, structure. He initiates this phase of the interview by pausing longer between responses, focusing more upon cognitive than affective aspects of the student's concern, and not encouraging further exploration of subtleties or tension-producing areas. His sensitivity assists him in determining when the focus might be changed to the summary and plans for subsequent meetings.

This may be initiated by his suggestion that “our time is all but up.” The counselor asks the student to summarize those aspects of the interview that were most meaningful and assists him, as necessary, in reviewing the objective and whether or not it was achieved. Plans for the future must then be made.

Will there be another interview ? When ? Where ? Or should there be a referral ? Should tests be taken ? Information sources tapped ? When counselor and student have reached an understanding concerning how they might handle matters such as these, the counselor stands up (an excellent way to prevent a reopening of concerns) and sees the client to the outer office.

7. **Planning the follow-up :** After each interview the counselor should make some brief notes as a check upon his own faulty memory and in order to keep a running record of what has transpired through the series of interviews.

These can be reviewed briefly before the next formal contact with the student. Even though no immediate contact is planned with the student, a note can be made to see the student briefly , after a week or a month to learn whether the established objectives have been reached and whether the counselor can be of future assistance.

This informal, individual follow-up can be structured to give the counselor some evidence of whether or not he was effective. A more comprehensive, mass follow-up is conducted separately as a guidance service to study groups such as all seniors, all recent graduates, or all students now in technical schools.



Notes

Regardless of the approach utilized in a particular counselling interview, there are certain general considerations to which attention should be directed. The interviewer should try to put himself in the other person’s place and listen to what he has to say without base or prejudice. Suggestions made or questions asked by the counselor should be given in a friendly manner aimed at setting the counselee at ease and winning his confidence.

Without seeming to hurry the interview, the interviewer should keep the conversation focused on the problem at hand, avoiding consideration of extraneous matters. Finally the counselee should leave the interview with the feeling that he has been helped by his counselor and that he can return for further counselling.

A question often asked is whether or not the interviewer should take notes during the interview. For the purpose of evaluating the interview or in preparation for an ensuing interview, on-the-spot notes are better than attempts at recall after the interview. However, an emotionally disturbed individual may react unfavourably to seeing the counselor job down what is being said. The counselor can make it a practice to allow the interviewee to see what he writes and to explain its purpose.

Usually this procedure encourages co-operation on the part of the counselee. A code may be used for any point which should not come to the individual’s attention. Recording an interview has value either if the counselee is unaware that it is being done or if he knows about it and approves. Otherwise, the presence of the recording equipment may inhibit free expression on the part of the counselee.

The success of an interview depends on whether or not the counselee (1) believes that he has been helped, (2) is willing to return for another interview, and (3) exhibits an improved ability to meet and solve similar problems in the future. Whether the interviewer plays a relatively active or passive role, he can benefit from practicing the following “Do’s” and “Don’t’s” that are included in a handbook for the teachers, counselors, and principals of the Canton, Ohio, Public Schools.

17.5. Advantages of Individual Counseling

- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session to gather information that can better facilitate future work.

Notes

- Even when addictions or anger counselling will follow, most family counselors will want to see each partner (and sometimes each family member) for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- The individual can learn how one person making changes can help to create changes in the couple or family system.
- When partners or other family members refuse to attend counselling the individual will be able to learn some useful skills for relating those absent members.
- When the individual is currently having or has engaged in non-disclosed infidelity, it is useful to spend some individual time with the counselor before couples relationship counselling.
- And other advantages. Describe the concern/issue as clearly as possible when you first contact the counselor.

17.6. Disadvantages of Individual Counseling

- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- Working with a professional counselor can help couples re-discover the reasons they wanted to be with their partner, realize the strengths that still exist, and decide to work on repairing their relationship. This is far more difficult to accomplish through individual counselling.
- And Other disadvantages. Describe the concern/issue as clearly as possible when you first contact the counselor.



Task

What is initial interview procedure?

Self Assessment

2. Fill in the blanks

- (i) The is best counselling technique for the treatment of emotional disturbance which are serious in nature.
- (ii) The Approach to the study of young children is in which children are supposed to give vent to their unconscious desires.
- (iii) is useful for identified problems such as those originating in family of origin for grief and loss.
- (iv) After each interview the Counsellor should make some in order to keep a running record of what has transpired through the series of interviews.

17.7. Summary

- The science of psychology has advanced so far that it becomes possible, within limits, to predict certain kinds of behaviour if we know or can control certain antecedent conditions. Rogers properly conceives that this possibility contains grave dangers for mankind.

- Counseling, by whatever name it might be called, has as a major purpose the changing of one's view of himself, others and the physical milieu. Counseling in some instances is perceived to be synonymous with psychotherapy, while to others such a notion is anathema.
- Following situations are more serious, requiring individual counselling by skilled counselor.
- An individual's need for assistance in making decisions, planning courses of action, and making adjustments to life situations may be centered in any of his present or future areas of experience.
- The physical and the mental health status of the person are important, for example. Anyone who possesses a healthy physical constitution and who, consequently, does not suffer aches and pains or is not unduly concerned about the possibility of contracting a disease usually is able to meet ordinary annoyances or disappointments with a reasonable degree of adjustment.
- **Home experiences:** It is not unusual for a child occasionally to resent what he considers to be unjust treatment by his parents, to be jealous of apparent privileges granted a brother or sister and denied him, or to be embarrassed by the fact that his home compares unfavorably with that of his classmates. If the mother as well as the father is working and is thus away from home, the child is likely to engage in unsupervised after-school activities that get him into trouble with the parents of neighbourhood children.
- During his elementary-school years, the child usually can be helped to meet his problems of adjustment in group situations through the efforts of an alert and guidance-minded teacher.
- A child needs to experience a feeling of oneness with his group. Any procedure that causes his fellow classmates to feel he is receiving more or different treatment from theirs may be more harmful than beneficial. However, there are instances of inability to keep up with the class or of tendencies to engage in behaviour that deviates from that of the group.
- Another objective toward which the counselor works is *assisting the student to examine the psychological dimensions of what he is thinking and saying*. The counselor's approach in this regard is quite the opposite of that of a person engaged in social conversation. In social situations we react to remarks of self-doubt or anxiety by attempting to "close down" the display of emotion.
- There has been and still is considerable discussion about the kind of problems with which the school counselor should be concerned. Many counselors have been firmly instructed to recognize that there are some emotional and personal problems that should be avoided; that they should be ready to refer the individual to a psychiatrist or consulting psychologist.
- The big difference between counselling and psychotherapy appears to be a matter of structure. It has been indicated that in psychotherapy the approach is general and initially vague while in counselling, as typically viewed, the relationship involves a specific problem.
- **(A) Clinical Procedures:** The clinical approach is employed as a guidance technique for those cases of emotional disturbance which are serious in nature, in which many maladjustive factors both within and outside the individual appear to be operating. The study and treatment of these cases may require a relatively long period of time.
- **Method of Approach:** Clinical procedures involve the following activities :
 - (i) Recognizing the presence of an apparently serious adjustment difficulty,
 - (ii) Gathering extensive data on the client and recording them in the form of a case history,
 - (iii) Interpreting and evaluating the data in relation to observed symptoms,
 - (iv) Recommending appropriate treatment,
 - (v) Applying therapies, and
 - (vi) Following up the case for the purpose of determining the kind and extent of adjustment effected.

Notes

- **Appraisal Techniques:** The techniques of appraisal include individually administered measurements of sensory acuity and muscular co-ordination, mental capacity, learning achievement, and personal qualities.
- **Effecting Changes:** Changing or removing maladjustive elements in the individual's environment, of course, is important. More significant, however, are the desirable changes that can be effected in his own attitudes and patterns of behaviour. This purpose can be served best through a series of therapeutic interviews conducted by skilled persons.
- **Personal Qualities of the Interviewer:** The interviewing phase of counselling for personal adjustment is an art; for it the interviewer must have certain specific personality qualities, thorough training, and experience under expert guidance.
- The counselor's behaviour should be friendly but dignified. He must avoid a sentimental or a 'kidding' approach that is supposed to set the counselee at ease. An individual seeking help from a counselor needs to have sufficient confidence in the latter's acceptance of him so that thoughts and feelings can be expressed freely, without fear of recrimination.
- **Initial Interview Procedures:** Most counselling within a school setting is, in a sense, initial interviewing. School counselling is not marked by a long series of weekly or biweekly interviews. The student visits the counselor, for example, in November for one or two interviews, and they may not have another conference until spring of the following year.
- **Preparing for the interview and getting started :** Counseling can hardly be expected to be effective unless both counselor and student are prepared for what is to take place.
- **Developing opening structure :** The student needs to know who The counselor is, what he is able to do, and what he expects of the student.
- **Establishing the objectives :** As a product of his training and experience, the counselor will be, aware of objectives he can set for himself in counselling.
- Advantages of Individual Counseling
- Even when couples or family counselling will follow, most family counselors will want to see each partner for at least one session to gather information that can better facilitate future work.
- Individual counselling is useful for identified problems such as those originating in family-of-origin, for grief and loss, job related stress issues, meaning of life issues.
- Because the individual attends alone, the entire session is devoted to that person (rather than to a couple or family).
- When a partner or other family member is affected, the counselor is only hearing one person's perspective, and will be less knowledgeable in helping the individual identify problems and setting appropriate goals.
- People often do not understand that relationships, including couples relationships, go through stages, and when the 'honeymoon stage' passes, they often may feel that their relationship is not salvageable.

17.8. Keywords

- Individual** : Connected with one person
Counseling : Professional advice about a person
Psychatrist : A doctor who studies and treats mental illnesses

17.9. Review Questions

1. What is individual Counseling ? Explain.
2. How do home and S chool experiences affect the individual ?

3. What is the nature of Counseling problems ?

Notes

4. Explain different clinical procedures

Answers : Self Assessment

1. (i) T (ii) T (iii) F
2. (i) Clinical approach (ii) play therapy (iii) individual Counseling
(iv) brief notes

17.10. Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 18: Counseling Services: Group Counseling

CONTENTS

- Objectives
- Introduction
- 18.1 Meaning of Group Counseling
- 18.2 Assumptions of Group Counseling
- 18.3 Structuring of Groups
- 18.4 Process of Group Counseling
- 18.5 Advantages of Group Counseling
- 18.6 Limitations of Group Counseling
- 18.7 Summary
- 18.8 Keywords
- 18.9 Review Questions
- 18.10 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of Group Counseling
- Discuss the assumption of Group Counseling
- Describe the Structuring of Groups
- Explain the process of Group Counseling.
- Describe the advantages and limitations of Group Counseling

Introduction

Now you know what is counseling, what are the principles governing it, the different approaches to counseling and the actual process involved. As you have already seen from the definitions, counseling has generally been considered as a one to one process. However, due to various reasons, this concept has undergone change. Now, the concept of 'group counseling' has gained wide acceptance. One main reason for this is economic. There is shortage of resources in terms of money as well as trained personnel. Therefore, if a group of individuals can be helped at the same time, it is a great advantage. There are other benefits also. In a group setting, the individual tends to lose his identity and therefore responds more naturally. Moreover group interaction helps to change some attitudes, beliefs, feelings, needs, etc. Also special groups like alcoholics, abused and other groups can profit more from group counseling.

18.1 Meaning of Group Counseling

Group counseling is an extension of individual counseling. In group counseling a number of individuals work together with a professional counselor to learn to resolve personal and interpersonal concerns. The primary goal of group counseling is the creation of an interpersonal climate which

helps each individual to develop an insight into himself. It is a process in which free communication among members is encouraged and maintained, leading to an understanding and evaluation of each other's point of view. It is a means of helping to resolve problems by enjoying the social process of group dynamics and social facilitation. It is calculated to attain rapid amelioration in personality and behaviour of individual members through specified and controlled group interaction.

In group counseling individuals explore and analyse their problems together so that they may understand them better, learn to cope with them and learn to make valid choices and decisions. The group experience helps them to feel closer to others find and give emotional support and to understand and accept themselves and others. Feelings of common direction and purpose develop, as group cohesiveness increases.

Group counseling has all the three dimensions of individual counseling viz. remedial preventive and developmental. However in the school situation, emphasis is given to the preventive and developmental aspects because schools are meant to be institutions for providing instruction and guidance to students, majority of whom are normal. Therefore, in schools the main concerns of group counseling is to prevent problems from becoming disturbing or incapacitating and also to aid harmonious development.

18.2 Assumptions of Group Counseling

Group counseling is based on certain assumptions. The first assumption is that individuals possess the necessary talent capacity to trust and to be trusted by other group members. They should exhibit a basic concern for others in the group. This encourages group cohesion and provides an atmosphere of support and security for each members of the group to experience and share individual problems.

The second assumption is that each individual has the potential to take responsibility for self change. On the other hand the individual feels that his life is controlled by others, he will not be left with any alternatives but take recourse to disruptive behaviour.

The third assumption is that group members can learn and understand from the objectives and methodology of group process. The objective is to reform the members and not to make them conform.



Notes

Group counseling can be of great advantage to persons who are shy or aggressive in their interpersonal interactions, who are anxious or uncomfortable in groups or who are unduly resistant of overs conforming to social expectations.

18.3 Structuring of Groups

1. **Selection and induction of members :** The most frequently used procedure for selection and induction of members for group counseling is a personal interview, prior to assignments to group. The initial interview gives the counselor an opportunity to establish identification with the member so that feelings of respect, acceptance and assurance is experienced from the beginning. To help the individual decide whether he wishes to join the counseling group the counselor briefs him of the nature of the work, how it can benefit him, what can be expected and the rules concerning confidentiality, etc. This interview helps the counselor to decide whether an individual will be helped by group counseling and also whether a particular group will project or lose by one being a member.
2. **Size of the group :** For group counseling the size of the group should be relatively small. Although it is difficult to recommend a specific number as a rule of thumb, about six to ten

Notes

members could be there in a group. Big groups become unmanageable. But too small groups are also not desirable because the group resources will be too limited and the tension too gets great due to the pressure to participate. Moreover, in too small a group, where one or more members are absent by chance. The functioning becomes almost impossible.

3. **Composition of the group :** There is controversy regarding the composition of groups for counseling. Opinions differ as to whether the group should be homogeneous or heterogeneous with respect to problems, education, intelligence, age, sex and so on. Hinckley and Herman recommend heterogeneous groups made up of members with 'various' complaints and symptoms. Hershenson and Pewer (1987-E.A.N.) advocate grouping clients with similar concerns and similar purposes for group counseling because, the similarity facilitates a working bond and a more cohesive group relationship in the session. Gazda (1976) argues that grouping in a similar age range permits the group to focus on developmental concerns appropriate for all members. Sometimes, a balance of males and females increases opportunities for women and men to share views about each others behaviour and attitudes. Although opinions differ, almost all agrees that extreme differences are undesirable. Similarly it is not desirable to include extremely hostile and aggressive individual because he makes it very difficult to create the atmosphere if acceptance and freedom from threat that is essential for group counseling. The chronic, monopolist is also usually excluded from group counseling until his problem can be worked through sufficiently through individual counseling. Care should be taken to have a balanced group. The out going aggressive individuals should be inhibited passive despondent members.

4. **Frequency and duration of meetings :** Various recommendations have been made regarding the frequency of meetings. The population and the sittings in which group counseling occurs determine the frequency and duration of meetings. Weekly and twice weekly meetings are recommended most often.

Moreover, they will miss less class periods. In schools groups usually run from 11 to 15 weeks. It is more convenient and at the same time it ensures a reasonable amount of time for the group to attain its goals.

5. **Physical setting :** Physical setting is less important in comparison with emotional atmosphere and the skill of the counselor. A skillful counselor and the group obviously will function more effectively on a poor physical setting than an inept one and his group in an ideal setting. However, privacy and freedom from interruptions are of course important. The room should be small rather than large. Seating should be flexible and varied. A circular seating arrangement with each member sitting where he pleases is to be preferred to a formal arrangements and permanent seat assignments.



Did u know? In a community agency, college or in private practice two hour weekly sessions are optional. But in the school settings shorter durations, twice a week may be more suitable because of the shorter attention span of younger students.

Self Assessment

1. Choose the Correct Option.

- (i) is not one of the three dimensions of individual counseling.
 (a) Remedial (b) Potential (c) Preventive (d) Development
- (ii) is the most frequently used procedure for selection and induction of member for group counseling.
 (a) Personal Interview (b) Case study

(c) Observation

(d) Inventory

(iii) In Group Counseling usually run from weeks in schools

(a) 10 to 12

(b) 11 to 13

(c) 11 to 15

(d) 14 to 16

18.4 Process of Group Counseling

The process of group counseling can be divided into different stages. The stages are:

- **Initial exploratory stage :** In the beginning sessions group members are often strangers. They may be resistant to talk or only be able to bring up superficial topics for discussion. They may be shy or fearfully of sounding stupid. They tend to focus on themselves and not on others. The counselor has to explain his role and also the roles of the group members. He has to set up facilitative conditions to help develop trust. The counselor can accomplish this by modelling genuineness, warmth, non-judgemental attitudes to group members and by listening carefully. Members are encouraged to share their ideas and feelings frankly and freely. The counselor sets up facilitative and communicative attitudes and skills among participants by demonstrating and modelling these themselves. When the group members notice the non-judgemental manner in which the counselor reacts to positive as well as negative feedbacks from the members, they also readily accept the feedback in a healthy way.
- **Transition stage :** As the group moves from the initial exploratory stage to the next stage, group members are confronted with the need to explore more deeply to self-disclose (letting others know more about oneself, more intensively and to interact more actively with others if they are to progress. Although some trust has been established by this time, the feeling is still tentative and the group members are anxious, ambivalent and defensive as they realize that they are expected to explore more deeply the emotions and feelings that are painful. Some fear the group will reject them if they reveal too much. Some are even suspicious that the other members or the counselor himself may ridicule them. This stage is also characterised by conflict or rebellion resulting from a struggle for power, control or dominance among the members and with the counselor. The group members tend to criticize each other frequently. They may even express doubts about the leadership of the counselor.

All these behaviours represent the resistance to exploring painful feelings. Resistance is a sign that members are getting closer to the care to their problems. Resistance may manifest in various other forms also like missing sessions, not participating, criticizing others or simply talking with no mention of feelings. When resistance arise, counselors should encourage group members to work through conflicts and move toward more authentic self-explorations.

- **Working stage :** In this stage, the members feel more close to each other and more aware of others problems. Since trust has increased, they are more willing to take risks in sharing feelings and thoughts and to give constructive feedback to each other. They are more supportive and cooperative and hence have more confidence in each other. But at this stage, there is a danger of this group intimacy leading to a false cohesiveness in which members protect each other and suppressing negative emotions.

Counselor at this stage should confront the group members with their behaviours and insist that they challenge each other to convert insights, they have gained in the group into action. For example, a group can confront a member who says he recognises the need to assert himself but remains passive in the group and his interactions outside the group.

Slowly the group becomes productive and committed to going deeply into significant problems and to giving attention to interchanges in the group. There is less dependence on the counselor and the group begins to focus on working towards specified individual goals and group goals. The group members feel free to confront each other and are more willing to accept confrontations as a constructive means to change. As the group interactions bring about attitudinal and

Notes

behavioural changes in the group, members accept challenges among them to reform their everyday life.

1

Counseling uses a variety of techniques in accordance with their theoretical orientations. Role playing, psycho-drama, assertiveness training, etc are frequently used techniques.

- **Consolidation and Termination :** Termination is not simply the ‘stopping’. In fact, it is an integral stage of the process of “group counseling”. It is usual in group counseling to fix a termination date in advance. It is always wise to start discussion about the termination, three or four sessions before the final one. It gives adequate time for handling psychological or emotional upsets associated with weaning, to work toward transferring new experiences to outside world, to work through any unfinished problems, to review the experiences of individual members and work out how each can build on these changes, once the termination is over, suggestions for future help can also be made when necessary. Specific suggestions of how to build on new learning by joining a support group or other more advance groups by reading or by attending workshops, etc may also be provided.



Task What is the disadvantage information of too small groups ?

18.5 Advantages of Group Counseling

Advantages

- (a) It is economical in many ways. In group counseling a large number of individuals are helped at the same time by a counselor. This saves time and money.
- (b) It helps individuals to socialize their attitudes, habits and judgements.
- (c) It provides multiple stimuli for each member to work through and approximates real life situation. By frankly and honestly sharing their thoughts and feelings members develop a feeling of group cohesiveness and singleness of purpose that helps them to progress. Discussions of matters of common concern help the members to appraise the adequacy of their interpersonal relations. The group gives them a practice field in which to learn new more flexible and more satisfying ways of relating to others. Moreover the group helps the individual appraise his values and come to an increased appreciation of the importance of good human relations in his value system.

Some individuals who cannot be reached through individual counseling can be reached through a group counseling.



Notes In a group counseling situation feelings of depression, isolation are reduced and talking made easy. Apart from these, group counseling gives the counselor an opportunity to study persons in an initial group setting.

18.6 Limitations of Group Counseling

Group counseling is not suitable for all individuals. Some individual finds the group situation too threatening. Moreover some individual have a very low level of tolerance and will not be able to adopt their behaviour to the demands of the group. Similarly very personal and private problems cannot be discussed in the group situation. Apart from these the counselor has less control over the

situation in group counseling. As a result the counselor may sometimes find himself seriously impeded in establishing good working relationship with members.

Therefore, the counselor has to take into consideration all these factors and decide whether group counseling is suitable for particular individuals and type of problem.

Self Assessment

2. Fill in the blanks :

- (i) Group counseling has all three dimensions of individual Counseling, remedial, _____ and
- (ii) The most frequently used procedures for selection and induction of members for group Counseling is a
- (iii) Role playing, psycho-drama, assertiveness training etc are frequently used techniques of
- (iv) Counselor at confronts the group members with their behaviours and insist that they challenge each other to convert insights, they have gained in the group into action.

18.7 Summary

- Group counseling is an extension of individual counseling. In group counseling a number of individuals work together with a professional counselor to learn to resolve personal and interpersonal concerns. The primary goal of group counseling is the creation of an interpersonal climate which helps each individual to develop an insight into himself.
- Group counseling has all the three dimensions of individual counseling viz. remedial preventive and developmental.
- Group counseling is based on certain assumptions. The first assumption is that individuals possess the necessary talent capacity to trust and to be trusted by other group members. They should exhibit a basic concern for others in the group.
- The second assumption is that each individual has the potential to take responsibility for self change. On the other hand the individual feels that his life is controlled by others, he will not be left with any alternatives but take recourse to disruptive behaviour.
- **Selection and induction of members :** The most frequently used procedure for selection and induction of members for group counseling is a personal interview, prior to assignments to group. The initial interview gives the counselor an opportunity to establish identification with the member so that feelings of respect, acceptance and assurance is experienced from the beginning.
- **Size of the group :** For group counseling the size of the group should be relatively small. Although it is difficult to recommend a specific number as a rule of thumb, about six to ten members could be there in a group. Big groups become unmanageable.
- **Composition of the group :** There is controversy regarding the composition of groups for counseling. Opinions differ as to whether the group should be homogeneous or heterogeneous with respect to problems, education, intelligence, age, sex and so on. Hinckley and Herman recommend heterogeneous groups made up of members with 'various' complaints and symptoms.
- **Frequency and duration of meetings :** Various recommendations have been made regarding the frequency of meetings. The population and the sittings in which group counseling occurs determine the frequency and duration of meetings.
- **Physical setting :** Physical setting is less important in comparison with emotional atmosphere and the skill of the counselor.

Notes

- The process of group counseling can be divided into different stages. The stages are:
- **Initial exploratory stage** : In the beginning sessions group members are often strangers. They may be resistant to talk or only be able to bring up superficial topics for discussion.
- **Transition stage** : As the group moves from the initial exploratory stage to the next stage, group members are confronted with the need to explore more deeply to self-disclose (letting others know more about oneself, more intensively and to interact more actively with others if they are to progress).
- **Working stage** : In this stage, the members feel more close to each other and more aware of others problems. Since trust has increased, they are more willing to take risks in sharing feelings and thoughts and to give constructive feedback to each other.
- Counselor at this stage should confront the group members with their behaviours and insist that they challenge each other to convert insights, they have gained in the group into action.
- **Consolidation and Termination** : Termination is not simply the 'stopping'. In fact, it is an integral stage of the process of "group counseling". It is usual in group counseling to fix a termination date in advance.
- **Advantages:** (a) It is economical in many ways. In group counseling a large number of individuals are helped at the same time by a counselor. This saves time and money; (b) It helps individuals to socialize their attitudes, habits and judgements; (c) It provides multiple stimuli for each member to work through and approximates real life situation. By frankly and honestly sharing their thoughts and feelings members develop a feeling of group cohesiveness and singleness of purpose that helps them to progress.
- Some individuals who cannot be reached through individual counseling can be reached through a group counseling.
- Group counseling is not suitable for all individuals. Some individual finds the group situation too threatening. Moreover some individual have a very low level of tolerance and will not be able to adopt their behaviour to the demands of the group.

18.8 Keywords

- Induction** : The process of introducing somebody to a new job, skill, organisation etc.
- Exploratory** : Done with the intention of examining something in order to find more about it.
- Transition** : The process or a period of changing from one state or condition to another
- Consolidation** : The process to make a position of power or success stronger so that it is more likely to continue
- Termination** : The act of ending something

18.9 Review Questions

1. What is the meaning of group counseling ?
2. Explain the structuring of groups.
3. Describe the process of group counseling.
4. What are advantages and limitations of group counseling ?
5. Give the similarities and difference between individual counseling and group counseling.

Answers : Self Assessment

1. (i) b (ii) a (iii) c

2. (i) Preventive, developmental (ii) Personal interview
(iii) Group Counseling (iv) Working stage

Notes

18.10 Further Readings



Books

1. Guidance & Counseling: *S. Nageshwara Rao, Discovery Publishing House*
2. Guidance & Counselince: *B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.*
3. Guidance & Counseling : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 19: Organizing Counseling Services at School Level

CONTENTS

Objectives

Introduction

19.1 Nature of the Child in the Elementary School

19.2 Counseling the Elementary School Child

19.3 Role of the Teacher in Counseling

19.4 Role of Counselor in Counseling

19.5 Team Approach

19.6 Problems of Students in the Secondary Schools

19.7 Nature of the Secondary School Students

19.8 Need of Students in Counseling

19.9 Counseling at Secondary School

19.10 Summary

19.11 Keywords

19.12 Review Question

19.13 Further Reading

Objectives

After reading this unit students will be able to:

- Explain the nature of the child in the elementary school.
- Discuss the counseling the elementary school child
- Describe the role of teacher and counselor
- Discuss the team approach in counseling at elementary school level.
- Explain the problems of students in the secondary schools
- Describe the counseling at secondary school
- Discuss the nature and need of the students of secondary school.

Introduction

Counseling is a process through which an individual who needs help is assisted a professionally prepared individual so that he can be helped to make necessary adjustment to life, and to his environment. It is a process whereby an individual is helped through a relationship with a professionally prepared person to voluntarily change his behaviour, clarify his attitudes and goals so that his problems could be solved.

Counseling is done in two ways; individual counseling and group counseling. In individual counseling, there is a one to one relationship between the client and the counselor. In group

counseling, the counselor is involved with a group of counselees. In addition, counseling may be preventive and curative. The Guidance/Counselor believes in the individuality of people. To him every individual is a unique special person, who is capable of developing his potentials and capabilities to the fullest, if properly guided.

19.1 Nature of the Child in the Elementary School

All growth follows a pattern, and each child has his own built-in growth pattern and 'timetable'. Some mature very rapidly in all areas, and others lag behind their age group in one or more of the four areas of development – physical, mental, social, or emotional. In addition, the same child may show both spurts and lags in his growth and development.

These differences are mainly the result of the built-in growth pattern but may be influenced to a limited extent by disease, nutritional deficiencies, or other extreme environmental deprivations.

19.1.1 The Child from Six to Ten

Middle childhood usually covers the years between six and ten. In this period the child is growing in all parts of his body but less rapidly than in early childhood. Muscular growth and coordination are uneven and incomplete, but manual dexterity and eye-hand coordination have developed sufficiently to allow the child to use his hands and fingers for writing, drawing, sewing, and playing musical instruments.

He still has better control over the large muscles than he does over the small. The child needs opportunities for active play to release pent-up energy and a balance of rest and relaxation to meet the increasing demands which school places upon him.

This is the period when children begin to recognize differences in how boys and girls are expected to behave.

These children are becoming more independent, are learning to take more responsibility and to show increasing control of emotions. This is a period of emerging values with some concern about right and wrong.

19.1.2 The Child from Ten to Thirteen

Children in grades 4 to 6 have received only limited attention in research and in the study of human growth and development.

These children are active and want to be on the move. Physical growth is slow, and health is good. Some, particularly the girls, may be maturing more quickly and may advance into the more rapid growth phase of prepubescence. The child of twelve or thirteen may show evidence of physical ungraceful and awkwardness of movement.

This is the period when children are showing a tendency to draw away from adults and to turn toward their peers for companionship and for modes of living. Independence in ideas and activity is normal behaviour at this age.

These children need support from both adults and peers, for both help in defining acceptable limits of behaviour. In many cases children show fears and worries which centre in developing independence, parental and school expectations, and home problems. Competition may also be a threat to emotional well-being.

Later childhood is characterised by a desire to learn and by a wide variety of interests. The child is developing an understanding of cause and effect, forming concepts, and beginning to solve simple problems.

Notes

Value judgements of right and wrong are not as well defined for the child in grade 6 as they were in grade 4. This seems to be the age when the child develops some tolerance and the ability to see things as gray rather than as black or white.



Notes

Research shows that children exhibit every conceivable combination and variation in their growth patterns. Some grow at the same rate in all four areas, while others grow unevenly. Children may show rapid physical development with slow mental development.

19.2 Counseling the Elementary School Child

It is a common observation that children are happy and often ignorant about the problems of adjustment. They are usually enthusiastic and can become interested in things easily but their interests do not last long. Besides the home, the school engages them for most part of their waking lives. If the school experiences are unpleasant, it could be most unfortunate for the child. Counseling elementary school children involves helping them with their learning problems and making their experiences at school enjoyable and engaging. The major aim of counseling at this level is the prevention of emotional breakdowns. Children have problems of adjustment as they pass through a transitional stage of being the centre of the scene in their homes to being in a state of anonymity in the classrooms. The warmth and affective relations which are so vital at home are absent in the school and this sense of loss of importance may make them feel disappointed with the school. There could also be problems of learning if the curricular materials are not adjusted to the child's abilities. There could be problems involving other pupils and these may lead to bullying by a few and by a lot more of the children. It is increasingly recognized that many emotional problems experienced by people later in life can be traced to childhood years. Early identification and alleviation, if not elimination, of emotional problems will go a long way towards ensuring the healthy development of children into useful citizens.

19.3 Role of the Teacher in Counseling

The interrelation between Counseling and instruction in the educational process emphasizes the key role of the teacher in guidance. The teacher is uniquely responsible for the climate of learning in which the class as a group, and each pupil as an individual in the group, finds opportunity for learning and for personal development.

"The school must be conceived of as the setting for learning experiences, and everything which helps to make that setting educational is a concern of the teacher." Teachers affect the lives and personalities of children, and their influence goes far beyond the academic area and what can be measured by achievement tests.

"If the teacher will accept each pupil as he is, with all his strengths and weaknesses, and will help him to improve where he needs to improve, the teacher will have many opportunities to help pupils understand and accept themselves and to aid them in defining reasonable life goals—two major aims of guidance. He may also influence the attitudes and feelings which contribute to making independent choice either easy or difficult."

19.3.1 The Teacher Studies Children

Child study is a basic guidance function and is accomplished through the use to both formal methods involving tests and cumulative records and informal methods based upon observations of the pupil in his classroom and in other settings.

The teacher learns much about the child as he studies the pupil's production, his oral and written work, his art work, and his reading record. The teacher seeks to observe hobbies and interests as an aid to motivation through understanding.

Observations of behaviour systematized through the use of the anecdotal record provide a rich source of data for child study. The teacher in an elementary school is in a strategic position to conduct child study, for he sees the child in many differing situations and has frequent opportunity for contacts with parents.

The first-grade teacher who must provide more formal learning experiences for children entering school for the first time faces a big task in studying the individual pupils in his class. Too frequently a reading-readiness score is the only objective evidence of individual differences.

This score is too often interpreted as a measure of general mental maturity. The need to establish other levels of readiness and maturity must be met in order to provide a learning situation in which the child can find the satisfaction which will lead to more learning.

Readiness for learning depends upon physical and mental factors, situational factors, and the self-system of the child. The child must see what is to be learned as meaningful and useful as it relates to his needs, goals, and self-concept. The teacher must first look at the individuals in his class in order to determine each child's readiness for learning, the degree to which individual needs are being met, and how each child sees himself.

The teacher also looks at himself and raises the question, "How do I feel about each of these pupils? What are my personal needs which may influence my relationship with the group or with individuals within the class ?



Did u know? The mental development in middle childhood is characterized by learning to read and by the acquisition of many other knowledges and skills. Olson says there is evidence that these children learn best when they can be active while learning.

19.3.2 The Teacher Collects Data About Children

Early identification of individual needs makes educational planning more valid. Identification and planning, however, must be continuous and not a one-time experience.

Identification involves observation in many areas of behaviour, a study of developmental records, and interviews with parents and children. Kough and DeHaan provide teachers with techniques and procedures for observing behaviour. Their handbook provides descriptions of behaviours which can be observed as a basis for recognising children with special interests, abilities, or problems.

One of the most useful techniques for informal study is the anecdotal record together with the roster of observations kept by the teacher.

Such records, if they represent accurate and objective reporting of incidents, can help the teacher better to understand individual pupils and to recognize more clearly the relationships within the class group.

Teachers need help in developing skill in this type of reporting. An excellent discussion of this and other informal methods of collecting data is found in *The Role of the Tenche, in Guidance*.

The teacher will also participate in the collection of data by more formal methods and will utilize all the data in the cumulative record of the child. Such data usually cover personal and family background, health, attendance, scholarship, and activities both in and out of school. The standardized test, inventories, and rating scales may all be used in the elementary school to provide essential information for understanding children.

The cumulative record which the school develops is designed to help teachers function more effectively by grouping the data collected so that conclusions are more easily drawn. Effective use of pupil records is possible only when the information covers all the fundamental areas of human development and when it is so organised that developmental patterns are evident.

Notes

Then the record can be analyzed with a reasonable expenditure of time and effort. Cassell offers a plan of organisation for recording developmental data on a profile which makes it possible to recognise growth in some six areas of physiological, emotional, psychosexual, intellectual, social, and educational development. This or some similar plan lends continuity to records.

19.3.3 The Teacher Counsels

The teacher works with individuals as well as groups, and there is a kind of counseling which is a legitimate function of the classroom teacher. Johnston feels that the teacher's relationship with pupils in class often leads to possibilities for establishing good counseling rapport. Only in the classroom climate which is really conducive to learning can such a rapport be established, because it is based on respect for the individual and reflects attitudes and not processes.

Gordon reminds us that "the teacher-counselor cannot be all things to all students. He must be closely aware of his limits and use referral processes when the counseling situation seems to be going 'out of his depth.'" Johnston says, "The teacher's counseling role is not a therapeutic one, but he does aim at offering the student assistance in making more effective personal and environmental adjustments." When the pupil is unable to relate to the classroom teacher, or when the case calls for techniques beyond the ability of the teacher, the child should be referred to the school counselor.

Many teachers are including courses in guidance in their graduate programmes, and these teachers often possess skills which make for effective counseling. If a teacher finds it difficult to accept the basic philosophy of counseling, he cannot be expected to do counseling, as such, in his work.

Each teacher will have to decide for himself what limits for counseling are imposed by his own personal values and needs, his professional development, and his group or class responsibilities. He has the responsibility for using all available counseling resources as they are needed; for example, he may ask for help in recognising the special needs of individual children.

Counselors can serve as consultants to teachers, thus providing in service education in the area of referral procedures. The case conference involving teacher, administrator, nurse, counselor, visiting teacher, and school psychologist offers an excellent opportunity to increase the teacher's skill in looking beneath symptoms to problems which need to be referred.

Although the teacher is the key guidance worker in the elementary school, he needs to recognise the guidance roles of other school personnel. The teacher is a member of a team whose function is to obtain the maximum development of each child in the school.

Johnston says, "No school is effectively staffed guidance-wise when there isn't someone in the school who can function as a counselor and handle the kinds of cases which are referred by the classroom teacher."

19.4 Role of Counselor in Counseling

The counselor, a regularly assigned member of the elementary school staff, is specifically charged with the responsibility for developing those aspects of the guidance function which demand an expenditure of time and the use of specialized competencies which the teacher ordinarily does not have. He is directly responsible to the principal and has only a staff relationship with the teachers and other members of the school staff.

Principal and counselor working together plan an organised programme of guidance services which include the following :

- (1) in-service education for teachers,
- (2) consultation services for teachers and parents,
- (3) counseling services for children,
- (4) referral services for children,

- (5) follow-up and research activities, and
- (6) evaluation studies.

19.4.1 The Counselor Gives In-service Education

An effective programme of guidance services provides in-service education for teachers in the development and interpretation of pupil records. Since the average teacher will have neither the time nor the training to develop records which are complete and so organised that an analysis can be made with reasonable expenditure of time and energy, the counselor must provide assistance in the collection of data, in the methods of recording, and in the interpretation of the development record.

The development of a sound test programme is another aspect of the elementary guidance services. Counselors can provide inservice education for teachers and can act as consultants in the development of the programme and in the interpretation of results.

19.4.2 The Counselor Counsels

The Counselor's chief responsibility is to provide counseling for all children with usual interests or needs. Teachers can be helped to recognise these needs so that the children may be referred to the counselor. The per cent of time devoted to counseling for personal adjustment will be greater in the elementary school than in the secondary school, and this is probably the greatest difference in guidance at the two levels.

Children, whether self-referred or referred by parents or teachers, may need help in many areas of personal development. The excessively shy child, the socially inept child, the child whose self-concept interferes with learning, the child whose behaviour interferes with work in the classroom, the child with educational deficiencies, and any child whose progress in school seems unsatisfactory – all find their way to the counselor's office.

The counselor's office should be an attractive, even if small, room, with toys, books, and manipulative materials readily available to the child. Here a youngster who is overwhelmed by the experiences he is handling or who has reached "an explosion point" may work off tensions with clay, finger paints, darts, punching bags and return to class ready to try again.

Toys play an important role in helping children verbalize and communicate. Teacher and child, sitting back to back, may hold 'conversations' over toy telephones even if the child is too shy to communicate in a face-to-face interview.

19.4.3 The Counselor Makes Referrals

The counselor makes referrals of pupils to other school services and utilizes the resources available in the community. He helps to provide continuity of the educational experience through articulation services at the time a child leaves the elementary school to enter junior high school.

Adequate counselor services should contribute to the curriculum through carefully planned research and follow-up activities which reveal the needs of children in the school and which provide evidence of the success with which the school is meeting these needs.

19.5 Team Approach

A definite trend in guidance is toward a coordinated team approach under the leadership of the principal. Principals, teachers, counselors, and other staff personnel working as a team should evaluate the guidance needs within the school and assess the effectiveness of the service designed to meet these needs. Many staff people including school social workers, school psychologists nurses, doctors, speech correctionists, reading specialists, supervisors, and consultants, are available to modern school. Their services can be most effectively used if the principal arrange systematic case conference procedures.

Notes

In such case conferences the teacher and the counselor share with other team members the problems of children which they have identified by their close contact. Teachers get some support and consultative help in planning for these children. Referrals for other services which are the result of these case conferences are usually more valid than referrals made without such conferences. The referral report is more detailed and often more accurate, and therefore the referral services will be more effective.

Counseling in the elementary school is the responsibility of every member of the school team. Under the leadership of the principal the team constantly evaluates its objectives and plans for more effective guidance services. Follow-up, research, and evaluation activities are essential aspects of the attempt to provide an educational climate in which each child works toward a healthy personality capable of achievement commensurate with ability.

Self Assessment

1. *Fill in the blanks*

- (i) and are an even and in complete, but eye hand coordination have developed sufficiently to do for writing, drawing, playing.
- (ii) An effective programme of Counseling services provides for teachers in the development and interpretation of pupil records.
- (iii) The chief's responsibility is to provide Counseling for all children individually with usual interests.

19.6 Problems of Students in the Secondary Schools

The first challenge comes from the body. The growth spurt in a brief span of time changes the appearance and body-proportions. The young man/woman must learn to accept his/her new body image and this could cause considerable embarrassment. Closely related to the body growth, are the changes in body sensations. Certain feelings not experienced earlier now arise and the individual finds himself extremely sensitive to stimuli.

The other concomitant of growth is freedom. The individual now is grown up and would like to exercise his freedom but it is hard to do so because he is unsure of himself. The parents, till now, have been models but in the changed situation, that is in adolescence and post-adolescence, this does not give them a sense of self-respect or self-confidence. It may even be a cause for self-depreciation. No wonder the adolescent identifies himself with his peers. He may be confused in his self-evaluation and his sense of values may not be reassuring. He finds his childhood conscience to be unsuited to the changed circumstances.

Young people appear to labour under heavy odds. Therefore, their behaviour is often impulsive. They have the resources but have no faith in themselves for taking decisions. They may often be in a state of prolonged conflict. The school/college setting creates additional problem situations, such as :

- 1. The student who complains about his inability to study.
- 2. The student who is nervous and is unable to speak in class.
- 3. The student who is aloof and cannot make friends.
- 4. The student who frequently resorts to neurotic irrelevant patterns of behaviour.

There could be several such problems. Owing to the fact that the student is in a state of flux, he has no clear and definite purpose in life or a vocational aim.

The student is perhaps away from his home and feels exposed in the new environment. Most students exhibit vague and agitated reactions usually referred to as anxiety reactions. Students' difficulties and problems can be vastly helped by the sympathetic attitudes of teachers. The students

would feel reassured if their problems were recognized and accepted as legitimate. Most students, therefore, want to find sympathetic listeners in their teachers. Often, not meeting with this requirement, they are compelled to turn to their peers, who are no more experienced or knowledgeable than they are themselves. Naturally they receive little or no help and their problems may increase in intensity and this may be manifested in several ways, the most frequent being their incapacity to study. It is, therefore, necessary for students with marked emotional problems to be given the kind of assistance that would assuage their conflicts. Failure to recognize this would result in students suffering from problems of role definition and differentiation. Non-resolution of these would develop feelings of insecurity which could become upsetting and traumatic. In a situation like this he could resort to day-dreaming as a substitute for effort which could lead to undesirable consequences.

Adolescence has yet another dimension which is very stressful and may lead the young people to several problems. One serious problem concerns interest in sex which could become more compelling and urgent in its quest for avenues of expression and eventual gratification. This could become a very painful experience if knowledge about sex is inadequate and sketchy. Such knowledge may lead to behaviour which could be detrimental to their adjustment and well-being. Most people tend to be unsympathetic towards this aspect of adolescents' stressful experience. It should be recognized that counseling young people during this stage of their lives is as necessary as it is important.

Educational counseling has emerged as a discipline to provide help to students on campuses of schools, colleges and universities, such that they are not tormented by their internal conflicts, do not become cynical and do not resort to self-destructive strategies. Counseling has become increasingly accepted as a positive programme in educational institutions. In recent times education has come to have a wider meaning, namely, counseling, for it has increasingly been realized that learning in the ultimate analysis is individual or self-learning. The external agencies—teachers, books, libraries, etc.—can only help the individual learner to pursue and realize his goal in accordance with his desires and wishes.

The school has an important pervasive counseling function. It is here that the future citizen is encouraged to become a free and autonomous individual. Counseling in school has the ultimate goal of making every individual pupil a responsible individual. At school, children are given a curriculum, that is, they are provided appropriate learning experiences. The curriculum has nothing in it to help an individual choose his line of action and thinking and be responsible for his actions and choices. He has to realize his self through the exercise of his freedom and through his experience of a feeling of responsibility for his choices and actions.

The purpose of education is to make persons competent. Mere learning of the prescribed course is not enough. It does not equip people to live efficiently and happily. Most teachers are absorbed with teaching and are concerned only with imparting intellectual skills and knowledge. Perhaps the more important concerns of shaping and making pupils competent individuals remain neglected. Learning is one thing, but knowing how to learn is another. Becoming sensitive to one's environment and responding to it (the social and the non-social parts) in a manner that would be self-satisfying is another aspect of learning. Counselors are concerned with the latter aspects of learning. Teachers are concerned with teaching and counselors with learning. This brings a very significant fact to the surface. Teaching could be a group or mass activity while learning is almost entirely an individual and personal matter. It is very essential that the self-defeating behaviour of several students on our campuses should receive most careful attention. The self-defeating behaviour resorted to by them often appears to be self-perpetuating.



Task

What is team approach?

19.7 Nature of the Secondary School Students

Adolescents are in a Period of Change: The period represented by students in grades 7 to 12 is that of adolescence, when the transition from childhood to adulthood takes place. It is a period of profound physical, mental, social, and emotional change and growth, the nature and significance of which the youth himself does not understand. He is often a stranger to himself as well as to others. It is period of rapid growth in height, weight, and physical strength and of a broadening of vision of the physical and social world.

There is an increasing feeling of personal independence which is mixed with a consciousness of the need—which he sometimes denies and tries to suppress—for companionship and help. It is so difficult for the adolescent to know himself that, even when offered help that he needs and knows that he needs, he often rejects it.

Adolescents Differ in Growth and Development: Adolescence begins with puberty which is the stage of development at which the reproductive organs mature and the secondary sex characteristic develop. The onset of puberty is not uniform for all youth. It begins at different ages and lasts for different lengths of time.

Another factor making for differences is that 'spurts' of rapid growth—physical, mental, and social—come at different ages, and there are 'plateaus' that are not uniform in time of beginning or in length of duration.

The problems due to differences among students in extent of maturity are further increased because girls begin and complete the period of maturation before boys.

Misunderstanding often results from the use of tables showing the ages of maturing boys and girls. In most discussions the average ages of beginning and ending this period are considered to be key points and the fact that there are great differences within as well as between the sexes is overlooked.

Nor is there any clear evidence that a student who begins this period earlier or later than the average is 'abnormal' in the sense that something is wrong with his development. He may be 'unnatural' without being 'abnormal.' Because of these differences in development and the fears and embarrassments associated with them the secondary school student is in special need of guidance.

Adolescents Differ in Attitudes and Interests

During adolescence there are changes in mental and social characteristics, in attitudes toward school, toward teachers, toward parents, toward peers, and toward authority. Interests and attitudes toward literature and society change rapidly, and individuals in the same grade may not have the same interest or the same comprehension.

19.8 Need of Students in Counseling

The guidance needs of students in the secondary school are basically not very different from those in any other part of the educational system. What differences there are stem from the degree to which the student is able to participate in the solution of his problems, their urgency, and the facilities available for help.

19.8.1 Adjustment to Secondary School

Although the change from the six-year elementary school to the junior high school is not so abrupt as that from the eighth grade of the old elementary school to the first year of high school, there are several very important differences between the two schools.

Because of the departmental organization usually found in the junior high school, the pupil must adjust himself to a variety of teachers instead of to only one teacher. Instead of remaining in the same room for all classes, he moves from room to room. The character of the junior-high-school building itself is often quite different from that of the elementary school. The student is plunged into a different type of school life and school discipline.

There are various types of clubs and group activities; there is usually some form of student government; the school library and the school gymnasium provide new experiences. The student is expected to take more responsibility both for his own activities and for some elements in the life of the school.

Many of these same problems arise in the transition from the junior high school to the senior high school. Where the entire six years of the secondary school are housed in one building and considered as a six-year school, there is no problem of adjustment to a new building, but other more important problems remain.

For example, a student may need help in deciding whether to leave school at the end of the compulsory attendance age or to remain for graduation. In certain areas it is the custom of some parents to transfer their children from a public to a private school for the last two years.

When this happens, there is need for some help in preparing the student for the changed life in the private school, especially if it is a boarding school.

19.8.2 Decisions about Leaving School

Soon after starting secondary school some children will begin to reach the place where further schooling of the kind available may not be desirable because each year brings them diminishing returns. How long to remain in school becomes an important problem for these students.

Research indicates that the 40 per cent of our students who do not graduate from high school are at a disadvantage for the rest of their lives, particularly with regard to employment. It is essential, then, that every possibility of adapting the school programme to serve the individuals be explored before the reluctant conclusion is reached that leaving school is the best available method of "continuing education."

19.8.3 Learning Problems

Although the learning problems encountered in the secondary school are not always new, many now become of increasing importance. Reading difficulties; rate of reading and comprehension; likes and dislikes of studies, teachers, and types of literature; differences in aptitude for different school subjects—all are very important factors in the student's adjustment to the secondary school.

A guidance programme will help diagnose the learning difficulty and plan steps to overcome it. The student may need remedial reading, help in arithmetic, a different course of study, a change of teachers, or perhaps prolonged counseling to overcome emotional barriers to learning.

19.8.4 Decisions about College

At graduation from the secondary school a decision must be made regarding enrolment in some type of post-high school institution, such as business school, technical school, or college. Such a complex and crucial decision should be made with adequate guidance from teachers and counselors. At present it seems likely that, with the limited facilities of colleges and with the great increase in the number applying for admission, the problem of being accepted for college work will be a very serious one.

This means that the marks earned in the last two or three years of the secondary school and the quality of work done there will be of extreme importance.

The unprecedented demand for trained men and women in science and mathematics for increased educational facilities and scholarships place an added responsibility upon the schools for the guidance of students who have the abilities to succeed in such specialized training and who have the desire and the ambition to enter this specialization.

The choice of a college is one of the very important problems facing parents and high-school students, and it merits far more consideration than is usually given to it. Colleges are not all alike in entrance requirements, cost, atmosphere, or opportunities offered. Proximity to the home of the student is

Notes

often a controlling factor. Some students do need a continuance of home-influence, but others need to get away from home and learn to be independent. Some need a small college; others, a large one.

Two of the most frequent reasons for the choice of a college are that the father or the mother graduated from that particular college or that some friend, possibly the teacher or the counselor, did. These reasons are emphasized by the propaganda organised by nearly every college and broadcast by the alumni.

Alumni are very likely to want to send the best candidates to their own university, saying, "Let the others go to Podunk College." Colleges and universities do differ in spirit, offerings, and suitability for certain types of young men and women.

No choice of a college should be made without a very careful study of the institution and of the student to determine the suitability of one for the other.

The decision should be made on the basis of the needs of the student and the degree to which the institution meets these needs. When two institutions are equally suitable and equally good, other reasons may then properly enter into the decision.

The Question is altogether too vital, and means too much in the life of the young man or woman, to be decided upon any other basis than the needs of the individual.

Information about college entrance requirements should be known by students and parents long enough in advance of graduation from high school so that subjects necessary for entrance may be taken.

At present the unprecedented demand for college education and the limited facilities throughout the country have changed the question for many from "What college shall I choose" to "What college will take me?" This condition has made it necessary to begin making plans several years in advance and to make application to several colleges instead of to only one. The competition after a student enters college is also so great that much emphasis is placed on meeting the scholastic demands of the college and on adjustment to college life.

This situation places an added responsibility on the secondary school for considering more carefully the type of college which is best suited to a student's ability and needs and for preparing him to adjust himself to the scholastic and social life of the college. The difficulty, importance, and complexity of decisions about college argue strongly for the need for guidance services in secondary schools.

19.8.5 Emotional Development and Guidance

Emotional disturbances may occur in any stage of a person's development and in any part of the school system. Some have their origin or at least become more pressing in the secondary school. Physiological development, bringing with it increased size and strength, sex impulses, responsibilities resulting from approaching maturity—all are very important causes of emotional changes and emotional instability.

Such emotional conditions are often the causes of much maladjustment and unhappiness. The student needs help in his growth toward "emotional maturity," that is, in the ability to direct his strong basic emotions into channels that lead to the attainment of ends that are socially desirable and individually satisfying.

19.8.6 Physical Development and Guidance

The physical needs peculiar to secondary-school pupils center around the period of rapid growth and physiological maturation. Along with these changes we frequently find lowered vitality, fatigue, lethargy (often mistaken for laziness), impaired coordination and awkwardness due to unequal growth of different parts of the body, and physiological changes caused by maturing of the sex organs.

Serious maladjustments often result from these conditions. Students undergoing such development need information, understanding, and guidance to help them adjust to their changing bodies.

19.8.7 Social Development and Guidance

The purpose of education is to help young people acquire the knowledge, develop the habits and skills, and attain the attitudes and ideals that are essential for adjustment to modern life and for its progressive improvement. Although individual instruction may be more effective than group work in the acquisition of knowledge and in the development of useful habits and skills, providing such instruction is quite impossible.

Moreover, there are some distinct advantages in class or group organisation in learning to live and work together, to accept restrictions essential to effective learning, to respect the rights of others, and to cooperate with others in enterprises that are planned by the group and have value for all. Group work utilizes the social instinct of human beings.

Guidance has a major responsibility in assisting youth to organise or choose groups that have useful objectives and that are suited to the desires, needs, and abilities of the individuals of the group. Assistance to youth in social adjustments is a function of the entire school.

The administrator, librarian, teacher, and counselor all have a definite responsibility for giving such help. Every pupil should feel that he is accepted by his teacher and by every other member of the school staff who has contact with him. The entire atmosphere of the school should be permeated with this spirit even though corrections, restrictions, and punishments may be necessary.

Pupils should always feel free to come to any member of the school staff for help. The desire to be accepted by someone is universal. We all want to have a feeling of belonging, to be needed and wanted. Nonacceptance or open rejection often results in reprisals and in destructive activities.

Counseling can also help in assisting in the organisation of such activities as student clubs in the secondary school. Very often the organisation of clubs that are constructive and useful prevents the formation of clandestine groups that have undesirable objectives.

In many schools certain clubs are purely traditional and, although once useful, do not now meet real needs. Such clubs should be eliminated or their purposes changed. A pupil who wishes to be chosen for a certain club should be helped to realise the necessity for developing the qualifications required by the club he hopes to join and of being the kind of person who will be accepted by the members of the group.

The members of clubs should also be helped to realise their responsibility for the selection of new members. A member should not be chosen or rejected merely for personal reasons or because he lives on a certain side of the railroad track, nor even entirely for the contribution he can make to the club. The help that the prospective member can get by membership in the group should also be a factor in a decision about his selection.

It has been suggested that the choice of a new member of any club be based on his mental ability as compared with that of the members of the group, that is, that a club made up largely of pupils of high mental ability should choose only those students who have high mental ability.

In some cases where the activities of the club demand high ability, this might be desirable; but in most cases this is not the case. Studies seem to indicate that the selection of a new member is more often based on personality traits than on mental ability.

Student organisations should be helped to realise that they are very important elements in the overall school programme and should be so organised and administered that they will be of maximum value to the entire student body and not merely self-perpetuating clubs for certain types of students.

The problems occasioned by organisations and other elements in the school programme designed to increase social adjustment call for guidance services. The finest programme of clubs, classes, and activities will not help the student who has not been guided in making best use of his available opportunities.

19.9 Counseling at Secondary School

The Secondary school years for children are co-terminous with their early adolescence and post-puberty years. The need for helping young boys and girls deal with problems of growing up is great. They tend to become emotionally highly strung, develop fads and fetishes, and if not suitably helped to outlive them, may become emotionally crippled. It is during this stage that there is a tremendous all-round development in them. Unfortunately the only obvious aspect, namely, physical development, is given much attention. The adolescents have their individualistic ideas, interests and emotions and are keen to express them and look forward to proper recognition and encouragement. The counselor's role with the high school pupils lies in showing warmth, understanding and friendliness by which he can win the confidence and trust of the pupils and with the help of these, desirable attitudes, interests and goals can be inculcated. The counselor can help the pupil gain insight into his problems and help resolve some of the problems which could assume tremendous proportions if neglected at this stage. Another important aspect is to help the pupil develop vocational consciousness, occupational interests and related goals. Most societies hold academic achievement to be an important goal for adolescents.

At this level pupils have to be given vocational guidance to enable them to prepare themselves to choose an appropriate occupation and to progress in it. All educational guidance implies vocational guidance also.

Self Assessment

2. *State whether the following statements are 'true' or false'.*

- (i) The adolescence period is between 13 to 19 years in which transition from childhood to adult hood takes place.
- (ii) 70% of students leave the school after high school.
- (iii) Emotional disturbances may occur only in adolescent stage.
- (iv) The purpose of counseling is to help young people acquire the knowledge develop the habits and skills and attain the attitudes that essential for adjustment to modern life.

19.10 Summary

- All growth follows a pattern, and each child has his own built-in growth pattern and 'timetable'. Some mature very rapidly in all areas, and others lag behind their age group in one or more of the four areas of development – physical, mental, social, or emotional.
- Middle childhood usually covers the years between six and ten. In this period the child is growing in all parts of his body but less rapidly than in early childhood. Muscular growth and coordination are uneven and incomplete, but manual dexterity and eye-hand coordination have developed sufficiently to allow the child to use his hands and fingers for writing, drawing, sewing, and playing musical instruments.
- Children in grades 4 to 6 have received only limited attention in research and in the study of human growth and development.
- These children are active and want to be on the move. Physical growth is slow, and health is good. Some, particularly the girls, may be maturing more quickly and may advance into the more rapid growth phase of prepubescence.
- It is a common observation that children are happy and often ignorant about the problems of adjustment. They are usually enthusiastic and can become interested in things easily but their interests do not last long. Besides the home, the school engages them for most part of their waking lives. If the school experiences are unpleasant, it could be most unfortunate for the child. Counseling elementary school children involves helping them with their learning problems and making their experiences at school enjoyable and engaging.

- The interrelation between Counseling and instruction in the educational process emphasizes the key role of the teacher in guidance. The teacher is uniquely responsible for the climate of learning in which the class as a group, and each pupil as an individual in the group, finds opportunity for learning and for personal development.
- Child study is a basic guidance function and is accomplished through the use of both formal methods involving tests and cumulative records and informal methods based upon observations of the pupil in his classroom and in other settings.
- The teacher learns much about the child as he studies the pupil's production, his oral and written work, his art work, and his reading record. The teacher seeks to observe hobbies and interests as an aid to motivation through understanding.
- Early identification of individual needs makes educational planning more valid. Identification and planning, however, must be continuous and not a one-time experience.
- Identification involves observation in many areas of behaviour, a study of developmental records, and interviews with parents and children.
- One of the most useful techniques for informal study is the anecdotal record together with the roster of observations kept by the teacher.
- Such records, if they represent accurate and objective reporting of incidents, can help the teacher better to understand individual pupils and to recognize more clearly the relationships within the class group.
- Teachers need help in developing skill in this type of reporting. An excellent discussion of this and other informal methods of collecting data is found in *The Role of the Tenche, in Guidance*.
- The teacher works with individuals as well as groups, and there is a kind of counseling which is a legitimate function of the classroom teacher. Johnston feels that the teacher's relationship with pupils in this class often leads to possibilities for establishing good counseling rapport.
- Many teachers are including courses in guidance in their graduate programmes, and these teachers often possess skills which make for effective counseling. If a teacher finds it difficult to accept the basic philosophy of counseling, he cannot be expected to do counseling, as such, in his work.
- The counselor, a regularly assigned member of the elementary school staff, is specifically charged with the responsibility for developing those aspects of the guidance function which demand an expenditure of time and the use of specialized competencies which the teacher ordinarily does not have.
- Principal and counselor working together plan an organised programme of guidance services which include the following: (1) in-service education for teachers; (2) consultation services for teachers and parents; (3) counseling services for children; (4) referral services for children; (5) follow-up and research activities, and (6) evaluation studies.
- An effective programme of guidance services provides in-service education for teachers in the development and interpretation of pupil records.
- The Counselor's chief responsibility is to provide counseling for all children with usual interests or needs. Teachers can be helped to recognise these needs so that the children may be referred to the counselor. The per cent of time devoted to counseling for personal adjustment will be greater in the elementary school than in the secondary school, and this is probably the greatest difference in guidance at the two levels.
- The counselor makes referrals of pupils to other school services and utilizes the resources available in the community. He helps to provide continuity of the educational experience through articulation services at the time a child leaves the elementary school to enter junior high school.

Notes

- Counseling in the elementary school is the responsibility of every member of the school team. Under the leadership of the principal the team constantly evaluates its objectives and plans for more effective guidance services.
- The first challenge comes from the body. The growth spurt in a brief span of time changes the appearance and body-proportions. The young man/woman must learn to accept his/her new body image and this could cause considerable embarrassment.
- The student is perhaps away from his home and feels exposed in the new environment. Most students exhibit vague and agitated reactions usually referred to as anxiety reactions. Students' difficulties and problems can be vastly helped by the sympathetic attitudes of teachers. The students would feel reassured if their problems were recognized and accepted as legitimate.
- The school/college setting creates additional problem situations, such as :
 1. The student who complains about his inability to study.
 2. The student who is nervous and is unable to speak in class.
 3. The student who is aloof and cannot make friends.
- **Adolescents are in a Period of Change:** The period represented by students in grades 7 to 12 is that of adolescence, when the transition from childhood to adulthood takes place.
- The Secondary school years for children are co-terminous with their early adolescence and post-puberty years. The need for helping young boys and girls deal with problems of growing up is great.
- The guidance needs of students in the secondary school are basically not very different from those in any other part of the educational system.
- Soon after starting secondary school some children will begin to reach the place where further schooling of the kind available may not be desirable because each year brings them diminishing returns.
- Although the learning problems encountered in the secondary school are not always new, many now become of increasing importance.

19.11 Keywords

- Counseling** : A professional advice about a problem.
Adolescence : The time in a person's life when he or she develops from a child into an adult
Enthusiastic : Feeling or showing a lot of excitement and interest about somebody/something.
Approach : A way of dealing with somebody/something.

19.12 Review Questions

1. Write a short note on the importance of Counseling in Elementary schools.
2. Explain the nature of the child in elementary schools
3. Explain the role of the counselor in respect of the pupils and teachers of elementary schools in providing effective counseling
4. Discuss the nature of secondary school student which make counseling very important for his proper development and social adjustment

Answers : Self Assessment

1. (i) Muscular growth, Coordination (ii) In service education
(iii) Counselor
2. (i) T (ii) F (iii) F (iv) T

19.13 Further Readings

Notes



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 20: Organizing Counseling Services at College Level

CONTENTS

Objectives

Introduction

20.1 Counseling at College Level

20.2 Vocational Counseling and its Aims

20.3 Methods of Vocational Counseling in College

20.4 Counseling in Training Institutions

20.5 Counseling of out of School Youths and Adults

20.6 Employment Problems

20.7 Job Counseling

20.8 Role of Teachers in Counseling

20.9 Educational Counseling and Curriculum

20.10 Evaluation of Programmes of Educational Counseling

20.11 Summary

20.12 Keywords

20.13 Review Questions

20.14 Further Readings

Objectives

After reading this unit students will be able to:

- Explain Counseling at College Level
- Discuss the Vocational Counseling and its aim
- Describe the methods of vocational Counseling in College
- Explain the Counseling in Training Institutions
- Know Counseling of out of School Youths and Adults.
- Discuss the employment Problems and Job Counseling
- Know the Role of Teachers in Counseling
- Discuss the Educational Counseling and Curriculum
- Explain the evaluation of Programmes of Educational Programming

Introduction

Counseling service for adults comprises a follow-up service which may help counselees secure continuing education and assistance for personal and occupational adjustments.

Counseling is thus a continuous and pervasive process of assisting people to become more efficient, adjusted and happy. Counseling service comprises giving information and help towards understanding oneself as well as others, such that individuals are able to act freely, independently and be responsible for their own choices and actions. Special counseling assistance could be provided in a variety of fields like employment, education, social life, finance and personal adjustment. Under each of the major areas listed above, counseling services may help provide relevant assistance in (1) choosing a curriculum, learning and developing efficient methods of study and seeking necessary remedial assistance in the field of educational counseling and (2) pre-employment activities and job placement services in the field of vocational counseling.

Motivation is the key to learning and it is in the matter of motivation perhaps that counseling is in a better position than the other aspects of the school/college programme to make an effective contribution. Motivation is a link between feeling and thinking. Counseling aims at forging this link by helping to crystallize feelings by giving them expression, direction and intellectual substance. If academic failure is to be forestalled or academic standards improved, it is imperative that counseling assistance be provided and relevant values be inculcated to stimulate the academic and cultural aspirations of students.

The entire course and process of education is punctuated with significant psychological issues. These have to be attended to if educational objectives are to be realized. One of the first steps consists in the selection and admission of students to educational institutions. What criteria have to be used in selecting them for admission? It is a universally accepted fact that pupils differ from one another with regard to abilities, interests, attitudes, aspirations and home and social backgrounds. Questions such as, "Should the pupils know as much significant material as is available regarding their curricula?" "What kind of activities are required?" "Do the pupils have the necessary background training?" "Are they really interested in the subject matter?" "What is its value to them?" are relevant.

The choice of subjects is more frequently made by the parents than by the children. Counselors could discuss with parents questions such as those concerning the choice of subjects for their children.

20.1 Counseling at College Level

A total Counseling progress at the collegiate level would comprise an extension of the various services provided to the students at the earlier stages of their lives. The collegiate student is for all practical purposes an adult with no adult responsibilities.

The objectives of higher education include the development of

- (1) a sound philosophy of life.
- (2) an ability to enjoy life in many areas.
- (3) Sensitivity to the different aspects of the environment and
- (4) Capacity to be free willed individuals, that is individuals.

Counseling service at the collegiate level is fairly Comprehensive. It is culmination of the guidance the pupil receives at all the lower school levels. It emphasizes constructive self guidance among students in meeting adult responsibilities.

20.2 Vocational Counseling and its Aims

The increased emphasis upon the individual as the center of the entire educational process, the scope of guidance has been enlarged and now includes help given to the individual in all his problems and choice. However, occupational decisions are still the central problem facing many youths. It is profoundly true, however, the "life is more than meat," and the occupation is by no means all there is in life.

Notes

Family life and social, civic, religious, and recreational aspects cannot be neglected. The life goal—the objective that provides the center of all activities and gives meaning to life—is very important, but a satisfying and successful life is often dependent on the wise choice of an occupation and a reasonable success in it. The job itself is often the aspect that gives meaning to life just as it is true that a satisfying life goal is frequently what gives meaning to the occupation. The two cannot be separated.

The specific aims of vocational counseling may be stated as follows :

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupations within which his choice will probably lie as he may need for intelligent choice.
2. To enable him to find what general and specific abilities and skills are required for the group of occupations under consideration and what are the qualifications, such as age, preparation, and sex, for entering them.
3. To give opportunity for experiences in school (tryout courses) and out of school (after-school and vacation jobs) which will give such information about conditions of work as will assist the individual to discover his own abilities and help him in the development of wider interests.
4. To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are (a) the service that the individual can render to society, (b) personal satisfaction in the occupation, and (c) aptitude for the work required.
5. To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice.
6. To assist him to secure such information about himself, his abilities, general and specific, his interests, and his powers as he may need for wise choice.
7. To assist economically handicapped children who are above the compulsory attendance age to secure, through public or private funds, scholarships or other financial assistance so that they may have opportunities for further education in accordance with their vocational plans.
8. To assist the student to secure a knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the length of training offered, and the cost of attendance.
9. To help the worker to adjust himself to the occupation in which he is engaged; to assist him to understand his relationship to workers in his own and related occupations and to society as a whole.
10. To enable the students to secure reliable information about the danger of alluring short cuts to fortune through short training courses and selling propositions, and of such unscientific methods as phrenology, physiognomy, astrology, numerology, or graphology, and to compare these methods with that of securing really trustworthy information.

20.3 Methods of Vocational Counseling in College

Because many factors influence people in choosing an occupation, various methods may be used in helping them choose wisely. The factors responsible for the choice of an occupation are many and often complex. Very often people are not conscious of the influences that were responsible for the choice of their present occupation.

Sometimes occupational heredity—family tradition and pride—may influence the choice. People may drift from one occupation to another until finally, almost by accident, one occupation, which was the only one available at the time, becomes permanent.

Great admiration for some person who has been very successful or one who has made some outstanding contribution may influence the choice, or the individual may respond to what he conceives to be a direct call from God to enter some service.

There can be no doubt that, in many cases, the occupations chosen on the basis of any of these factors have been quite suitable to the interests and abilities of the individual, but in other cases it has been disastrous for the individual and for the service itself. None of the factors listed can be relied on as adequate means of help in the choice of an occupation, although they may be, in some cases, important auxiliary elements.

Organised vocational guidance assists the individual by providing him with all the data that indicate his interests and abilities and all that are essential to an understanding of the type of work. He is helped to learn about the duties and responsibilities of various occupations, the conditions of work, the wages or salaries, and other benefits and to organise all this information in such a way as to enable him to make choices suited to his abilities and needs.

Of course, it must be freely conceded that the best-organised and best-equipped programme of guidance will sometimes fail because of the inadequacy of our present methods and techniques and because the individual may refuse to accept the evidences of his abilities and interests.

20.3.1 Difficulties of Vocational Guidance

Theoretically, any youth with sufficient ability can aspire to enter any occupation regardless of the social status of his parents. Every year boys and girls whose parents are desperately poor obtain the education and training that enable them to attain success in medicine, law, social work, education, research, government work, and many other high-level occupations.

One of the most startling evidences of freedom of choice has been the great number of women who have entered occupations previously staffed only by men. Women have now amply demonstrated their ability in many skilled occupations and in all the professions. This very freedom of choice, however desirable, constitutes one of the major difficulties in vocational guidance.

Another difficulty arises from the slow, gradual process of an individual's vocational development. Guidance for choice of an occupation cannot be done in a hurry because it is a process of development which often requires many years.

What is essential is a concerted and planned programme in which parents, counselors, teachers, and fellow students are of real help both in facilitating the development of maturation and in choosing the occupation. Furthermore, special abilities and ambitions may appear throughout the early life of youth and be revealed in various ways to different people not connected with the school.

Men and women in the community engaged in business and industry or in various professions can be utilized in the vocational guidance programme. Among citizens in the community who should be of special help in the discovery of abilities and interests are workers in churches, because of their basic interest in building character and their service to society.

20.3.2 Guidance Toward Selection

The approach toward vocational selection should be as scientific as possible. The individual should be helped to make well-founded judgments about his career on the basis of certain knowledge, including :

1. As complete an understanding of himself as possible.
2. A knowledge of the elements of various vocations.
3. An appreciation of the extent to which his characteristics fit the requirements of a particular vocation.
4. Opportunities in and advantages and disadvantages of the various occupational fields.
5. Educational facilities available for job training.

Notes

Personality evaluation and job analysis are guidance activities that cannot be achieved quickly or even completely. Experience as a worker on the job of course, is the practical test of the requirements of the work and of one's fitness for it. Many individuals do not make their final choice until after they have been graduated from college or have experimented with various types of occupational activities.

20.3.3 Specific Techniques

Self-evaluation in the college as teachers help the student to appreciate the value of possessing certain desirable attitudes and behaviour characteristics, to recognise the extent to which he possesses these, and to attempt to make whatever changes in himself are needed for achieving an improved relationship with his home and school associates.

As the individual continues his education in high school and perhaps college, his teachers and counselors should encourage the continuance of his self-appraisal as an individual and as a possible worker in a specific vocation. The method of self-evaluation includes considering the findings of :

1. An honest self-analysis, preferably with the aid of prepared lists of questions.
2. An objective analysis of the individual by teachers and parents as a result of their observation of his behaviour.
3. A scientific or semi-scientific analysis of the individual by experts through the administration of appropriate tests, scales, or inventories.

As complete knowledge as possible concerning vocational opportunities and job requirements and conditions is necessary for an intelligent and satisfactory selection of a vocation. To make this information available, and to stimulate young people toward the development of interest in vocations for which they are personally fitted and for work in which there is or will be a need, constitute important phases of guidance in this area.

Counselors need to be thoroughly acquainted with

- (1) those vocational opportunities that are more or less permanent,
- (2) those vocations in which there may be opportunities at the time of the counseling but for which the need may be declining, and
- (3) those vocations which in the future may offer increasingly excellent opportunities for the well qualified.

Information about vocations can be presented to young people in many ways, either in group or individual situations. These ways include :

1. Visits to places of employment,
2. Motion pictures and film strips,
3. Radio and television,
4. Use of graphic materials,
5. Reference to the *Dictionary of Occupational Titles*, *The United States Census*, and other government aids,
6. Home-room activities, quiz contests, and guessing games,
7. School assemblies and dramatizations,
8. Participation in out-of-class activities, such as school management and school or community clubs,
9. Career conferences,
10. Study of the lives of successful businessman,

11. Descriptions of occupations found in fiction,
12. Printed information regarding specific occupations, and
13. Vocational tryouts

20.3.4 Counseling and Vocational Attitudes

Businessmen, industrialists, and other employers claim that hiring, firing, and promoting are based more on the kind of person a candidate for a job or a worker is than on his skill competence. For example, a group of businessmen who made a study of the causes of promotion and discharge of office workers found that success in office work usually is the result of the worker's possession of specific personality characteristics, such as punctuality, industry, neatness, cheerfulness, responsibility, trustworthiness, and co-operation.

These findings should have definite significance for parents and for teachers, and especially for the members of a guidance staff. It is misguidance to excuse a child or an adolescent, on the basis of his immaturity, for a display of undesirable attitudes or personality failings. From a practical point of view, it is the duty of the counsellor to make known to young people the importance of good behaviour characteristics and to help them to develop them.

They first must make certain that the fault for the individual's behaviour is not theirs. They should not expect a young person to take responsibilities or to engage in activities that are beyond his best efforts. Once satisfied on these points, they owe it to him to see that he gradually acquires the kind of personality which will earn him success and advancement in his occupational work.

Self Assessment

1. *Fill in the blanks:*
 - (i) Counseling services at the collegiate level is
 - (ii) in the college as teachers help the student to appreciate the value of possessing certain attitudes and behaviour characteristics.
 - (iii)provides help to find out solutions of occupational problems.
 - (iv) and are counseling activities that can not be achieved quickly or even completely.

20.4 Counseling in Training Institutions

Counseling of students in specialised colleges is extremely important. In every form of occupational activity, the possession of certain appropriate personality characteristics is as significant in achieving worker success as are specific skills and knowledges. Hence the guidance personnel must be thoroughly acquainted with required personality qualities and must help their students to acquire them.

The staff of the Laboratory Institute of Merchandising, New York City has made a job analysis of the desirable personal qualities of an individual who plans to enter their field. Among the characteristics included are such general traits as punctuality in meeting appointments, industry, honesty, cooperativeness, and the like. In addition, these young women need guidance toward the development of meticulous grooming and appropriateness of dress, poise, dignity, adaptability to personality and job variations, ability to meet and talk intelligently with buyers and others concerning the quality, workmanship, and so on of products, and a proper recognition of lines of authority.

The guidance programme of this school includes courses in applied psychology, speech, dress and grooming, and current events and economics, besides the regular merchandising courses.

The school offers a two-year course. During the first year, the students engage in full-time supervised work projects in retailing establishments for about four weeks and during the

Notes

summer vacation. Second-year students also have two such experiences – one before Christmas, and the other during the month before Easter.



Notes

Leaders in the field address the students, and visits to wholesale and retail establishments are arranged. Social situations are planned in which the students can learn how to conduct themselves in similar situations when they are working in the field.

20.4.1 Job Placement

Assuming that an individual has received adequate training for participation in a vocation which he has selected intelligently, the factors or adjustment on the job include the following:

1. Employment possibilities
2. Wages and hours
3. Physical conditions of the job environment
4. Supervisor-worker relations
5. Worker-worker relations

At each step of the way, from placement to resignation or retirement, the worker probably can benefit from indirect or direct guidance from qualified persons.

Job-seeking includes one or more of the following :

1. Random shopping around
2. Reading newspaper and magazine advertisements
3. Asking friends and acquaintances
4. Consulting commercial, government or school employment agencies.
5. Taking civil service or other examinations.

One of the functions of a school's guidance staff, especially on the secondary or higher level, is to offer guidance toward job-getting. Whether or not the school maintains a placement office, a young person should receive help in locating a job and in preparing himself to apply for it.

Unless employment is based on a formal examination system, such as in civil service, the applicant should know what to do about the following common practices :

1. Writing a letter of application
2. Filling in application blanks, questionnaires, or interest blanks
3. Preparing accurate substantiating data concerning himself and his training
4. Supplying names for formal recommendation or letters of recommendation
5. Being interviewed by the employer
6. Giving a practical demonstration of his skill and knowledge

The following list of 50 ways to *avoid* successful job placement might be interesting to counselors as they help their students.

20.4.2 Work Experience as a Method as a Method of Vocational Guidance

Work experience is the student's exposure to work in an occupation before he begins a full-time job. Five types of such experience are recognised :

- (1) Work that is done in some project undertaken for the benefit of the school, usually without

pay, but where actual job conditions are maintained as far as possible.

Some of these jobs are in connection with work in making or repairing school apparatus, rebinding books, or assisting in the library. Some are not connected with class activities, such as seeding the lawn, planting trees, or laying out an athletic field.

- (2) Work that is done for the community, performing some public service as a useful citizen, such as mosquito eradication, clearing waste land, or caterpillar control.
- (3) Job experience, with pay, which is done in connection with the school programme, where part of the time is spent in school and part on an actual job.
- (4) Work experience that is done in connection with a school, where articles are produced in quantity, often for sale.
- (5) Experience gained in part-time jobs, not connected with the school programme, after school or during vacation.

With the growing recognition that the curriculum of the student must include the total activities of his life in school and out of school, these work experiences are considered to be an indispensable part of a well-rounded education.

In addition, such experiences can be very useful in revealing or developing interests and in disclosing abilities and aptitudes that help in choosing a life work.

For some years many schools have been experimenting with types of co-operative plans by which high-school students in commercial and industrial arts or vocational curriculums could secure practical on-the-job experience while they were still in school.

This involves cooperation between school and commercial and industrial establishments so that students may, within the compulsory attendance requirements, be in school part of the time and at work part of the time.

The cooperative plan of systematic school-and-work preparation involves learning activities in organised classes in school and business establishments in the community.

This is definitely a guidance project, for its purpose is "to affect worker morale adversely. It is his duty to build attitudes of pride in the work and in the organisation.

Basic Factors of Adjustment: If young people achieve satisfactory adjustment in their home experiences, in their school life, and in their other social relationships they are likely to make satisfactory adjustments on the job. If they were guided during their formative years toward the development of habits of trustworthiness, industry, responsibility, and social usefulness, they are likely to go to their job with behaviour patterns which will be powerful aids to success.

20.5 Counseling of out of School Youths and Adults

The process of guidance towards occupational adjustment includes three steps :

- (1) wise selection of a vocation while in high school or college;
- (2) adequate job preparation in a specialised training institution;
- (3) placement in a position for which one is personally qualified and well trained, and where one can achieve job satisfaction and earn gratifying advancement.

The occupational experience of many workers does not follow this ideal pattern, however. For some reason, people lose their jobs and must find others. Various community, state, and national vocational guidance bureaus have been organised to meet the needs of the unemployed.

Notes

20.6 Employment Problems

Community-sponsored vocational guidance services deal particularly with the employment problems of the nonselective worker. Many young people have no particular occupational interests, but have sufficient general ability to perform creditably in jobs that require little special training. Included in this group are the boys and girls who either complete a general curriculum in the high school or drop out of school as soon as they are old enough to do so.

It is estimated that from 25 to 50 per cent of all workers belong in this category. They are the persons who fill the business, clerical, semiskilled, and unskilled jobs that do not require special training and therefore are not very attractive. Community employment services are concerned primarily with the placement of workers who constitute a body of occupational "floaters."

The number and kind of out-of-school vocational counseling units needed by any one community depend on available job opportunities in the community and the extent of and reasons for unemployment among its citizenry. Public employment services co-operating with other agencies dealing with adult workers gear their counseling services

- (1) to discover available job opportunities in various occupational fields,
- (2) to encourage unemployed workers or those seeking advancement to use their services,
- (3) through a series of interviews, including the administration of appropriate testing materials, to attempt to place nonselective workers into jobs for which they appear to be best suited, and
- (4) to maintain a follow-up service for the benefit of employers and employees.



Did u know? The aim of the boys is to become economically independent, to marry, and to support a family as best they can. Often they see the kind of work in which they will engage as relatively unimportant. The girls' objective is marriage; to them a job represents interim gainful activity.

20.7 Job Counseling

The purpose of job counseling is to help the individual make a practicable occupational choice and to assist him toward finding employment in that field. Vocational counseling is a much broader task than merely matching *any* person who needs a job with *any* opening that is available. The requirements of the job; the personality, training, and experience of the candidate; and other family, social, and environmental factors must receive consideration.

Hence the employing counsellor must be a person of wide experience, who is well informed and a keen judge of people. The counsellor's function is to help the client make his own decision about job selection, not to issue directives.

The counsellor should know how to work with other counseling organisations, public and private, in schools or in colleges or in the industrial plants themselves. He also is concerned with the working conditions that prevail in each position and with the placement of prospective employees in the kind of work for which they are fitted and in which they are likely to succeed. Whenever it is necessary, he assists in effecting transfers or promotions.

Employees are benefited through these services, and employers who are concerned with getting efficient employees co-operate with the agencies. The community is willing to finance them because it has come to realise that they are performing a worthwhile community service. Prompt placement benefits the employee, the employer, and the public.

The inexperienced, the occupationally maladjusted, the physically handicapped, and older workers present special counseling problems. Fortunately, many industrial organisations are co-operating with established counseling services to assist in the placement of those who are efficient enough to handle a particular assignment. Among these, the older worker is becoming a serious problem because of the increasing number of men and women who are living beyond what once was considered to be an employable age.

The necessary conditions and proper atmosphere were present for the rapid growth of the counseling movement. The most important factors that influenced its course were : (1) the U.S. Federal government support to the guidance movement in a big way by providing precious funds and also by enacting the necessary legislative measures to provide for guidance in the educational institutions, (2) the psychometric movement which helped guidance personnel to be able to objectively assess pupils' strengths and limitations and (3) the growing awareness among educators and public-spirited men of the need to assist school pupils to make proper educational and vocational choices. The principles basic to guidance are provided by the work of Miller, Gribbons, Beck, Wrenn and Kehas. The general principles of value for the practice of counseling in colleges are :

1. Counseling is concerned primarily and systematically with the personal development of the pupils.
2. The approach and the technique to be adopted depend on the individual's behaviour.
3. Counseling is oriented towards cooperation between the pupil and the counsellor and is not a compulsive predetermined process.
4. The counsellor firmly recognizes individual worth and dignity and one's right to choose and to make decisions.
5. Counseling, in its essence, is an educational process. It is, to be more appropriate, an essential dimension of education.
6. Counseling in school should never be treated as an emergency reaction pattern but as continuous, sequential and programmatic.

20.8 Role of Teachers in Counseling

In the college settings in India teachers are the primary guidance personnel. They render non-professional assistance to pupils which may be of some help. In the advanced countries, most school systems have accredited counseling programmes provided by the personnel on the staff of the schools. Most college have college psychologists to assist teachers in their work with pupils. The purpose of providing counseling services, in the words of Rogers (1962), "is to enhance the personal development and psychological growth toward a socialized maturity of its clients".

Arbuckle (1963) states there are following functions of school counselors in elementary and secondary schools :

1. The counsellor helps emotionally disturbed children to arrive at happier and satisfying solutions to their problems.
2. The counsellor helps children with their academic difficulties.
3. The counsellor is concerned with preventive and remedial measures. At the elementary school level there is particular stress on the preventive and developmental aspects so that there may be less need for remedial work later on.
4. The counsellor cooperatively works with teachers to help them gain a greater understanding of the pupils in their classes.
5. The counsellor helps parents obtain a better understanding and appreciation of their children.
6. The counsellor uses appropriate test devices for diagnosis and counseling purposes.

Notes

7. The counsellor maintains extensive and up-to-date records concerning pupils for whom he is responsible.
8. The secondary school counsellor spends much of his time helping students to make wise decisions regarding college courses or jobs.
9. The secondary school counsellor aids needy students to obtain assistance.
10. All school counselors work closely with other specialized personnel.

The nature of the responsibilities of the school counsellor suggests two major roles – counseling and consulting.

The counseling role – The counsellor directly deals with students on matters concerning emotional problems, self-understanding, decision-making, educational and vocational planning, etc.

The consulting role – The counsellor works with teachers, parents, educational specialists and administrators on matters involving student understanding and student management.

The teachers' role – Several writers, such as Roeber, Smith, Erickson, Humphreys, Traxler and North believe that teachers should be expected to perform counseling duties. Mathewson (1962) states, "Teachers engage in appraisal of pupil characteristics, adjustment of behaviour, evaluation of individual performance, etc., and may even undertake some individual counseling. To the extent that these functions are performed professionally, teachers are participating in guidance practice".

But these can only comprise a set of restricted functions of teachers. Most teachers put in considerable effort to cater to individual differences and to assist pupils to participate in cooperative teacher-pupil planning.

In addition to the above, teachers are expected to help in the counseling services through:

1. Studying and diagnosing children.
2. Identifying and referring pupils needing special assistance.
3. Preparing and maintaining guidance records.
4. Helping pupils develop effective study habits.
5. Contributing to pupils' educational and vocational planning and placement.

Wrenn (1962) has summarized the following principles from the personnel point of view in education:

1. Guidance in education is given upon seeing the learner totally.
2. The philosophy of guidance axiomatically believes in the dignity and integrity of the student and his right to self-fulfilment.
3. Guidance should assist the student's plans for the future as well as enhance the possibility of his living optimally in the present.
4. Guidance is the prime advocate of individual differences in school. These differences are to be recognized, taken advantage of and provided with suitable conditions for their full expression.
5. Guidance should take advantage of the variety of methods available and choose the appropriate one for the pupil to deal with the task on hand.
6. The quality of the relationship established between the guidance worker and the pupil and between the guidance worker and the teacher is of importance.
7. Guidance services must form part of the central stream of the educational effort.

Self Assessment

2. State whether the following statements are 'true' or 'false'.

- (i) Work Experience is the student's exposure to work in an occupation before he begins full time job.

- (ii) Community sponsored vocational guidance services deal particularly with the employment problems of the non-selective worker.
- (iii) In the College settings in India students are the primary guidance personnel.
- (iv) At the elementary school level there is particular stress on vocation and occupation.

20.9 Educational Counseling and Curriculum

The college curriculum is a systematic organization of courses of study and activities designed to further students' knowledge and competencies. Several types of curricula such as general, business and vocational, and industrial arts are offered. In India curricular openings are relatively few with little choice afforded to pupils. The curriculum is designed to help the individual pupil achieve his potentialities and become capable of self-direction. Educational counseling is aimed at enhancing the effectiveness with which the pupil profits from the curriculum. Counseling is also used in the context of helping the pupil acquire efficient learning skills and practices.

The systematic planning of curricular opportunities helps the pupil by providing experiences which strengthen the feelings of adequacy and belongingness. The curricular activities also provide exploratory avenues through which pupils develop their interests and abilities. The curricular experiences contribute to the knowledge necessary for educational and vocational planning. Educational counseling contributes to curriculum development in a number of ways, one of which is to make the goals of curricular activities congruent with the needs of pupils. Another way in which it helps is to enable testing, planning follow-up and other counseling activities to contribute to curricular development, and yet another is to enable the counselors assist the individual pupil to understand and to choose different courses to suit his requirements and develop social and vocational competencies needed for successful living in a complex society. Educational counseling also assists administration in a significant way. The educational administrator is interested in the effective functioning of the school/college and counseling helps in realizing this goal in a more effective manner. However, it should be borne in mind that counseling is primarily concerned with the achievement of individual goals.

Several factors interfere with the effective programmes in schools and colleges. The major areas of friction lie in the differences between the stated promises and the practices adopted. The public in general, and administrators in particular, do not understand the functions of counseling. The administrators naturally demand that the guidance workers help them even when this may clash with the interests of the individual students.

The counseling personnel expect the administrators to provide the necessary facilities for the effective organization of counseling services and look forward to sympathetic assistance from the administrators. They expect them to take a positive interest in counseling programmes.

The administrators, on the other hand, expect the counseling personnel to serve the interests of administration. Often this causes much tension and friction between the counselors and administrators. The administrators expect counselors to handle the discipline of the institution and to minimize disciplinary problems. The counselors believe that such problems could be minimized through organizing extra-curricular activities and encouraging student interests which would provide suitable avenues for their expression as well as their cultivation. The counselors believe, and rightly so, that a knowledge of students, an understanding of their problems and the optimum use of educational and preventive measures could significantly assist in countering indiscipline and thus help the institutional climate.

20.10 Evaluation of Programmes of Educational Counseling

1. One of the important criteria of a good system is a desirable counsellor student ratio. As counseling involves both individual contact with most pupils and long term contact with some pupils in need of counseling assistance, the counsellor-student ratio must be reasonable.

Notes

2. The counselors should be qualified for their positions. They should be personally inclined and professionally prepared to be counselors. A master’s degree in counseling is an essential qualification.
3. Necessary physical facilities should be available.
4. Adequate financial support should be provided.
5. The personnel should be self-evaluative and research oriented.
6. Counseling services should be available throughout the academic year and throughout the pupils’ academic lives.
7. Counseling services should provide for the appraisal of students and help them to adjust, plan and develop.
8. Updated informational materials should be available and accessible.
9. Necessary records should be maintained which could be used to help pupils’ self-understanding and development.

Counseling services are based on client needs, for example, in an educational setting the student needs to understand himself, know his personal characteristics, understand environmental conditions, orient himself to present and future situations, develop personal potentialities, etc. School/college counseling centres should provide appraisal, planning, information and counseling services. The efficiency of the services depends on the balance among corrective, preventive and developmental functions.



Task

How does job counseling helps college students?

Self Assessment

3. Multiple Choice Questions: Choose the correct option
 - (i) The curricular activities provide exploratory avenues through which pupils develop their interests and abilities
 - (a) pupils
 - (b) teachers
 - (c) parents
 - (d) workers
 - (ii) The curriculum is a systematic organization of courses of study and activities designed to further students knowledge and competencies.
 - (a) school
 - (b) playway
 - (c) college
 - (d) university
 - (iii) One of the important criteria of a good system is a desirable ratio.
 - (a) parent-teacher
 - (b) counselor-student
 - (c) teacher-student
 - (d) parent-student

20.11 Summary

- A total Counseling progress at the collegiate level would comprise an extension of the various services provided to the students at the earlier stages of their lives. The collegiate student is for all practical purposes an adult with no adult responsibilities.
The objectives of higher education include the development of—
 - (i) a sound philosophy of life.
 - (ii) an ability to enjoy life in many areas.

- (iii) Sensitivity to the different aspects of the environment and
- (iv) Capacity to be free willed individuals, that is individuals.
- The increased emphasis upon the individual as the center of the entire educational process, the scope of guidance has been enlarged and now includes help given to the individual in all his problems and choice. However, occupational decisions are still the central problem facing many youths.
- The specific aims of vocational may be stated as follows :
 - (i) To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupations within which his choice will probably lie as he may need for intelligent choice.
 - (ii) To enable him to find what general and specific abilities and skills are required for the group of occupations under consideration and what are the qualifications, such as age, preparation, and sex, for entering them.
 - (iii) To give opportunity for experiences in school (tryout courses) and out of school (after-school and vacation jobs) which will give such information about conditions of work as will assist the individual to discover his own abilities and help him in the development of wider interests.
 - (iv) To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are (a) the service that the individual can render to society, (b) personal satisfaction in the occupation, and (c) aptitude for the work required.
- Because many factors influence people in choosing an occupation, various methods may be used in helping them choose wisely. The factors responsible for the choice of an occupation are many and often complex. Very often people are not conscious of the influences that were responsible for the choice of their present occupation.
- Sometimes occupational heredity – family tradition and pride – may influence the choice. People may drift from one occupation to another until finally, almost by accident, one occupation.
- Organised vocational guidance assists the individual by providing him with all the data that indicate his interests and abilities and all that are essential to an understanding of the type of work.
- One of the most startling evidences of freedom of choice has been the great number of women who have entered occupations previously staffed only by men. Women have now amply demonstrated their ability in many skilled occupations and in all the professions. This very freedom of choice, however desirable, constitutes one of the major difficulties in vocational guidance.
- Another difficulty arises from the slow, gradual process of an individual's vocational development. Guidance for choice of an occupation cannot be done in a hurry because it is a process of development which often requires many years.
- The individual should be helped to make well-founded judgments about his career on the basis of certain knowledge, including :
 - (i) As complete an understanding of himself as possible.
 - (ii) A knowledge of the elements of various vocations.
 - (iii) An appreciation of the extent to which his characteristics fit the requirements of a particular vocation.
 - (iv) Opportunities in and advantages and disadvantages of the various occupational fields.
- Self-evaluation in the college as teachers help the student to appreciate the value of possessing certain desirable attitudes and behaviour characteristics, to recognise the extent to which he

Notes

- possesses these, and to attempt to make whatever changes in himself are needed for achieving an improved relationship with his home and school associates.
- The method of self-evaluation includes considering the findings of :
 - (i) An honest self-analysis, preferably with the aid of prepared lists of questions.
 - (ii) An objective analysis of the individual by teachers and parents as a result of their observation of his behaviour.
 - (iii) A scientific or semi-scientific analysis of the individual by experts through the administration of appropriate tests, scales, or inventories.
 - Counselors need to be thoroughly acquainted with; (1) those vocational opportunities that are more or less permanent,
 - Counseling of students in specialised colleges is extremely important. In every form of occupational activity, the possession of certain appropriate personality characteristics is as significant in achieving worker success as are specific skills and knowledges. Hence the guidance personnel must be thoroughly acquainted with required personality qualities and must help their students to acquire them.
 - Assuming that an individual has received adequate training for participation in a vocation which he has selected intelligently, the factors or adjustment on the job include the following:
 - (i) Employment possibilities
 - (ii) Wages and hours
 - (iii) Physical conditions of the job environment
 - At each step of the way, from placement to resignation or retirement, the worker probably can benefit from indirect or direct guidance from qualified persons. Job-seeking includes one or more of the following :
 - (i) Random shopping around
 - (ii) Reading newspaper and magazine advertisements
 - Work experience is the student's exposure to work in an occupation before he begins a full-time job. Five types of such experience are recognised :
 - (i) Work that is done in some project undertaken for the benefit of the school, usually without pay, but where actual job conditions are maintained as far as possible.
 - The process of guidance towards occupational adjustment includes three steps :
 - (i) wise selection of a vocation while in high school or college;
 - (ii) adequate job preparation in a specialised training institution;
 - Community-sponsored vocational guidance services deal particularly with the employment problems of the nonselective worker. Many young people have no particular occupational interests, but have sufficient general ability to perform creditably in jobs that require little special training.
 - The purpose of job counseling is to help the individual make a practicable occupational choice and to assist him toward finding employment in that field. Vocational counseling is a much broader task than merely matching *any* person who needs a job with *any* opening that is available. The requirements of the job; the personality, training, and experience of the candidate; and other family, social, and environmental factors must receive consideration.
 - The inexperienced, the occupationally maladjusted, the physically handicapped, and older workers present special counseling problems. Fortunately, many industrial organisations are co-operating with established counseling services to assist-in the placement of those who are efficient enough to handle a particular assignment.

- In the college settings in India teachers are the primary guidance personnel. They render non-professional assistance to pupils which may be of some help. In the advanced countries, most school systems have accredited counseling programmes provided by the personnel on the staff of the schools.
- There are following functions of school counselors in elementary and secondary schools :
 - (i) The counsellor helps emotionally disturbed children to arrive at happier and satisfying solutions to their problems.
 - (ii) The counsellor helps children with their academic difficulties.
- The college curriculum is a systematic organization of courses of study and activities designed to further students' knowledge and competencies. Several types of curricula such as general, business and vocational, and industrial arts are offered. In India curricular openings are relatively few with little choice afforded to pupils.
- One of the important criteria of a good system is a desirable counsellor student ratio. As counseling involves both individual contact with most pupils and long term contact with some pupils in need of counseling assistance, the counsellor-student ratio must be reasonable.
- The counselors should be qualified for their positions. They should be personally inclined and professionally prepared to be counselors. A master's degree in counseling is an essential qualification.

20.12 Keywords

- Vocational** : Connected with the skills, knowledge etc. that you need to have in order to do a particular job.
- Employment** : The work, especially when it is done to earn money.
- Curriculum** : The subject that are included in a course of study or taught in a school, college etc.

20.13 Review Questions

1. Write a note on the counseling in colleges.
2. Explain the methods of vocational counseling and difficulties.
3. Explain the role of teachers in counseling.
4. What is educational counseling and curriculum ?

Answer: Self Assessment

1. (i) Comprehensive (ii) Self Evaluation
(iii) Vocational Counseling (iv) Personality Evaluation, job analysis.
2. (i) T (ii) T (iii) F (iv) F
3. (i) a (ii) c (iii) b

20.14 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 21: Psychotherapy: Meaning and Process

CONTENTS

Objectives

Introduction

21.1 Meaning of Psychotherapy

21.2 Common Types of Psychotherapy

21.3 Summary

21.4 Keywords

21.5 Review Questions

21.6 Further Readings

Objectives

After reading this unit students will be able to:

- Explain meaning of psychotherapy
- Discuss the common types of psychotherapy

Introduction

psychotherapy is a general term for addressing mental health concerns by talking with a psychologist or other mental health provider.

During psychotherapy, you learn about your condition and your moods, feelings, thoughts and behaviors. Psychotherapy helps you learn how to take control of your life and respond to challenging situations with healthy coping skills.

There are many specific types of psychotherapy, each with its own approach. The type of psychotherapy that's right for you depends on your individual situation. Psychotherapy is also known as talk therapy, counseling, psychosocial therapy or, simply, therapy.

Psychotherapy is a process focused on helping you heal and learn more constructive ways to deal with the problems or issues within your life. It can also be a supportive process when going through a difficult period or under increased stress, such as starting a new career or going through a divorce.

Generally psychotherapy is recommended whenever a person is grappling with a life, relationship or work issue or a specific mental health concern, and these issues or concerns are causing the individual a great deal of pain or upset for longer than a few days. There are exceptions to this general rule, but for the most part, there is no harm to going into therapy even if you're not entirely certain you would benefit from it. Millions of people visit a psychotherapist every year, and most research shows that people who do so benefit from the interaction. Most therapists will also be honest with you if they believe you won't benefit or in their opinion, don't need psychotherapy. Modern psychotherapy differs significantly from the Hollywood version. Typically, most people see their therapist once a week for 50 minutes. For medication-only appointments.

21.1 Meaning of Psychotherapy

Psychotherapy is a process focused on helping you heal and learn more constructive ways to deal

with the problems or issues within your life. It can also be a supportive process when going through a difficult period or under increased stress, such as starting a new career or going through a divorce.

Generally psychotherapy is recommended whenever a person is grappling with a life, relationship or work issue or a specific mental health concern, and these issues or concerns are causing the individual a great deal of pain or upset for longer than a few days. There are exceptions to this general rule, but for the most part, there is no harm to going into therapy even if you're not entirely certain you would benefit from it. Millions of people visit a psychotherapist every year, and most research shows that people who do so benefit from the interaction. Most therapists will also be honest with you if they believe you won't benefit or in their opinion, don't need psychotherapy.

Psychotherapy is usually time-limited and focuses on specific goals you want to accomplish.

Most psychotherapy tends to focus on problem solving and is goal-oriented. That means at the onset of treatment, you and your therapist decide upon which specific changes you would like to make in your life. These goals will often be broken down into smaller attainable objectives and put into a formal treatment plan. Most psychotherapists today work on and focus on helping you to achieve those goals. This is done simply through talking and discussing techniques that the therapist can suggest that may help you better navigate those difficult areas within your life. Often psychotherapy will help teach people about their disorder, too, and suggest additional coping mechanisms that the person may find more effective.

Most psychotherapy today is short-term and lasts less than a year. Most common mental disorders can often be successfully treated in this time frame, often with a combination of psychotherapy and medications.

Psychotherapy is most successful when the individual enters therapy on their own and has a strong desire to change. If you don't want to change, change will be slow in coming. Change means altering those aspects of your life that aren't working for you any longer, or are contributing to your problems or ongoing issues. It is also best to keep an open mind while in psychotherapy, and be willing to try out new things that ordinarily you may not do. Psychotherapy is often about challenging one's existing set of beliefs and often, one's very self.

It is most successful when a person is able and willing to try to do this in a safe and supportive environment.

Self Assessment

1. State whether the following statements are 'true' or false :
 - (i) Psychotherapy is a process focussed on helping people heal and learn more constructive ways to deal with the problems.
 - (ii) Most psychotherapy are long term and lasts so many years.
 - (iii) Psychotherapy is most successful when the individual enters therapy on their own and has a strong desire to change.

21.2 Common Types of Psychotherapy

- Behavior Therapy
- Cognitive Therapy
- Interpersonal Therapy
- Psychodynamic Therapy
- Family Therapy
- Group Therapy

Notes

There are different types of psychotherapies. Each therapy has different procedures, different stages we will discuss the process of different therapies.

21.2.1 Behavior therapy

Behavior therapy is focused on helping an individual understand how changing their behavior can lead to changes in how they are feeling. The goal of behavior therapy is usually focused on increasing the person's engagement in positive or socially reinforcing activities. Behavior therapy is a structured approach that carefully measures what the person is doing and then seeks to increase chances for positive experience. Common techniques include :

Self-Monitoring : This is the first stage of treatment. The person is asked to keep a detailed log of all of their activities during the day. By examining the list at the next session, the therapist can see exactly what the person is doing.

Example : Suresh, who is being seen for depression, returns with his self-monitoring list for the past week. His therapist notices that it consists of Bill going to work in the morning, returning home at 5:30 p.m. and watching television uninterrupted until 11 p.m. and then going to bed.

Schedule of Weekly Activities : This is where the patient and therapist work together to develop new activities that will provide the patient with chances for positive experience.

Example : Looking at his self-monitoring sheet, Bill and his therapist determine that watching so much television alone gives little opportunity for positive social interaction. Therefore, they decide that Bill will have dinner out with a friend once a week after work and join a bowling league.

Role Playing : This is used to help the person develop new skills and anticipate issues that may come up in social interactions.

Example : One of the reasons that Suresh stays home alone so much is that he is shy around people. He does not know how to start a conversation with strangers. Bill and his therapist work on this by practicing with each other on how to start a conversation.

Behavior Modification : In this technique the patient will receive a reward for engaging in positive behavior.

Example : Suresh wants a new fishing rod. He and his therapist set up a behavior modification contract where he will reward himself with a new fishing rod when he reduces his TV watching to one hour a day and becomes involved in three new activities.

21.2.2 Cognitive therapy

Cognitive therapy is based on the theory that much of how we feel is determined by what we think. Disorders, such as depression, are believed to be the result of faulty thoughts and beliefs. By correcting these inaccurate beliefs, the person's perception of events and emotional state improve.

Research on depression has shown that people with depression often have inaccurate beliefs about themselves, their situation and the world. A list of common cognitive errors and real life examples is listed below :

- **Personalization :** relating negative events to oneself when there is no basis.

Example : When walking down the hallway at work, John says hello to the company CEO. The CEO does not respond and keeps walking. John interprets this as the CEO's lack of respect for him. He gets demoralized and feels rejected. However, the CEO's behavior may have nothing to do with John. He may have been preoccupied about an upcoming meeting, or had a fight with his wife that morning. If John considered that the CEO's behavior may not be related to him personally, he is likely to avoid this negative mood.

- **Dichotomous Thinking :** seeing things as black and white, all or none. This is usually detected when a person can generate only two choices in a situation.

Example : Mary is having a problem at work with one of her supervisors who she believes is treating her badly. She convinces herself that she has only two options : tell her boss off or quit. She is unable to consider a host of other possibilities such as talking to her boss in a constructive way, seeking guidance from a higher supervisor, contacting employee relations, etc.

- **Selective Abstraction :** focusing only on certain aspects of a situation, usually the most negative.

Example : During a staff meeting at work, Susan presents a proposal for solving a problem. Her solution is listened to with great interest and many of her ideas are applauded. However, at one point her supervisor points out that her budget for the project appears to be grossly inadequate. Susan ignores the positive feedback she has received and focuses on this one comment. She interprets it as a lack of support from her boss and a humiliation in front of the group.

- **Magnification-Minimization :** distorting the importance of particular events.

Example : Robert is a college student who wants to go to medical school. He knows that his college grade point average will be used by schools during the admission process. He receives a D in a class on American History. He becomes demoralized thinking now that his lifelong dream to be a physician is no longer possible.

Cognitive therapists work with the person to challenge thinking errors like those listed above. By pointing out alternative ways of viewing a situation, the person's view of life, and ultimately their mood will improve. Research has shown that cognitive therapy can be as effective as medication in the long-term treatment.



Notes

Interpersonal therapy focuses on the interpersonal relationships of the depressed Person.

21.2.3 Interpersonal Therapy

The idea of interpersonal therapy is that depression can be treated by improving the communication patterns and how people relate to others.

Techniques of interpersonal therapy include :

- **Identification of Emotion :** Helping the person identify what their emotion is and where it is coming from.

Example : Roger is upset and fighting with his wife. Careful analysis in therapy reveals that he has begun to feel neglected and unimportant since his wife started working outside the home. Knowing that the relevant emotion is hurt and not anger, Roger can begin to address the problem.

- **Expression of Emotion :** This involves helping the person express their emotions in a healthy way.

Example : When Roger feels neglected by his wife he responds with anger and sarcasm. This in turn leads his wife to react negatively. By expressing his hurt and his anxiety in a calm manner, Roger can now make it easier for his wife to react with nurturance and reassurance.

- **Dealing With Emotional Baggage :** Often, people bring unresolved issues from past relationships to their present relationships. By looking at how these past relationships affect their present mood and behavior, they are in a better position to be objective in their present relationships.

Notes

Example : Growing up, Roger’s mother was not a nurturing woman. She was very involved in community affairs and often put Roger’s needs on the back burner. When choosing a wife, Roger subconsciously chose a woman who was very attentive and nurturing. While he agreed that the family needed the increased income, he did not anticipate how his relationship with his own mother would affect his reaction to his wife working oPsychodynamic therapy, also known as insight-oriented therapy, focuses on unconscious processes as they are manifested in a person’s present behavior. The goals of psychodynamic therapy are a client’s self-awareness and understanding of the influence of the past on present behavior. In its brief form, a psychodynamic approach enables the client to examine unresolved conflicts and symptoms that arise from past dysfunctional relationships and manifest themselves in the need and desire to abuse substances.

Several different approaches to brief psychodynamic psychotherapy have evolved from psychoanalytic theory and have been clinically applied to a wide range of psychological disorders. There is a body of research that generally supports the efficacy of these approaches.



Did u know? Psychodynamic therapy is the oldest of the modern therapies. Freud’s psychoanalysis is a specific form and subset of psychodynamic therapy.) As such, it is based in a highly developed and multifaceted theory of human development and interaction.

This chapter demonstrates how rich it is for adaptation and further evolution by contemporary therapists for specific purposes. The material presented in this chapter provides a quick glance at the usefulness and the complex nature of this type of therapy.

21.2.4 Psychodynamic Therapy

The theory supporting psychodynamic therapy originated in and is informed by psychoanalytic theory. There are four major schools of psychoanalytic theory, each of which has influenced psychodynamic therapy. The four schools are : Freudian, Ego Psychology, Object Relations, and Self Psychology.

Freudian psychology is based on the theories first formulated by Sigmund Freud in the early part of this century and is sometimes referred to as the drive or structural model. The essence of Freud’s theory is that sexual and aggressive energies originating in the id (or unconscious) are modulated by the ego, which is a set of functions that moderates between the id and external reality. Defense mechanisms are constructions of the ego that operate to minimize pain and to maintain psychic equilibrium. The superego, formed during latency (between age 5 and puberty), operates to control id drives through guilt.

Ego Psychology derives from Freudian psychology. Its proponents focus their work on enhancing and maintaining ego function in accordance with the demands of reality. Ego Psychology stresses the individual’s capacity for defense, adaptation, and reality testing.

Object Relations psychology was first articulated by several British analysts, among them Melanie Klein, W.R.D. Fairbairn, D.W. Winnicott, and Harry Guntrip. According to this theory, human beings are always shaped in relation to the significant others surrounding them. Our struggles and goals in life focus on maintaining relations with others, while at the same time differentiating ourselves from others. The internal representations of self and others acquired in childhood are later played out in adult relations. Individuals repeat old object relationships in an effort to master them and become freed from them.

Self Psychology was founded by Heinz Kohut, M.D., in Chicago during the 1950s. Kohut observed that the self refers to a person’s perception of his experience of his self, including the presence or

lack of a sense of self-esteem. The self is perceived in relation to the establishment of boundaries and the differentiations of self from others (or the lack of boundaries and differentiations).



Did u know? Psychodynamic therapy is distinguished from psychoanalysis in several particulars, including the fact that psychodynamic therapy need not include all analytic techniques and is not conducted by psychoanalytically trained analysts. Psychodynamic therapy is also conducted over a shorter period of time and with less frequency than psychoanalysis.

21.2.5 Family Therapy

Family therapy views a person's symptoms as taking place in the larger context of the family. Just as a particular department in a business organization may suffer because of the problems in another department, a person with depression may be responding to larger family issues. For example, a depressed adolescent's adolescent, symptoms may be related to her parents' marital problems.

Family therapy is a style where cognitive, behavior or interpersonal therapy may be employed. However, it is most often used with interpersonal therapy. Some special techniques of family therapy include :

- **Genogram :** A genogram is a family tree constructed by the therapist. It looks at past relationship and events and what impact these have on the person's current emotional technique.
- **Systemic Interpretation :** Views depression as a symptom of a problem in the larger family.
Example : 16-year-old Billy's getting into trouble in school and staying out at night are viewed as unconscious attempts to shore up his parents' failing marriage. It is noted in the sessions that the only time his parents get along and work together as a team is when they are dealing with Billy's problems.
- **Communication Training :** Dysfunctional communication patterns within the family are identified and corrected. People are taught how to listen, ask questions and respond non-defensively.

21.2.6 Group Therapy

Group therapy provides psychotherapy treatment in a format where there is typically one therapist and six to twelve participants with related problems. Sometimes a therapist may recommend group therapy over individual psychotherapy for a variety of reasons. It may be that the group format is better suited for the person or the concern they are dealing with, or that the specific type of treatment has a group therapy component (such as dialectical behavior therapy).

People in group therapy improve not only from the interventions of the therapist, but also from observing others in the group and receiving feedback from group members. The group format, while not providing the one-on-one attention of individual formats, has several advantages.

Similar to family therapy, group therapy is a style that can incorporate any of the psychotherapy schools. The advantages of group therapy include :

- **Increased feedback:** Group therapy can provide the patient with feedback from other people. Getting different perspectives is often helpful in promoting growth and change.
- **Modeling:** By seeing how others handle similar problems, the patient can rapidly add new coping methods to his or her behaviors. This is beneficial in that it can give the patient a variety of perspectives on what seem to work and when.

Example: Mary listens to Joan talk about how telling her husband that he hurt her feelings was more productive than simply getting angry at him and not speaking. As she listens, Mary

Notes

thinks of how she might try this same strategy with her husband. She can then try out this new behavior by practicing with the men in the group.

- **Less expensive:** By treating several patients simultaneously, the therapist can reduce the usual fee. In most cases the cost of group therapy is about one-third that of individual therapy.
- **Improve social skills:** Since so much of our daily interaction is with other people, many people learn to improve their social skills in group therapy (even though such an issue may not be the focus of the group). The group leader, a therapist, often helps people to learn to communicate more clearly and effectively with one another in the group context. This inevitably leads to people learning new social skills which they can generalize and use in all of their relationships with others.

Unlike individual therapy sessions, group therapy offers participants the opportunity to interact with others with similar issues in a safe, supportive environment. Participants can try out new behaviors, role play, and engage with others in not only receiving valuable feedback and insight from other group members, but also in giving it.

Many people who have never tried group therapy before are frightened by the idea. Sharing intimate information and details about one’s life (and problems) can be challenging enough to do with a single therapist. To do so with six other strangers might seem overwhelming. For this reason, for most people group therapy is usually not the first treatment option offered.

Most people who try group therapy do become comfortable and familiar with the process over a short period of time (within a few weeks). There are clinicians and researchers who also claim that the group psychotherapy process produces stronger and longer-lasting results for many people, as compared to individual psychotherapy.

As the group members begin to feel more comfortable, you will be able to speak freely. The psychological safety of the group will allow the expression of those feelings which are often difficult to express outside of group. You will begin to ask for the support you need. You will be encouraged tell people what you expect of them.

In a group, you probably will be most helped and satisfied if you talk about your feelings. It is important to keep in mind that you are the one who determines how much you disclose in a group. You will not be forced to tell you deepest and innermost thoughts.

Groups with greater than 12 participants should usually be avoided, as it becomes increasingly difficult for people to attain sufficient time to make the group process work as effectively as it does with smaller groups.



Task What is Genogram?

Self Assessment

1. *Fill in the blanks :*
 - (i) is a process focussed on helping you heal and learn more constructive ways to deal with the problems or issues in life.
 - (ii) is focussed on increasing the person’s engagement in positive or socially reinforcing activities.
 - (iii) is the first stage of treatment under behavioural therapy.
 - (iv) is based on the theory that what we think and feel towards others.

21.3 Summary

- Psychotherapy is a process focused on helping you heal and learn more constructive ways to deal with the problems or issues within your life. It can also be a supportive process when going through a difficult period or under increased stress, such as starting a new career or going through a divorce.
- Most psychotherapy tends to focus on problem solving and is goal-oriented. That means at the onset of treatment, you and your therapist decide upon which specific changes you would like to make in your life.
- Psychotherapy is most successful when the individual enters therapy on their own and has a strong desire to change.
- Behavior Therapy
- Cognitive Therapy
- Interpersonal Therapy
- Psychodynamic Therapy
- Family Therapy
- Group Therapy
- Frequently Asked Questions (FAQs) about Psychotherapy
- Understanding Different Approaches to Psych
- **Self-Monitoring** : This is the first stage of treatment. The person is asked to keep a detailed log of all of their activities during the day. By examining the list at the next session, the therapist can see exactly what the person is doing.
- Cognitive therapy is based on the theory that much of how we feel is determined by what we think. Disorders, such as depression, are believed to be the result of faulty thoughts and beliefs.
- **Dichotomous Thinking** : seeing things as black and white, all or none. This is usually detected when a person can generate only two choices in a situation.
- **Selective Abstraction** : focusing only on certain aspects of a situation, usually the most negative.
- **Magnification-Minimization** : distorting the importance of particular events.
- **Identification of Emotion** : Helping the person identify what their emotion is and where it is coming from.
- The theory supporting psychodynamic therapy originated in and is informed by psychoanalytic theory. There are four major schools of psychoanalytic theory, each of which has influenced psychodynamic therapy. The four schools are : Freudian, Ego Psychology, Object Relations, and Self Psychology.
- Self Psychology was founded by Heinz Kohut, M.D., in Chicago during the 1950s. Kohut observed that the self refers to a person's perception of his experience of his self, including the presence or lack of a sense of self-esteem.
- Family therapy views a person's symptoms as taking place in the larger context of the family.
- **Increased feedback**: Group therapy can provide the patient with feedback from other people. Getting different perspectives is often helpful in promoting growth and change.

21.4 Keywords

Psychotherapy : The treatment of mental illness by discussing somebody's problems with them rather than by giving them drugs.

Unit 22: Psychotherapy: Dealing with Psychological Disturbance

Notes

CONTENTS

Objectives

Introduction

22.1 Psychological Disturbance

22.2 Causes of Psychological Disorders

22.3 Psychological Treatment in Classroom

22.4 Summary

22.5 Keywords

22.6 Review Questions

22.7 Further Readings

Objectives

After reading this unit students will be able to:

- Describe the psychological disturbance
- Explain the causes and treatment of psychological disorders
- Discuss the psychological treatment in classroom

Introduction

Children with Psychological disturbances need a little extra attention and structure in and outside of the classroom. The two classroom management strategies that we previously discussed provide structure and discipline for these students to follow, but also a sense of belonging in the class. Even though these two models do overlap it is best that a teacher stays with the best model that fits the certain individual. Group guidance helps the student feel more in control and good about themselves. The consequences model provides more positive reinforcement and learning to take responsibility for their actions. There were ten components that laid out a system in which teachers need to look at for their benefit on having an emotionally disturbed child in their classroom. Consistency is the most important concept that needs to be followed so the children know what to expect, then they are more apt to succeed in the classroom. Every student is unique and it is up to the teacher to try and reach out to those who possess more delicate assistance. We, as teachers, need to understand, listen, and watch for signs. Children usually can't express verbally what is going on that is why it is important for each and every teacher to care about his/her students and see those signs before it becomes out of hand.

22.1 Psychological Disturbance

Psychological disturbance is a state of mind in which the patient (student) suffers from one or more types of disorders. Sometimes it is less or more. If it is at the critical level of mind then it destroys all mental activities of the student and affects his or her social life. So it is very important to diagnose these psychological disturbances with the help of psychotherapy.

22.2 Causes of Psychological Disorders

There are different psychological disorders which affect students efficiency in study and other fields. They are causes of psychological disturbances. These are as follows :

Psychoanalysts = Psychotherapist

- Attention Deficit/Hyperactivity Disorder (ADHD)
- Anxiety
- Bipolar Disorder
- Children's Mental Health
- Depression
- DSM-IV Diagnoses
- Eating Disorders
- Obsessive Compulsive Disorder (OCD)
- Panic Disorder

Attention Deficit/Hyperactivity Disorder (ADHD)

Although many adults suffer from attention-deficit/hyperactivity disorder, or AD/HD, symptoms begin in childhood, and therefore diagnosis and treatment usually do, too.



Did u know? Children with AD/HD often tend to extremes in their responses to the outside world. They might be both oversensitive and undersensitive to stimuli-completely unable to tolerate certain clothing fabrics, for instance, yet able to sleep through prolonged periods of loud noises.

They'll find it impossible either to stay with one activity for any length of time or to endure sudden changes. In the face of anxiety, they might exhibit extreme, even violent agitation, or an otherworldly calm.

The triggers for these symptoms are, biological, and medication is almost always part of the AD/HD treatment. And because AD/HD manifests itself primarily through behavior, behavioral coaching is also often part of the AD/HD regimen.

But the person with ADHD is after all a person, not just a disorder, a set of behaviors that annoy others, or a set of symptoms. In psychoanalytic treatment, the analyst can help the person with ADHD understand how it has effected her development, her relationships, and her school or work life. The psychoanalyst can help identify problems in self-regulation as well as the unique capacities a person with ADD often has. In psychoanalytic treatment, the person with ADHD can develop a usable narrative about her own history, and a comprehensive understanding about her unique nervous system and its complex and delicate interplay with her life.

Anxiety

Freud originally thought anxiety was a result of an accumulation of psychic energy a sort of stoppage of sexual or aggressive drives, bottled up by repression. He later refined his concept to thinking of anxiety as a warning signal of a threatening catastrophe brought on by a conflict of forces in the individual's mind.

Today, psychoanalysts have a more comprehensive view of anxiety and in treatment, endeavor to precisely define the source of the anxiety (is it triggered by separation, by, exposure, by fear of humiliation, by fear of success, etc.) Is there an unconscious conflict triggering the anxiety?

Anxiety is a universal human experience, but some patients suffer from anxiety *disorders*, which are very painful, complex chronic conditions including panic disorder, obsessive compulsive, disorder, phobias, and post traumatic stress disorders. In all these conditions, the person responds physiologically and psychologically as if under a severe threat, even though they usually are aware rationally that they are not in actual danger.



Did u know? A combination of psychoanalytic treatment with other treatment modalities such as behavior modification and medication can be extremely effective in serious anxiety disorders.

Bipolar Disorder

Bipolar disorder is another name for manic-depressive illness and as the name suggests, it is an illness of opposites. Although sufferers can experience prolonged periods of stability, they also can suffer painful periods of depression or disorganizing periods of “elevated” mood. In more severe cases, psychosis can occur. In association with these mood states.

Toward one end of the spectrum is hypomania, which can be characterized by feelings of mild euphoria and a pronounced increase in activity and productivity, rapid speech, and increased spending. Even more extreme on the same end of the mood spectrum is mania, which can lead to a loss of coherent thought, delusions and hallucinations.

On the other side of the mood spectrum is depression which is usually marked by listlessness and hopelessness. Severe depression can lead to inability to function, difficulty eating and sleeping, and thoughts of suicide.

Because bipolar disorder is a biological illness, stabilizing medications are essential for treatment. And as is often the case with such illnesses, psychoanalysis can't offer a cure. But once a patient is stabilized, psychoanalysis can help a sufferer come to terms with the illness itself as well as the difficulties the illness has, caused in his or her life and, as with any other analysis, to work with the person's ambitions, goals, relationship and work difficulties and conflicts.



Notes The onset of bipolar disorder occurs most frequently in young adulthood.

Children's Mental Health

Children and adolescents often behave in troubling ways that puzzle and worry their parents, teachers and friends. Sometimes this behavior is symptomatic of passing problems or temporary stresses and it eventually disappears. But sometimes the troubles do not go away themselves. Rather than feeling guilty or helpless when faced with a child whose behavior cannot be explained or modified, parents and guardians can turn to psychoanalysis for assistance.

Psychoanalysis is a form of psychotherapy conducted four or five times a week in appointments usually lasting 45-50 minutes. The child or adolescent has time and space to use words, play or action in the relationship with the analyst to express problems, which can then be understood and

Notes

solved together. Rather than a “quick fix,” psychoanalysis helps a child or adolescent overcome troubles and developmental delays while building strength and resilience.

- Times to Consider Child Psychoanalysis
- Parental Involvement is Crucial to Success

Depression

Episodes of depression are characterized by feelings of guilt, social withdrawal, difficulty concentrating, tearfulness and shame, and by physical manifestations, such as either having a very poor appetite and difficulty sleeping with accompanying anxiety and agitation, or by eating and sleeping much more than usual, with a sense of having very little energy. Sometimes upon awakening, a depressed person feels that it is almost impossible to face the day and has a gnawing sense of dread and a feeling of physical heaviness.

Are aware that a propensity to this kind of depression often has genetic and biochemical origins. Early problems in mood regulation can negatively impact a child’s relationships, personality development and sense of self-regard. Additionally, traumas in early childhood such as abuse, neglect, separation or loss can impact a child psychologically and neurobiologically and cause a predisposition to depressive illness.

Treat the impact that depressive illness has on an individual’s personality and sense of himself. Often people with depression suffer from feelings of vulnerability and shame and become frustrated about their difficulties, envious towards others who appear to be more outgoing and untroubled. They can feel guilty about these feelings, with significant inhibitions as a result. help people with depression to recognize and deal with their excessive guilt, shame, humiliation, anger and other painful feelings. They help the depressed individual understand the impact that depression has had on their personality development and relationships.

Some depressed people are very sensitive to slights, disappointments in others injuries to their self esteem and have become overly prone to humiliation and anger as a result. Psychoanalysts can help them understand the early experiences that led to these sensitivities and assist them in developing a more resilient sense of self. Additionally, troubling early relationships may sometimes lead to lifelong feelings of inner deadness, sadness, disconnectedness or emptiness that can coalesce into a later life depression. Psychoanalytic understanding often helps the person with depression avoid the vicious emotional cycles that can cause or contribute depressive episodes.

Eating Disorders

Individuals with eating disorders are overly preoccupied with the foods they eat, when and how they eat them, and their weight and appearance, sometimes to a life-threatening degree.

Bulimia is characterized by binge eating followed by purging, often through vomiting, excessive exercise, extreme fasting or laxative abuse. Anorexics are so fearful of gaining weight that they put themselves on a starvation diet. At the other extreme, the obese eat themselves into a life-threatening state. In general, eating disorders take one of the basic needs for human survival and turn it into a means for personal extinction.

Because these disorders tend to first surface in adolescence, and because the persons they affect are mostly female, they may arise in part from anxiety about meeting society’s impossibly high standard of the perfect body or from conflicts about sexuality. The psychoanalytic perspective focuses on the particular form of the disorder and what it might mean for the individual. Several studies have found that treatments relying on medication and behavioral therapy alone are effective for only 40 to 60 percent of patients; psychoanalysts hold that a deeper, personal understanding can lead to both mental and physical health.

Obsessive-Compulsive Disorder

Although the term obsessive-compulsive has become so commonplace, the two words actually carry specific meanings.

“Obsessive” refers to a thought pattern where the same words or phrases recur, cycling endlessly. “Compulsive” describes equally repetitious, and often outwardly bizarre, actions. Obsessive-compulsive personality refers to be hyper-rational individuals (often male) who are so focused on the logical side to life that they have largely lost touch with the emotional side. When an especially unacceptable or intolerable emotion such as anger or anxiety threatens to overwhelm them, they unconsciously try to counteract it by trying to exert greater control over their minds and thoughts.

Obsessive-compulsive disorder is one of the anxiety disorder. It almost certainly has a strong biological component. Persons suffering from OCD experience intense anxiety and develop specific rituals-sometimes quite bizarre-in order to relieve the anxiety. But an increasing need to perform the rituals becomes an enormous burden in itself. There is debate about whether the repetitive gestures, avoidances and rituals have psychological meaning. But there are certainly core psychological issues involved in OCD such as an excessive need for control, an ability to accurately assess risk, and a distancing from normal life functions. Psychoanalysis can help with the mind part of what is very clearly a disorder based on dysfunction of mind, behavior and thought. Additionally psychoanalysis can help with the impact having such an invasive and pervasive mental problem has on an individual’s development, relationship and life course.

Panic Disorder

A person having a panic attack experiences a period of intense fear or discomfort while physically feeling some combination of these symptoms: heart palpitations, feelings of dizziness or lightheadedness, trembling or shaking, nausea or abdominal distress, chills or hot flushes, shortness of breath, or a tightness around the chest so extreme that it can feel like a heart attack. Persons suffering a panic attack can feel as if they’re about to die, to “lose control” or ‘go crazy’. They may feel as if the world seems unreal, or may feel detached from themselves. When panic attacks recur and are followed by significant fears of their reappearance and by changes in behavior- such as by avoiding circumstances that the person is afraid will trigger an attack- the person is diagnosed as having panic disorder.

A sufferer often feels that the panic attacks are coming out of nowhere, but in psychoanalytic consultation and treatment, triggers are discerned for the anxiety. Fears about imminent separation or loss, or about one’s aggression or sexuality, can cause anxiety, as can the fear of loss of personal control. Often panic attacks manifest themselves in the context of major life changes - graduation, a new job, a promotion - that have conflicted underlying meaning for the individual.

The psychoanalyst helps the anxious person to regain a sense of emotional control by considering the meaning of the symptoms in the context of his life and relationships. Because the predisposition to panic attacks has a biological underpinning, medications may be used in conjunction with psychoanalytic treatment. But studies have shown that a combination of medication and therapy works best for this problem.

1. Fill in the Blanks

- (i) A person having a panic attack experiences a period of discomfort.
- (ii) disorder is one of the anxiety disorder.
- (iii) The helps the anxious person to regain a sense of emotional control by considering the meaning of the symptoms.



Task

What is Bolimia ?

22.3 Psychological Treatment in Classroom

Treatment in class teachers. Psychological disturbed children are children of school age who do not require custodial care. They exhibit excessive behaviour ranging from hyperactive in pulsive responses to depressive and withdrawal behaviours. We will discuss some steps to treat psychological disturbance in class room by teachers.

22.3.1 Treatment in Class

The first step is to become familiar with your students' educational history. This includes information from parents, licensed specialists in school psychology, diagnosticians and teachers in the form of emotionally disturbed (ED) eligibility reports, functional behavioral

assessment IEPs and student Behavior Intervention Plans. Also review any proposed instructional interventions and educational strengths and weaknesses. All this information is available in students' Special Education Audit Folders.

When reviewing the documents note any "triggers" that have prompted inappropriate behaviors in the past. Also note which behaviors are characteristic of the student.

Not all ED students are aggressive or act out. Seek out the opinions of the related service staff and previous teachers as to the frequency of the disruptive behaviors as well as past interventions that were or were not successful.

It is the teacher's legal obligation to implement any educational plan developed by a special education ARD committee. So when reviewing information on the student, ask questions regarding implementation of written behavioral plans. If you are unsure of the proper implementation, ask for clarification or training from the staff who developed the plan.

22.3.2 Develop Classroom rules

Next, create your classroom rules. Good rules provide the structure for self-discipline that is imperative for ED students. Create only a few rules, but state them in the positive, be specific, and make sure the behaviors you describe are observable and measurable. Post the rules in a prominent place in the classroom before the first day of school. Students should be able to refer to the rules at all times, so you might post them in several places.

Tie your rules to both positive and negative consequences; ED students need immediate consequences for negative behavior. During the first few weeks of school, read and discuss the rules, role-play, and explain the positive and negative consequences associated with the rules. Most importantly, consistently implement your rules.

22.3.3 Watch out for Triggers

Instructional schedules, transitions between activities or classes, and physical environment all contribute to the factors that produce stress for ED students. To reduce their negative effects, seat the ED student next to a positive role model toward the front of the classroom in one of the aisle seats (preferably at the 10 or two o'clock position) to ensure easy teacher access for support.

Create classroom routines to ensure minimal unstructured free time, and provide ED students with copies of the classroom schedule. If you are aware of an upcoming change in the routine, prepare the student in advance. Also provide cues for transitions between activities. Music is a wonderful way to bridge transitions, but you might also provide the student with a visual cue such as a timer. When assigning the student an independent activity, check his mastery of the skill first. He should demonstrate a 95 percent mastery rate before engaging in independent work. Break down the assignments if need be and allow for a structured break.

22.3.4 Be positive

Use positive reinforcement to motivate the ED student. When a teacher gives positive feedback and reinforcement to the ED student it breaks the chain of negative behaviors. Classroom management

strategies that focus on negative forms of attention such as reprimanding and excessive prompting can help maintain inappropriate behaviors. So, use reinforcers that are intrinsically motivating for the student. Review with the student the rules for receiving positive reinforcement, and consistently implement the system.

22.3.5 Lean on your team

A team approach to providing academic emotional and behavioral support is necessary. Plan staff meetings to facilitate program planning, behavioral consultation and open communication. Develop a teacher and student support plan for the times the student exhibits inappropriate classroom behaviors that escalate.

Finally, maintain a positive attitude to set the stage for success.

Self Assessment

1. State whether the following statements are 'true' or 'false'

- (i) Children with attention deficit/Hyperactivity disorder might be oversensitive and under sensitive to stimuli.
- (ii) Bipolar disorder sufferers can not experience prolonged periods of stability and painful periods of depression or disorganizing periods of elevated mood.
- (iii) Psychoanalysis is a form of psychotherapy conducted four or five times a week in appointments usually 20-30 minutes.
- (iv) Bulimia is characterized by being eating followed by purging often through vomiting, excessive exercise, extreme fasting or laxative abuse.
- (v) Obsessive Compulsive disorder is one of the anxiety disorders.
- (vi) Medication and psychoanalytical therapy in Combination are best work for Panic disorders.
- (vii) Instructional schedules, transitions between activities or closes and physical environment produce stress for Psychological disturbed students.

22.4 Summary

- Psychological disturbance is a state of mind in which the patient (student) suffers from one or more types of disorders. Sometimes it is less or more. If it is at the critical level of mind then it destroys all mental activities of the student and affects his or her social life.
- There are different psychological disorders which affect students efficiency in study and other fields. They are causes of psychological disturbances. These are as follows :
Psychoanalysts = Psychotherapist
- Attention Deficit/Hyperactivity Disorder (ADHD)
- Anxiety
- Bipolar Disorder
- Children's Mental Health
- Depression
- DSM-IV Diagnoses
- Eating Disorders
- Obsessive Compulsive Disorder (OCD)
- Panic Disorder
- Although many adults suffer from attention-deficit/hyperactivity disorder, or AD/HD, symptoms begin in childhood, and therefore diagnosis and treatment usually do, too.
- The triggers for these symptoms are, biological, and medication is almost always part of the AD/HD treatment.

Notes

- The psychoanalyst can help identify problems in self-regulation as well as the unique capacities a person with ADD often has. In psychoanalytic treatment, the person with ADHD can develop a usable narrative about her own history, and a comprehensive understanding about her unique nervous system and its complex and delicate interplay with her life.
- Freud originally thought anxiety was a result of an accumulation of psychic energy a sort of stoppage of sexual or aggressive drives, bottled up by repression.
- psychoanalysts have a more comprehensive view of anxiety and in treatment, endeavor to precisely define the source of the anxiety (is it triggered by separation, by, exposure, by fear
- Anxiety is a universal human experience, but some patients suffer from anxiety *disorders*, which are very painful, complex chronic conditions including panic disorder, obsessive compulsive, disorder, phobias, and post traumatic stress disorders.
- Bipolar disorder is another name for manic-depressive illness and as the name suggests, it is an illness of opposites. Although sufferers can experience prolonged periods of stability, they also can suffer painful periods of depression or disorganizing periods of “elevated” mood. In more severe cases, psychosis can occur. In association with these mood states.
- Children and adolescents often behave in troubling ways that puzzle and worry their parents teachers and friends.
- Psychoanalysis is a form of psychotherapy conducted four or five times a week in appointments usually lasting 45-50 minutes. The child or adolescent has time and space to use words, play or action in the relationship with the analyst to express problems, which can then be understood and solved together.
- Episodes of depression are characterized by feelings of guilt, social withdrawal, difficulty concentrating, tearfulness and shame, and by physical manifestations, such as either having a very poor appetite and difficulty sleeping with accompanying anxiety and agitation.
- treat the impact that depressive illness has on an individual’s personality and sense of himself. Often people with depression suffer from feelings of vulnerability and shame and become frustrated about their difficulties, envious towards others who appear to be more outgoing and untroubled.
- Individuals with eating disorders are overly preoccupied with the foods they eat, when and how they eat them, and their weight and appearance, sometimes to a life-threatening degree.
- Although the term obsessive-compulsive has become so commonplace, the two words actually carry specific meanings.
- “Obsessive” refers to a thought pattern where the same words or phrases recur, cycling endlessly. “Compulsive” describes equally repetitious, and often outwardly bizarre, actions. Obsessive-compulsive personality refers to be hyper- rational individuals (often male) who are so focused on the logical side to life that they have largely lost touch with the emotional side.
- Obsessive-compulsive disorder is one of the anxiety disorder. It almost certainly has a strong biological component.
- A person having a panic attack experiences a period of intense fear or discomfort while physically feeling some combination of these symptoms: heart palpitations, feelings of dizziness or lightheadedness, trembling or shaking. nausea or abdominal distress, chills or hot flushes, shortness of breath, or a tightness around the chest so extreme that it can feel like a heart attack.
- person is afraid will trigger an attack- the person is diagnosed as having panic disorder.
- The psychoanalyst helps the anxious person to regain a sense of emotional control by considering the meaning of the symptoms in the context of his life and relationships.
- Treatment in class teachers. Psychological disturbed children are children of school age who do not school age who do not require custodial care. They have exhibit excessive behaviour ranging from hyperactive in pulsive responses to depressive and withdrawl behaviours.

- The first step is to become familiar with your students' educational history. This includes information from parents, licensed specialists in school psychology, diagnosticians and teachers in the form of emotionally disturbed (ED) eligibility reports, functional behavioral assessment IEPs and student Behavior Intervention Plans.
- Next, create your classroom rules. Good rules provide the structure for self-discipline that is imperative for ED students. Create only a few rules, but state them in the positive, be specific, and make sure the behaviors you describe are observable and measurable.
- Instructional schedules, transitions between activities or classes, and physical environment all contribute to the factors that produce stress for ED students. To reduce their negative effects, seat the ED student next to a positive role model toward the front of the classroom in one of the aisle seats
- Use positive reinforcement to motivate the ED student. When a teacher gives positive feedback and reinforcement to the ED student it breaks the chain of negative behaviors.

22.5 Keywords

- Psychological** : Connected with a person's mind and the way in which it works
- disturbance** : A state in which somebody's mind or a function of the body is upset and is not working normally.
- Hyperactivity** : The process of being too active
- Depression** : A medical condition in which a person feels very sad and anxious
- Panic** : A sudden feeling of great fear that can not be controlled.
- Trigger** : Something that is the cause of a particular reaction or development.

22.6 Review Questions

1. Explain the term "Psychological disturbance".
2. What are the symptoms and treatment of bipolar disorder ?
3. What are different causes of psychological disorder ?
4. What is depression ? How is it cured?
5. How should teacher treat psychological disturbed children in classroom ?

Answer : Self Assessment

1. (i) intense fear (ii) obsessive Compulsive
(iii) Psychoanalyst
2. (i) T (ii) F (iii) F (iv) T
(v) T (vi) T (vii) T

22.7 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 23: Psychotherapy: Cognitive Approach

CONTENTS

Objectives

Introduction

23.1 Concept of Cognitive Approach (Cognitive Behavioral Therapy) of Psychotherapy

23.2 History of Cognitive Approach (Cognitive Behavioral Therapy)

23.3 Need for Cognitive Approach

23.4 Cognitive Distortions

23.5 Different Sessions of Cognitive Treatment (Cognitive Behavioral Therapy)

23.6 Process of Cognitive Approach

23.7 Advantages of Cognitive Approach

23.8 Disadvantages of Cognitive Approach

23.9 Summary

23.10 Keywords

23.11 Review questions

23.12 Further Reading

Objectives

After reading this unit students will be able to:

- Explain the concept of Cognitive Approach of Psychotherapy
- Discuss historical background of Cognitive Approach
- Explain the need for Cognitive Approach
- Discuss Cognitive Distortions
- Describe the different sessions of Cognitive Treatment
- Explain the Process of Cognitive Approach.

Introduction

Cognitive therapy : A relatively short-term form of psychotherapy based on the concept that the way we think about things affects how we feel emotionally. Cognitive therapy focuses on present thinking, behavior, and communication rather than on past experiences and is oriented toward problem solving. Cognitive therapy has been applied to a broad range of problems including depression, anxiety, panic, fears, eating disorders, substance abuse, and personality problems.

Cognitive therapy is sometimes called cognitive behavior therapy because it aims to help people in the ways they think (the cognitive) and in the ways they act (the behavior). Cognitive therapy has, for instance, been used to help cocaine-dependent individuals become abstinent from cocaine and other substances. The underlying assumption is that learning processes play an important role in the development and continuation of cocaine abuse and dependence. These same learning processes can be used to help individuals reduce, their drug use.

Cognitive behavioural therapy (CBT) is a type of therapy that aims to help you manage your problems by changing how you think and act.

CBT encourages you to talk about :

- how you think about yourself, the world and other people
- how what you do affects your thoughts and feelings

By talking about these things, CBT can help you to change how you think ('cognitive') and what you do ('behaviour'), which can help you feel better about life.

23.1 Concept of Cognitive Approach (Cognitive Behavioral Therapy) of Psychotherapy

Cognitive Behavioral Therapy (also known by its abbreviation, CBT) is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behavior that are behind people's difficulties, and so change the way they feel. It is used to help treat a wide range of issues in a person's life, from sleeping difficulties or relationship problems, to drug and alcohol abuse or anxiety and depression. CBT works by changing people's attitudes and their behavior by focusing on the thoughts, images, beliefs and attitudes that we hold (our cognitive processes) and how this relates to the way we behave, as a way of dealing with emotional problems.



Notes

An important advantage of cognitive behavioral therapy is that it tends to be short, taking four to seven months for most emotional problems. Clients attend one session per week, each session lasting approximately 50 minutes. During this time, the client and therapist are working together to understand what the problems are and to develop a new strategy for tackling them. CBT introduces them to a set of principles that they can apply whenever they need to, and which will stand them in good stead throughout their lives.

Cognitive behavioral therapy can be thought of as a combination of psychotherapy and behavioral therapy. Psychotherapy emphasizes the importance of the personal meaning we place on things and how thinking patterns begin in childhood. Behavioral therapy pays close attention to the relationship between our problems, our behavior and our thoughts.

23.2 History of Cognitive Approach (CBT)

In the 1960s, Aaron T. Beck, psychiatrist, observed that during his analytical sessions, his patients tended to have an **internal dialogue** going on in their minds, almost as if they were talking to themselves. But they would only report a fraction of this kind of thinking to him.

Beck realized that the link between thoughts and feelings was very important. He invented the term **automatic thoughts** to describe emotion-filled thoughts that might pop up in the mind.

23.3 Need for Cognitive Approach

Studies have shown that cognitive therapy is an effective treatment for depression. It is comparable in effectiveness to antidepressants and interpersonal therapy or psychodynamic therapy. The combination of cognitive therapy and antidepressants has been shown to be effective in managing severe or chronic depression. Cognitive therapy has also proven beneficial. Beck found that people weren't always fully aware of such thoughts, but could learn to identify and report them. If a person

Notes

was feeling upset in some way, the thoughts were usually negative and neither realistic nor helpful. Beck found that identifying these thoughts was the key to the client understanding and overcoming his or her difficulties.

Beck called it cognitive therapy because of the importance it places on thinking. It's now known as cognitive-behavioral therapy (CBT) because the therapy employs behavioral techniques as well. The balance between the cognitive and the behavioral elements varies among the different therapies of this type, but all come under the umbrella term cognitive behavior therapy. CBT has since undergone successful scientific trials in many places by different teams, and has been applied to a wide variety of problems.



Notes

CBT is particularly helpful in tackling problems such as anxiety, depression, post-traumatic stress disorder, eating disorders and drug misuse.

Unlike other talking treatments, such as psychotherapy, CBT focuses on the problems and difficulties you have now, rather than issues from your past. It looks for practical ways you can improve your state of mind on a daily basis.

23.4 Cognitive Distortions

Cognitive therapy recognizes 10 common patterns of faulty thinking, which are known as cognitive distortions.

- **All-or-Nothing Thinking** : Failing to recognize that there may be some middle ground. Characterized by absolute terms like *always*, *never*, and *forever*.
- **Overgeneralization** : Taking an isolated case and assuming that all others are the same.
- **Mental Filter** : Mentally singling out the bad events in one's life and overlooking the positive.
- **Disqualifying the positive** : Treating positive events like they don't really count.
- **Jumping to Conclusions** : Assuming the worst about a situation even though there is no evidence to back their conclusion.
- **Magnification and Minimization** : Downplaying positive events while paying an inordinate amount of attention to negative ones.
- **Emotional Reasoning** : Allowing your emotions to govern what you think about a situation rather than objectively looking at the facts.
- **Should Statements** : Rigidly focusing on how you think things should be rather than finding strategies for dealing with how things are.
- **Labeling and Mislabeled** : Applying false and harsh labels to oneself and others.
- **Personalization** : Blaming yourself for things that are out of your control.

23.4.1 The Effect of Negative Thoughts

CBT is based on a model or theory that it's not events themselves that us, but the meanings we give them. If our thoughts are too negative, it can block us seeing things or doing things that don't fit - that disconfirm - what we believe is true. In other words, we continue to hold on to the same old thoughts and fail to learn anything new.

For example, a depressed woman may think, "I can't face going into work today: I can't do it. Nothing will go right. I'll feel awful." As a result of having these thoughts - and of believing them - she may well ring in sick. By behaving like this, she won't have the chance to find out that her prediction was wrong. She might have found some things she could do, and at least some things

that were okay. But, instead, she stays at home, brooding about her failure to go in and ends up thinking: "I've let everyone down. They will be angry with me. Why can't I do what everyone else does? I'm so weak and useless." That woman probably ends up feeling worse, and has even more difficulty going in to work the next day. Thinking, behaving and feeling like this may start a downward spiral. This vicious circle can apply to many different kinds of problems.

23.4.2 Origination of Negative Thoughts

Beck suggested that these thinking patterns are set up in childhood, and become automatic and relatively fixed. So, a child who didn't get much open affection from their parents but was praised for school work, might come to think, "I have to do well all the time. If I don't, people will reject me." Such a rule for living (known as a **dysfunctional assumption**) may do well for the person a lot of the time and help them to work hard.

But if something happens that's beyond their control and they experience failure, then the dysfunctional thought pattern may be triggered. The person may then begin to have **automatic thoughts** like, "I've completely failed. No one will like me. I can't face them."

Cognitive-behavioral therapy acts to help the person understand that this is what's going on. It helps him or her to step outside their automatic thoughts and test them out. CBT would encourage the depressed woman mentioned earlier to examine real-life experiences to see what happens to her, or to others, in similar situations. Then, in the light of a more realistic perspective, she may be able to take the chance of testing out what other people think, by revealing something of her difficulties to friends.

Clearly, negative things can and do happen. But when we are in a disturbed state of mind, we may be basing our predictions and interpretations on a biased view of the situation, making the difficulty that we face seem much worse. CBT helps people to correct these misinterpretations.

23.5 Different Sessions of Cognitive Treatment (CBT)

Cognitive-behavioral therapy differs from many other types of psychotherapies because sessions have a structure. rather than the person talking freely about whatever comes to mind. At the beginning of the therapy, the client meets the therapist to describe specific problems and to set goals they want to work towards. The problems may be trouble some symptoms, such as sleeping badly, not being able to socialize with friends, or difficulty concentrating on reading or work. Or they could be life problems, such as being unhappy at work, having trouble dealing with an adolescent child, or being in an unhappy marriage.

These problems and goals then become the basis for planning the content of sessions and discussing how to deal with them. Typically, at the beginning of a session, the client and therapist will jointly decide on the main topics they want to work on this week. They will also allow time for discussing the conclusions from the previous session. And they will look at the progress made with the *homework* the client set for him- or herself last time. At the end of the session, they will plan another assignment to do outside the sessions.

Doing Homework

Working on homework assignments between sessions, in this way, is a vital part of the process. What this may involve will vary. For example, at the start of the therapy, the therapist might ask the client to keep a diary of any incidents that provoke feelings of anxiety or depression, so that they can examine thoughts surrounding the incident. Later on in the therapy, another assignment might consist of exercises to cope with problem situations of a particular kind.

The importance of structure

The reason for having this structure is that it helps to use the therapeutic time most efficiently. It also makes sure that important information isn't missed out (the results of the homework, for instance) and that both therapist and client think about new assignments that naturally follow on from the session.

Notes

The therapist takes an active part in structuring the sessions to begin with. As progress is made, and clients grasp the principles they find helpful, they take more and more responsibility for the content of sessions. So by the end, the client feels empowered to continue working independently.

Group sessions

Cognitive behavioral therapy is not a miracle cure. The therapist needs to have considerable expertise - and the client must be prepared to be persistent, open and brave. Not everybody will benefit, at least not to full recovery, in a short space of time. It's unrealistic to expect too much.

At the moment, experts know quite a lot about people who have relatively clear-cut problems. They know much less about how the average person may do - somebody, perhaps, who has a number of problems that are less clearly defined. Sometimes, therapy may have to go on longer to do justice to the number of problems and to the length of time they've been around. One fact is also clear, though. CBT is rapidly developing. All the time, new ideas are being researched to deal with the more difficult aspects of people's problems.

23.6 Process of Cognitive Approach

How cognitive behavioral therapy approach works is complex. There are several possible theories about how it works, and clients often have their own views. Perhaps there is no one explanation. But CBT probably works in a number of ways at the same time. Some it shares with other therapies, some are specific to CBT. The following illustrate the ways in which CBT can work.

Learning coping skills

CBT tries to teach people skills for dealing with their problems. Someone with anxiety may learn that avoiding situations helps to fan their fears. Confronting fears in a gradual and manageable way helps give the person faith in their own ability to cope. Someone who is depressed may learn to record their thoughts and look at them more realistically. This helps them to break the downward spiral of their mood. Someone with long-standing problems in relating to other people may learn to check out their assumptions about other people's motivation, rather than always assuming the worst.

Changing behaviors and beliefs

A new strategy for coping can lead to more lasting changes to basic attitudes and ways of behaving. The anxious client may learn to avoid avoiding things. He or she may also find that anxiety is not as dangerous as they assumed. Someone who's depressed may come to see themselves as an ordinary member of the human race, rather than inferior and fatally flawed. Even more basically, they may come to have a different attitude to their thoughts - that thoughts are just thoughts, and nothing more.

A new form of relationship

One-to-one CBT brings the client into a kind of relationship they may not have had before. The collaborative' style means that they are actively involved in changing. The therapist seeks their views and reactions, which then shape the way the therapy progresses. The person may be able to reveal very personal matters, and to feel relieved, because no-one judges them. He or she arrives at decisions in an adult way, as issues are opened up and explained. Each individual is free to make his or her own way, without being directed. Some people will value this experience as the most important aspect of therapy.

Solving life problems

The methods of CBT may be useful because the client solves problems that may have been long-standing and stuck. Someone anxious may have been in a repetitive and boring job, lacking the

confidence to change. A depressed person may have felt too inadequate to meet new people and improve their social life. Someone stuck in an unsatisfactory relationship may find new ways of resolving disputes. CBT may teach someone a new approach to dealing with problems that have their basis in an emotional disturbance.

Cognitive behavioral therapy (CBT) is an effective treatment for depression. At the heart of CBT is an assumption that a person's mood is directly related to his or her patterns of thought. Negative, dysfunctional thinking affects a person's mood, sense of self, behavior, and even physical state. The goal of cognitive behavioral therapy is to help a person learn to recognize negative patterns of thought, evaluate their validity, and replace them with healthier ways of thinking.

At the same time, therapists who practice CBT aim to help their patients change patterns of behavior that come from dysfunctional thinking. Negative thoughts and behavior predispose an individual to depression and make it nearly impossible to escape its downward spiral. When patterns of thought and behavior are changed, according to CBT practitioners and researchers, so is mood.



Task

What are dysfunctional assumption ?

Self Assessment

1. Fill in the blanks :

- (i) Cognitive approach is also called _____.
- (ii) _____ observed Cognitive behaviour in 1905s and invented the term _____.
- (iii) Cognitive approach of psychotherapy is an effective treatment for _____.
- (iv) The patterns of faulty thinking is called _____. is cognitive approach of psychotherapy.

The focus and method of cognitive behavioral therapy sets it apart from other, more traditional therapies:

- **CBT is based on two specific tasks** : cognitive restructuring, in which the therapist and patient work together to change thinking patterns, and behavioral activation – in which patients learn to overcome obstacles to participating in enjoyable activities. CBT focuses on the immediate present: what and how a person thinks more than why a person thinks that way.
- **CBT focuses on specific problems** : In individual or group sessions, problem behaviors and problem thinking are identified, prioritized, and specifically addressed.
- **CBT is goal oriented** : Patients working with their therapists are asked to define goals for each session as well as longer-term goals. Longer-term goals may take several weeks or months to achieve. Some goals may even be targeted for completion after the sessions come to an end.
- **The approach of CBT is educational** : The therapist uses structured learning experiences that teach patients to monitor and write, down their negative thoughts and mental images. The goal is to recognize how those ideas affect their mood, behavior, and physical condition. Therapists also teach important coping skills, such as problem solving and scheduling pleasurable experiences.
- CBT patients are expected to take an active role in their learning, in the session and between sessions. They are given homework assignments at each session – some of them graded in the beginning – and the assignment tasks are reviewed at the start of the next session.
- CBT employs multiple strategies, including Socratic questioning, role playing, imagery, guided discovery, and behavioral experiments.
- CBT is time limited. Typically, treatment with CBT lasts 14 to 16 weeks.

23.7 Advantages of Cognitive Approach

1. **Cognitive-Behavioral Therapies are very instructive** : When clients / patients understand how to counsel themselves rationally, they have confidence that they will continue to do well. For this reason, cognitive-behavioral therapists teach their clients rational self-counseling skills.
2. **Cognitive-Behavioral Therapies are shorter-term** : The average number of sessions that people spend in cognitive-behavioral therapy, across the various approaches to CBT and problems, is 16. There are those people who require more sessions (sometimes many more), but the average is 16 session.
3. **Cognitive-Behavioral Therapies emphasize getting better, rather than feeling better** : By correcting problematic underlying assumptions, CBT creates long-term results since the cause of the problem is corrected.
4. **Cognitive-Behavioral Therapies are cross-cultural** : They are based on universal laws of human behavior. They also focus on the client's goals, rather than attempting to impose the therapist's goals on the client.
5. **Cognitive-Behavioral Therapies can be researched** : The structured nature of therapy sessions very much reduces the possibility that sessions will become "chat sessions" in which not much is accomplished therapeutically.
6. **Cognitive-Behavioral Therapies can be researched** : Because there are clearly defined goals and clearly defined techniques, CBT can be examined with scientific research.
7. **Cognitive-Behavioral Therapies are adaptive** : The fundamental principle of CBT is that thoughts (cognitions) cause our feelings and behaviors.

23.8 Disadvantages of Cognitive Approach

In order to benefit from cognitive behavioural therapy (CBT) you need to ensure that you give a considerable level of commitment and involvement.

Due to the structured nature of CBT, it may not be suitable for people who have more complex mental health needs, or learning difficulties.

Some critics of CBT argue that because the therapy only addresses current problems, and focuses on very specific issues, it does not address the possible underlying causes of mental health conditions, such as an unhappy childhood.

Self Assessment

2. *State whether the following statements are 'true' or 'false' :*
 - (i) The Collaborative style means that clients are actively involved in changing.
 - (ii) Cognitive behavioural therapy is not an appropriate treatment for depression.
 - (iii) Negative, dysfunctional thinking affects a person's mood of self, behavior and even physical state.
 - (iv) Cognitive behavioural therapy is a miracle cure.

23.9 Summary

- **Cognitive behavioral therapy** (also known by its abbreviation, CBT) is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behavior that are behind people's difficulties, and so change the way they feel. It is used to help treat a wide range of issues in a person's life, from sleeping difficulties or relationship problems, to drug and alcohol abuse or anxiety and depression.

- In the 1960s, Aaron T. Beck, psychiatrist, observed that during his analytical sessions, his patients tended to have an internal dialogue going on in their minds, almost as if they were talking to themselves.
- Studies have shown that cognitive therapy is an effective treatment for depression. It is comparable in effectiveness to antidepressants and interpersonal therapy or psychodynamic therapy. The combination of cognitive therapy and antidepressants has been shown to be effective in managing severe or chronic depression. Cognitive therapy has also proven beneficial. Beck found that people weren't always fully aware of such thoughts, but could learn to identify and report them.
- Cognitive therapy recognizes 10 common patterns of faulty thinking, which are known as cognitive distortions.

(i) All-or-Nothing Thinking	(ii) Overgeneralization
(iii) Mental Filter	(iv) Disqualifying the positive
(v) Jumping to Conclusions	(vi) Magnification and Minimization
(vii) Emotional Reasoning	(viii) Should Statements
(ix) Labeling and Mislabeling	(x) Personalization
- CBT is based on a model or theory that it's not events themselves that us, but the meanings we give them. If our thoughts are too negative, it can block us seeing things or doing things that don't fit - that disconfirm
- Beck suggested that these thinking patterns are set up in childhood, and become automatic and relatively fixed.
- Cognitive-behavioral therapy acts to help the person understand that this is what's going on. It helps him or her to step outside their automatic thoughts and test them out. CBT would encourage the depressed woman mentioned earlier to examine real-life experiences to see what happens to her, or to others, in similar situations.
- Cognitive-behavioral therapy differs from many other types of psychotherapies because sessions have a structure. rather than the person talking freely about whatever comes to mind. At the beginning of the therapy, the client meets the therapist to describe specific problems and to set goals they want to work towards.
- Working on homework assignments between sessions, in this way, is a vital part of the process.
- The reason for having this structure is that it helps to use the therapeutic time most efficiently. It also makes sure that important information isn't missed out (the results of the homework, for instance) and that both therapist and client think about new assignments that naturally follow on from the session.
- Cognitive behavioral therapy is not a miracle cure. The therapist needs to have considerable expertise - and the client must be prepared to be persistent, open and brave. Not everybody will benefit, at least not to full recovery, in a short space of time. It's unrealistic to expect too much.
- The following illustrate the ways in which CBT can work.
- CBT tries to teach people skills for dealing with their problems. Someone with anxiety may learn that avoiding situations helps to fan their fears. Confronting fears in a gradual and manageable way helps give the person faith in their own ability to cope.
- A new strategy for coping can lead to more lasting changes to basic attitudes and ways of behaving. The anxious client may learn to avoid avoiding things. He or she may also find that anxiety is not as dangerous as they assumed.

Notes

- One-to-one CBT brings the client into a kind of relationship they may not have had before. The collaborative' style means that they are actively involved in changing.
- The methods of CBT may be useful because the client solves problems that may have been long-standing and stuck. Someone anxious may have been in a repetitive and boring job, lacking the confidence to change. A depressed person may have felt too inadequate to meet new people and improve their social life. Someone stuck in an unsatisfactory relationship may find new ways of resolving disputes.
- The focus and method of cognitive behavioral therapy sets it apart from other, more traditional therapies:
 - (i) CBT is based on two specific tasks
 - (ii) CBT focuses on specific problems
 - (iii) CBT is goal oriented
 - (iv) The approach of CBT is educational
 - (v) CBT employs multiple strategies, including Socratic questioning, role playing, imagery, guided discovery, and behavioral experiments.

23.10 Keywords

Cognitive : Connected with mental process

Distortions : To twist or change facts, ideas
working in a satisfactory or successful way

23.11 Review Questions

1. What is meaning of cognitive approach of psychotherapy ?
2. What is the importance of negative thoughts ?
3. Where do these negative thoughts come from ?
4. Give the importance of structure in cognitive approach.
5. Explain the process of cognitive behavioral therapy.
6. Discuss the advantages and disadvantages of cognitive therapy.

Answers : Self Assessment

1. (i) Cognitive behavior approach (ii) Aaron T. Beck, automatic thoughts
(iii) depression (iv) Psychological distortions
2. (i) T (ii) F (iii) T (iv) F

23.12 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence Erlbaum Associates.

Unit 24: Psychotherapy: Environmental Approach

Notes

CONTENTS

Objectives

Introduction

24.1 Concept of Environmental Approach of Psychotherapy

24.2 Historical Background of Environmental Approach

24.3 Characteristics of Environmental Approach

24.4 Environmental Consciousness

24.5 Behaviour Setting

24.6 Applications of Environmental Approach

24.7 Challenges of Environmental Approach

24.8 Summary

24.9 Keywords

24.10 Review Questions

24.11 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the concept of Environmental approach of psychotherapy
- Discuss historical background of environmental approach
- Describe the Characteristics of Environmental approach
- Explain the Environmental Consciousness
- Know behaviour settings
- Explain the applications of environmental psychotherapy
- Know challenges of environment psychotherapy

Introduction

Environmental Psychology deals with behavior in relation to the physical environment. The physical environment includes material objects, plants, animals and human beings. Environmental Psychology does not emphasize the interactional processes among people, which form the subject matter of other branches of Psychology. Environmental Psychology follows the systems approach which has become the modern approach in several branches of science. It is holistic and naturalistic and studies the adaptation of organisms to their settings. Organisms are studied as part of the ecosystem, stressing the balance and interdependence of organisms and the environment.

The importance of the field has increased in recent years owing to the increased concern with the environment resulting from the pollution problems, problems posed by population explosion, depletion of natural resources and the felt need to conserve wilderness.

Notes

Behavioral Geography studies the cognitive maps of the individual regarding his environment. It traces environmental values, meanings and preferences. Behavioral maps are prepared relating activities to surroundings. Lines to represent direction of movement, colors to represent time spent and so on are techniques used in the preparation of such maps. Behavior maps can be prepared for exploratory behavior, neighborhood feelings, etc. Environmental aesthetics studies preferences in terms of aesthetic judgements. Recently attempts have been made to relate environmental preferences to personality characteristics, race and national character (Hall 1976; Berry 1976).

24.1 Concept of Environmental Approach of Psychotherapy

Environmental psychology : is an interdisciplinary field focused on the interplay between humans and their surroundings. The field defines the term environment broadly, encompassing natural environments, social settings, built environments, learning environments, and informational environments.

Since its conception, the field has been committed to the development of a discipline that is both value oriented and problem oriented, prioritizing research aiming at solving complex environmental problems in the pursuit of individual well-being within a larger society. When solving problems involving human-environment interactions, whether global or local, one must have a model of human nature that predicts the environmental conditions under which humans will behave in a decent and creative manner. With such a model one can design, manage, protect and/or restore environments that enhance reasonable behavior predict what the likely outcome will be when these conditions are not met, and diagnose problem situations. The field develops such a model of human nature while retaining a broad and inherently multidisciplinary focus. It explores such dissimilar issues as common property resource management, way finding in complex settings, the effect of environmental stress on human performance, the characteristics of restorative environments, human information processing, and the promotion of durable conservation behavior.

This multidisciplinary paradigm has not only characterized the dynamic for which environmental psychology is expected to develop, but it has been the catalyst in attracting other schools of knowledge in its pursuit as well aside from research psychologists. Geographers, economists, policy-makers, sociologists, anthropologists, educators, and product developers all have discovered and participated in this field. Although “environmental psychology” is arguably the best-known and most comprehensive description of the field, it is also known as human factors science, cognitive ergonomics, environmental social sciences, architectural psychology, socio-architecture, ecological psychology, ecopsychology, behavioral geography, environment-behavior studies, person-environment studies, environmental sociology, social ecology, and environmental design research.



Did u know? This field of Science took shape during the 1960s and ‘Environmental Psychology and Population’ has been included as a division of the American Psychological Association.

24.2 Historical Background of Environmental Approach

The origins of this field of study are unknown, however, Willy Hellpach is said to be the first to mention “Environmental Psychology”. One of his books, *Geopsyché* discusses topics such as how the sun and the moon affect human activity, the impact of extreme environments, and the effects of color and form. Among the other major scholars at the roots of environmental psychology were Jakob von Uexkull, Kurt Lewin, Egon Brunswik, and later Gerhard Kaminski and Carl Friedrich Graumann.

The end of World War II brought about a higher demand for developments in the field of social psychology particularly in the areas of attitude change, small-group processes, and intergroup conflict. This demand caused psychologists to begin applying social psychology theories to a number of social issues such as prejudice, war, and peace. It was thought that if these problems were addressed, underlying notions and principles would surface.

Although this time period was crucial to the development of the field, the methodologies used to carry out the studies were questionable. At the time, studies were being conducted in a laboratory setting, which caused some doubt as to their validity in the real world. Consequently, environmental psychologists began to conduct studies outside of the laboratory, enabling the field to continue to progress. Today environmental psychology is being applied to many different areas such as architecture and design, TV programs, and advertisements.

24.3 Characteristics of Environmental Approach

Problem oriented

Environmental psychology is a direct study of the relationship between an environment and how that environment affects its inhabitants. Specific aspects of this field work by identifying a problem and through the identification of said problem, discovering a solution. Therefore it is necessary for environmental psychology to be problem oriented. The problems identified by environmental psychologists affect all members of society. These problems can be anything from the psychological effects of urban crowding to the architectural design of public schools and extend from the public arena into the individual household.

One important aspect of a problem-oriented field is that by identifying problems, solutions arise from the research acquired. The solutions can aid in making society function better as a whole and create a wealth of knowledge about the inner workings of societies. Environmental psychologist Harold Proshansky discusses how the field is also, "value oriented" because of the field's commitment to bettering society through problem identification. Proshansky discusses the importance of not only understanding the problem but also the necessity of a solution. Proshansky also points out some of the problems of a problem-oriented approach for environmental psychology. First the problems being identified must be studied under certain specifications : it must be ongoing and occurring in real life, not in a laboratory. Second, the notions about the problems must derive directly from the source - meaning they must come directly from the specific environment where the problem is occurring. The solutions and understanding of the problems cannot come from an environment that has been constructed and modeled to look like real life. Environmental psychology needs to reflect the actual society not a society built in a laboratory setting. The difficult task of the environmental psychologist is to study problems as they are occurring in everyday life. It is hard to reject all laboratory research because laboratory experiments are where theories may be tested without damaging the actual environment or can serve as models when testing solutions. Proshansky makes this point as well, discussing the difficulty in the overall problem oriented approach. He states that it is important, however, for the environmental psychologist to utilize all aspects of research and analysis of the findings and to take into account both the general and individualized aspects of the problems.

Environmental psychology addresses environmental problems such as density and crowding, noise pollution, sub-standard living, and urban decay. Noise increases environmental stress. Although it has been found that control and predictability are the greatest factors in stressful effects of noise; context, pitch, source and habituation are also important variables.

Environmental psychologists have theorized that density and crowding can also have an adverse effect on mood and may cause stress-related illness. To understand and solve environmental problems, environmental psychologists believe concepts and principles should come directly from the physical

Notes

settings and problems being looked at. For example, factors that reduce feelings of crowding within buildings include :

- Window - particularly ones that can be opened and ones that provide a view as well as light
- High ceilings
- Doors to divide spaces (Baum and Davies) and provide access control
- Room shape - square rooms feel less crowded than rectangular ones (Dresor)
- Using partitions to create smaller, personalized spaces within an open plan office or larger work space.
- Providing increases in cognitive control over aspects of the internal environment, such as ventilation, light, privacy, etc.
- Conducting a cognitive appraisal of an environment and feelings of crowding in different setting. For example, one might be comfortable with crowding at a concert but not in school corridors.
- Creating a defensible space (Calhoun)

Personal space and territory

Having an area of personal territory in a public, space, e.g., at the office, is a key feature of many architectural designs. Having such a 'defensible space' can reduce the negative effects of crowding in urban environments. The term, coined by John B. Calhoun in 1947, is the result of multiple environmental experiments conducted on rats. Originally beginning as an experiment to measure how many rats could be accommodated in a given space, it expanded into determining how rats, given the proper food, shelter and bedding would behave under a confined environment.

Under these circumstances, the males became aggressive, some exclusively homosexual. Others became pansexual and hypersexual, seeking every chance to mount any rat they encountered. As a result, mating behaviors were upset with an increase in infant mortalities. With parents failing to provide proper nests, thoughtlessly ditching their young and even attacking them, infant mortality rose as high as 96% in certain sections. Calhoun published the results as "Population Density and Social Pathology" in a 1962 edition of Scientific American.

Creating barriers and customizing the space are ways of creating personal space, e.g., using pictures of one's family in an office setting. This increases cognitive control as one sees oneself as having control over the competitors to the personal space and therefore able to control the level of density and crowding in the space.

Systems oriented

The systems oriented approach to experimenting is applied to individuals or people that are a part of communities, groups, and organizations. This approach particularly examines group interaction, as opposed to an individual's interaction and it emphasizes on factors of social are easy to recognize, while others are not. Like every disorder, it is a combined involvement of certain characteristics. The number of characteristics possessed and the degree to which these characteristics are present will determine the extent to which an individual has this problem.

24.4 Environmental Consciousness

Leanne Rivlin theorized that one way to examine an individual's environmental consciousness is to recognize how the physical place is significant, and look at the people/place relationship.

Environmental cognition (involved in human cognition) plays a crucial role in environmental perception. All different areas of the brain engage with environmentally relevant information. Some believe that the orbitofrontal cortex integrates environmentally relevant information from many

distributed areas of the brain. Due to its anterior location within the frontal cortex, the orbitofrontal cortex may make judgments about the environment, and refine the organism's "understanding" through error analysis, and other processes specific to prefrontal cortex. But to be certain, there is no single brain area dedicated to the organisms's interactions with its environment. Rather, all brain areas are dedicated to this task. Moreover, the orbitofrontal cortex may show the greatest change in blood oxygenation (BOLD level) when an organism thinks of the broad, and amorphous category referred to as "the environment." Because of the recent concern with the environment, environmental consciousness or awareness has come to be related to the growth and development of understanding and consciousness toward the biophysical environment and its problems.



Notes

One area (probably the orbitofrontal cortex) may collate the various pieces of the informational puzzle in order to develop a long term strategy of engagement with the ever changing "environment".

Self Assessment

1. Fill in the blanks :

- (i) _____ of psychotherapy is an inter disciplinary field focussed on the interplay between humans and their surroundings.
- (ii) _____ is said to be the first to mention environmental approach of psychotherapy.
- (iii) Environmental psychologists have theorized that _____ and _____ can have an adverse effect on mod and may cause stress related illness.

24.5 Behaviour Setting

The earliest noteworthy discoveries in the field of environmental psychology can be dated back to Roger Barker who created the field of ecological psychology. Founding his research station in Oskaloosa, Kansas in 1947, his field observations expanded into the theory that social settings influence behavior. Empirical data gathered in Oskaloosa from 1947 to 1972 helped him develop the concept of the "behavior setting" to help explain the relationship between the individual and the immediate environment. This was further explored in his work with Paul Gump in the book *Big School, Small School : High School Size and Student Behavior*. One of the first insightful explanations on why groups tend to be less satisfying for their members as they increase in size, their studies illustrated that large school had a similar number of behavior settings to that of small schools. This resulted in the students' ability to presume many different roles in small schools (e.g. be in the school band and the school football team) but in larger schools there was a propensity to deliberate over their social choices.

In this book *Ecological Psychology* Barker stresses the importance of the town's behavior and environment as the residents' most ordinary instrument of describing their environment. "The hybrid, eco-behavioral character of behavior settings appear to present Midwest's inhabitants with no difficulty; nouns that combine milieu and standing behavior are common, e.g. oyster supper, basketball game, turkey dinner, golden gavel ceremony, cake walk, back surgery, gift exchange, livestock auction, auto repair."

Barker argued that his students should implement T-methods (psychologist as 'transducer': i.e. methods in which they studied man in his 'natural environment') rather than O-methods (psychologist as "operators" i.e. experimental methods). Basically, Barker preferred fieldwork and direct observation

Notes

rather than controlled experiments. Some of the minute-by-minute observations of Kansan children from morning to night, jotted down by young and maternal graduate students, may be the most intimate and poignant documents in social science. Barker spent his career expanding on what he called ecological psychology, identifying these behavior settings, and publishing accounts such as *One Boy's Day* (1952) and *Midwest and Its Children* (1955).

24.6 Applications of Environmental Approach

Impact on the built environment

Environmental psychologists rejected the laboratory-experimental paradigm because it of its simplification and skewed view of the cause-and-effect relationships of human's behaviors and experiences. Environmental psychologists examine how one or more parameters produce an effect while other measures are controlled. It is impossible to manipulate real-world settings in a laboratory.

Environmental psychology is oriented towards influencing the work of design professionals (architects, engineers, interior designers, urban planners, etc.) and thereby improving the human environment.

On a civic scale, efforts towards improving pedestrian landscapes have paid off, to some extent, from the involvement of figures like Jane Jacobs and Copenhagen's Jan Gehl. One prime figure here is the late writer and researcher William H. Whyte. His still-refreshing and perceptive "City", based on his accumulated observations of skilled Manhattan pedestrians, provides steps and patterns of use in urban plazas.

The role and impact of architecture on human behavior is debated within the architectural profession. Views range from : supposing that people will adapt to new architectures and city forms; believing that architects cannot predict the impact of buildings on human and therefore should base decisions on other factors; to those who undertake detailed precedent studies of local building types and how they are used by that society.

Environmental psychology has conquered the whole architectural genre which is concerned with retail stores and any other commercial venues that have the power to manipulate the mood and behavior of customers (e.g. stadiums, casinos, malls, and now airports). From Philip Kotler's landmark paper on Atmospherics and Alan Hirsch's "Effects of Ambient Odors on Slot-Machine Usage in a Las Vegas Casino", through the creation and management of the Gruen transfer, retail relies heavily on psychology, original research, focus groups, and direct observation. One of William Whyte's students, Paco Underhill, makes a living as a "shopping anthropologist". Most of this advanced research remains a trade secret and proprietary.

24.7 Challenges of Environmental Approach

The field saw significant research findings and a fair surge of interest in the late 1970s and early 1980s, but has seen challenges of nomenclature, obtaining objective and repeatable results, scope and the fact that some research rests on underlying assumptions about human perception, which is not fully understood. Being an interdisciplinary field is difficult because it lacks a solid definition and purpose. It is hard for the field to fit into organizational structures. In the words of Guido Francescato, speaking in 2000, environmental psychology encompasses a "somewhat bewildering array of disparate methodologies, conceptual orientations, and interpretations... making it difficult to delineate, with any degree of precision, just what the field is all about and what might it contribute to the construction of society and the unfolding of history."

Environmental psychology has not received nearly enough supporters to be considered an interdisciplinary field within psychology. Harold M. Proshansky was one of the founders of environmental psychology and was quoted as saying "As I look at the field of environmental psychology today, I am concerned about its future. It has not, since its emergence in the early 1960s

Notes

- the importance of not only understanding the problem but also the necessity of a solution.
- Environmental psychologists have theorized that density and crowding can also have an adverse effect on mood and may cause stress-related illness.
- factors that reduce feelings of crowding within buildings include :
 - Window - particularly ones that can be opened and ones that provide a view as well as light
 - High ceilings
 - Doors to divide spaces (Baum and Davies) and provide access control
 - Room shape - square rooms feel less crowded than rectangular ones (Dresor)
- Having an area of personal territory in a public, space, e.g., at the office, is a key feature of many architectural designs.
- The systems oriented approach to experimenting is applied to individuals or people that are a part of communities, groups, and organizations. This approach particularly examines group interaction, as opposed to an individual's interaction and it emphasizes on factors of social are easy to recognize, while others are not.
- Leanne Rivlin theorized that one way to examine an individual's environmental consciousness is to recognize how the physical place is significant, and look at the people/place relationship.
- Environmental cognition (involved in human cognition) plays a crucial role in environmental perception.
- The earliest noteworthy discoveries in the field of environmental psychology can be dated back to Roger Barker who created the field of ecological psychology.
- Environmental psychologists rejected the laboratory-experimental paradigm because of its simplification and skewed view of the cause-and-effect relationships of human's behaviors and experiences.
- The field saw significant research findings and a fair surge of interest in the late 1970s and early 1980s, but has seen challenges of nomenclature, obtaining objective and repeatable results, scope and the fact that some research rests on underlying assumptions about human perception, which is not fully understood. Being an interdisciplinary field is difficult because it lacks a solid definition and purpose. It is hard for the field to fit into organizational structures.

24.9 Keywords

- Environmental** : Connected with the natural conditions in which people, animals and plants live.
- Interdisciplinary** : Involving different areas of knowledge and study
- Influence** : the effect that somebody/something has on the way a person thinks or behaves.

24.10 Review Questions

1. Explain the environmental approach of psychotherapy.
2. What are the characteristics of Environmental approach ?
3. Explain the term Behaviour settings.
4. Give the applications of environmental psychology.
5. What are the challenges against Environmental psychology ?

Answers : Self Assessment

Notes

1. (i) Environmental approach (ii) Willy Hellpach
(iii) density, crowding
2. (i) a (ii) b (iii) c

24.11 Further Readings



Books

1. Guidance & Counseling: *S. Nageshwara Rao, Discovery Publishing House*
2. Guidance & Counselince: *B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.*
3. Guidance & Counseling : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 25: Counselor: Role and Qualities

CONTENTS

Objectives

Introduction

25.1 Meaning of Counselor

25.2 Role of Counselor

25.3 Qualities of a Counselor

25.4 Summary

25.5 Keywords

25.6 Review Questions

25.7 Further Readings

Objectives

After reading this unit students will be able to:

- Know the meaning of counselor
- Discuss the role of counselor
- Explain the qualities of a counselor

Introduction

Primary identification as a counselor, School counselors have traditionally viewed themselves first as teacher and second as counselors. That the modern counselor is coming to identify himself primarily as a counselor and secondarily with the setting in which he works or the groups he has chosen to serve is perhaps an example of increased professionalization occurring throughout the so called helping professions – teaching counseling, psychiatry, medicine, social work, and others.

The counselor has chosen to concentrate on assisting other human beings to utilize their potential to its maximum through the process of the counseling relationship and other guidance services. He believes that there is a common body of understandings about how persons develop and about how that development can be maximally facilitated which is independent of the setting in which he works and of the particular counseling he serves.

25.1 Meaning of Counselor

The School counselor is a specialist who works under the direction and general supervision of the Superintendent of Student Services and the Student Services Co-ordinators to provide support to students who have been identified as having social, emotional or behavioural problems.

School counselor are employed for the purpose of providing specialized support for students with exceptional needs. These personnel consult and collaborate with teachers, administrators, parents and other personnel or agencies to support student success at school.



Notes

School counselor acts as a liaison between the school, the home, the community and other agencies to help the student function effectively and achieve their fullest potential.

25.2 Role of Counselor

The School counselor is expected to carry out the following duties and responsibilities :

1. Provide direct counseling services to students.
2. Participate in the identification and planning process with regard to the unmet needs of children and youth in the school.
3. Collaborate with teachers and other school personnel in providing service to students and families.
4. Have the highest regard for, understand, and communicate to others the limitations of privacy and confidentiality.
5. Use a family-centred case management approach.
6. Help parents understand their child more objectively and set appropriate goals for their child's learning.
7. Conduct home visitations when deemed necessary and appropriate with the safety of the School counselor being a priority.
8. In consultation with other school staff, inform parents of their child's adjustment and progress from the school's point of view.
9. In consultation with other school staff, initiate, co-ordinate, and facilitate meetings to address specific school or student needs.
10. Mediate the process of direct parent-child or parent-school encounters.
11. Provide referrals and assist students and parents to access other community resources and agencies when necessary.
12. Communicate and inform the general progress of students to the principal and school staff on an on-going basis.
13. Work collaboratively with other disciplines on the Student Services Team to provide comprehensive services to students. This may involve meeting with other service providers to share information when appropriate and permissible to do so.
14. Provide workshops and inservice in areas of expertise to teachers, educational assistants, and others when requested.
15. Conduct class presentations and prevention programs on topics such as anti-bullying, sexual abuse and social skills.
16. Assist with school-wide program development to address specific school needs in consultation with the principal and school staff.
17. Provide documentation and reports to Student Services Co-ordinators as requested.
18. Submit an Annual Report to the Superintendent of Student Services.
19. Apply ethical standards of professional practice in the delivery of school counseling services, observing relevant laws and policies that govern practice.
20. Maintain professional competency through on-going professional development activities.
21. Confidentiality

Notes

- 21.1 Maintain confidential counseling records in a secure location in accordance with all confidentiality, ethical and legal standards. These records shall not be made available to other persons or agencies without the consent of the Director or designate and the informed consent of the parent. A notice that counseling services have been provided to the student, along with appropriate information can be inserted into the student cumulative folder.
- 21.2 At no time should a school counselor discuss in public information pertaining to employees, students or the operation of the division. A school counselor is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act*.

Educational counselor include **school guidance counselors** who work in elementary, junior and senior high schools, and **university and college counselors** who work in post-secondary institutions such as universities, colleges and technical institutes. Educational counselors work with individual students and groups of students. In general, they :

- counsel students who are experiencing personal, social, educational or behavioural problems.
- provide career or vocational counseling services which may include administering tests and inventories to help students identify their interests, aptitudes and abilities.
- collect and make available a wide range of educational and occupational information (for example, information about awards, scholarships and financial assistance programs).
- establish and supervise peer counseling and peer tutoring programs.
- act as a resource for teachers and faculty members involved in helping students or graduates identify and pursue employment opportunities.
- present self-help or information sessions on subjects related to education and career planning.
- help students improve their study habits.
- assist students interested in travel and study programs.
- evaluate the impact of their work on the lives of the students and other clients.
- evaluate the effectiveness of the consulting work they do with teachers and other professionals.
- refer students to appropriate services and agencies when required.

School guidance counselors also help students select appropriate courses, schedule subjects and choose educational programs. They may have additional teaching duties. They also may be involved in advocating for students and developing new programs related to student development.

counselors in secondary and post-secondary institutions may supervise work experience programs for students.



Did u know? Educational counselors work closely with a variety of other professionals. School guidance counselors work with teachers, speech therapists, school psychologists, social workers and public health nurses. University and college counselors work cooperatively with instructors and personnel from the Registrar's Office, work experience programs and placement services.

Educational counselors usually work standard school or office hours but may spend additional evening and weekend hours supervising extra-curricular activities, attending meetings, advocating for students, developing workshops or other programs, and planning for their interactions with

clients or other professionals. They usually work in office and classroom environments. The work can be emotionally demanding and stressful, particularly when case loads are high.

Self Assessment

1. State whether the following statements are 'true' or 'false' :

- (i) Psychotherapy is a process focussed on helping you heal and learn more constructive ways to deal with the problems within your life.
- (ii) Behavior therapy is focussed on individual behaviour changes.
- (iii) Self monitoring is the final stage of psychotherapy.
- (iv) Psychotherapy is time limited and focuses on specific goals.

25.3 Qualities of a Counselor

A capable counselor must possess a number of personal qualities and develop the proper attitudes to make a client feel at ease and to build rapport so that a client can self-disclose.

Empathy

Empathic understanding is the ability to see things from the client's perspective. Without this quality a counselor will be unable to comprehend the problems, experiences, thoughts and feelings of another person, and will not be able to offer clients the level of supportive understanding that they will require.

The counselor's full attention and empathy encourages a client to relax and trust and encourages self-disclosure.

Congruence and warmth

A counselor should be agreeable and act appropriately to provide the client with a comfortable foundation for the counseling relationship. Only by creating a friendly atmosphere can the counselor encourage interaction and disclosure.

- Maintain warmth and genuine understanding.
- Use appropriate body language such as a non-threatening posture, while maintaining eye contact and respecting the client's personal space.
- Maintain a reassuring and comforting way of speech - the tone of voice, speed of speech and style of delivery.

Respect

Counselors must at all times show respect for clients and their welfare. They must also remain impartial and non-judgmental.

A client must feel comfortable, safe and confident that confidentiality will be maintained at all times and also that the counselor is committed to helping, encouraging and supporting.

Whilst maintaining a professional focus a counselor must be able to show a genuine openness.

Positive regard

It is of vital importance in the counseling relationship that the counselor demonstrates a positive acceptance of the client and that the client is valued and respected.

A positive, unconditional regard for the wellbeing of a client is the basis from which clients can explore their thoughts, feelings and experiences, and develop an understanding and acceptance of their emotions.

Notes

A counselor must not judge in any way. This may be difficult in some situations, but is the basis of a counseling relationship built on trust.

Accepting a client shows the individual that you are there to support them through the counseling process, regardless of their weaknesses, negativity or unfavourable qualities.

Important values

At all times counselors must show a commitment to values such as the following :

- Human dignity
- Alleviating personal distress
- Appreciating the differences in culture
- Remaining non-judgmental
- Ensuring the integrity of the client/counselor relationship
- Maintaining client confidentiality and ethical principles.

Personal skills

Each counselor will bring their own unique abilities, qualities and skills into a counseling relationship to help ensure that their client feels safe and supported. These may include :

- Active listening skills
- Good interpersonal skills
- The ability to question, reflect and challenge attitudes and beliefs
- A genuine interest in providing support.

Other important skills include good planning and motivational skills, problem solving, organisational ability and re-orientation skills.

Personal knowledge

In addition to counseling qualifications, a counselor should be armed with sufficient personal knowledge and understanding of what counseling is all about.

He/she must also be clear about the role of the counselor and the problems, issues and expectations every client will present.

counselors must be self-aware, and must be in control of their feelings, thoughts and emotions whilst working with clients.

Personal development

Through his/her own development a counselor will also pick up additional understanding and knowledge, which can be used effectively to support a client during the counseling process.

Counseling skills are constantly improved if the counselor has an interest in self-awareness and self-development. This continual process can include a growth in the following :

- Self-awareness
- Self-counseling
- Work /life balance
- Career and personal focus
- Goal setting.



Task How does empathy of counselor affects the client ?

Self Assessment

2. Fill in the blanks :

- (i) is the ability to see things from client's perspective.
- (ii) Counselors must show respect for and their welfare.
- (iii) Counselors should have towards life problems.
- (iv) are constantly improved if the counselor has an interest of self development.

25.4 Summary

- The School counselor is a specialist who works under the direction and general supervision of the Superintendent of Student Services and the Student Services Co-ordinators to provide support to students who have been identified as having social, emotional or behavioural problems.
- School counselor are employed for the purpose of providing specialized support for students with exceptional needs.
- The School counselor is expected to carry out the following duties and responsibilities :
 1. Provide direct counseling services to students.
 2. Participate in the identification and planning process with regard to the unmet needs of children and youth in the school.
 3. Collaborate with teachers and other school personnel in providing service to students and families.
 4. Have the highest regard for, understand, and communicate to others the limitations of privacy and confidentiality.
 5. Use a family-centred case management approach.
 6. Help parents understand their child more objectively and set appropriate goals for their child's learning.
 7. Conduct home visitations when deemed necessary and appropriate with the safety of the School counselor being a priority.
- Educational counselor include **school guidance counselors** who work in elementary, junior and senior high schools, and **university and college counselors** who work in post-secondary institutions such as universities, colleges and technical institutes. Educational counselors work with individual students and groups of students. In general, they :
 - counsel students who are experiencing personal, social, educational or behavioural problems.
 - provide career or vocational counseling services which may include administering tests and inventories to help students identify their interests, aptitudes and abilities.
 - collect and make available a wide range of educational and occupational information (for example, information about awards, scholarships and financial assistance programs)
 - establish and supervise peer counseling and peer tutoring programs.

Notes

- act as a resource for teachers and faculty members involved in helping students or graduates identify and pursue employment opportunities.
- evaluate the effectiveness of the consulting work they do with teachers and other professionals.
- Educational counselors usually work standard school or office hours but may spend additional evening and weekend hours supervising extra-curricular activities, attending meetings, advocating for students, developing workshops or other programs, and planning for their interactions with clients or other professionals.
- A capable counselor must possess a number of personal qualities and develop the proper attitudes to make a client feel at ease and to build rapport so that a client can self-disclose.
- Empathic understanding is the ability to see things from the client's perspective. Without this quality a counselor will be unable to comprehend the problems, experiences, thoughts and feelings of another person, and will not be able to offer clients the level of supportive understanding that they will require.
- The counselor's full attention and empathy encourages a client to relax and trust and encourages self-disclosure.
- A counselor should be agreeable and act appropriately to provide the client with a comfortable foundation for the counseling relationship. Only by creating a friendly atmosphere can the counselor encourage interaction and disclosure.
 - Maintain warmth and genuine understanding.
 - Use appropriate body language such as a non-threatening posture, while maintaining eye contact and respecting the client's personal space.
- Counselors must at all times show respect for clients and their welfare. They must also remain impartial and non-judgmental.
- A client must feel comfortable, safe and confident that confidentiality will be maintained at all times and also that the counselor is committed to helping, encouraging and supporting.
- It is of vital importance in the counseling relationship that the counselor demonstrates a positive acceptance of the client and that the client is valued and respected.
- A positive, unconditional regard for the wellbeing of a client is the basis from which clients can explore their thoughts, feelings and experiences, and develop an understanding and acceptance of their emotions.
- Important values
 - Human dignity
 - Alleviating personal distress
 - Appreciating the differences in culture
- Personal skills
 - Each counselor will bring their own unique abilities, qualities and skills into a counseling relationship to help ensure that their client feels safe and supported. These may include :
- Personal knowledge
 - In addition to counseling qualifications, a counselor should be armed with sufficient personal knowledge and understanding of what counseling is all about.
- Personal development
 - Through his/her own development a counselor will also pick up additional understanding and knowledge, which can be used effectively to support a client during the counseling process.

- This continual process can include a growth in the following :
 - Self-awareness
 - Self-counseling
 - Work /life balance
 - Career and personal focus
 - Goal setting.

25.5 Keywords

- Counselor** : A person who has been trained to advise people with problems, especially personal problems.
- Confidentiality** : A situation in which you expect somebody to keep information Secret.
- Empathy** : The ability to understand another person's feeling, experience etc.
- Congruent** : Suitable for something

25.6 Review Questions

1. What is the meaning of Counselor ?
2. Give the roles of Counselor in education field.
3. How does a Counselor keep confidentiality of various counseling records ?
4. What are the working conditions of a Counselor ?
5. Explain the different qualities of a good Counselor.

Answers : Self Assessment

1. (i) T (ii) T (iii) F (iv) T
2. (i) Emphathatic understanding (ii) client
 (iii) positive attitude (iv) Counseling skills

25.7 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 26: Testing and Non-Testing Techniques: Psychological Tests

CONTENTS

Objectives

Introduction

26.1 Psychological Tests

26.2 Client Appraisal Techniques

26.3 Summary

26.4 Keywords

26.5 Review Questions

26.6 Further Readings

Objectives

After reading this unit students will be able to:

- Discuss psychological tests and non-testing techniques
- Explain intelligence and aptitude tests

Introduction

A psychological test is a tool developed for a specific purpose to be used with a defined population. Great care is taken in establishing its psychometric properties.

Thus, This claim is hotly contested and we shall return to it at a later stage. Psychological tests are based on the theory that they are comparable to objective observations and that they sample the defined psychological 'trait-universe' from a wide range of respondent behaviour. Psychological tests can also be used in providing self-knowledge. Most self-administering tests fall under this category. Such tests purport to provide an unbiased objective understanding of oneself.

The second use of psychological tests is for screening. This is a very useful device and helps in conserving time and energy. The obvious purpose of such tests is to help determine whether individuals have any problem and, therefore, require assistance. Naturally such an aid lightens the burden of the counsellors to a great deal in so far as they identify those clients who require assistance. Screening tests are usually not very elaborate. They are usually meant to provide tentative information and it is undesirable for the counsellor to have complete faith on such interim findings. Often individuals are not aware of their own situation (problems). A screening device, therefore, is of very great value. Psychological tests are also used as aids in the prediction of the future success of the tests. In such situations usually more than one test is combined on the basis of certain objective criteria. Most-aptitude tests are used as predictor tests.

The most important clinical use of psychological tests is in the field of psychodiagnosis. Several diagnostic personality tests like the Minnesota Multiphasic Personality Inventory (MMPI) and ability tests like the Weschler Adult Intelligence Scale (WAIS) are extensively used. In addition, projective tests are used with the specific intention of diagnosis.

An important use of the psychological tests is to assist the counsellor in the process of therapy. This corresponds to the practice of obtaining information from clinical tests in the medical situation to assess the progress of therapy. Psychological tests are also used in evaluating counseling outcomes.

While other evaluative criteria can also be used, the psychological evaluation perhaps can best be done by employing standard psychological tests.



Notes

A psychological test is for all practical purposes considered as an objective test providing dependable information.¹

26.1 Psychological Tests

Psychological tests are designed to assess the characteristics of people such as their abilities, attitudes, motivations, interests, needs and values and so on. Psychological test can be defined as a sample of an individual's, behaviour, obtaining under standard conditions and scored according to a fixed set of rules that provide a numeric score.

In a standardized test, individual scores are compared with a norm or standard arrived at on the basis of performance of sample of individuals of the same age or grade level from around the country who took the same test when it was first developed. Good standardized tests are the result of years of research. Tests may take many forms. Usually, they comprise of a series of items/questions with well-defined correct answers such as in case of tests of intelligence or achievement, while others such as personality inventories, do not have right or wrong answers, but are designed to assess person's pre-dispositions, tendencies and preferences.

Tests can be used to compare the same individual on two or more traits and also compare two or more individuals on the same trait. Such an assessment is usually quantitative. Although most of the psychological tests provide relatively objective and quantifiable scores such as tests of intelligence abilities/aptitudes.

A standard test has a manual which provides complete information of how the test was developed, evidence of its consistency, accuracy and objectivity. It also consists of detailed instructions for administering, scoring, interpreting the test, its uses and possible misuses. The test manual thus, provides you the requisite information to allow you to make an informed judgement as to whether the test is suitable for your use. Besides, the requirement to select the appropriate psychological test, a counselor needs to develop various skills in test administration, scoring, interpretation and communicating results to clients.

The following section will describe some type of tests and the purpose for which they are used. Psychological tests are classified into different types depending on their content and the way they are administered. Tests vary in their content depending on the aspect of behaviour that is assessed, for example, some tests are designed to assess abilities, others assess motivation, personality characteristics etc. Psychological tests are also classified into individual and group tests, verbal tests and non-verbal tests and performance tests. Let us discuss one by one by one testing techniques.

26.1.1 Intelligence Tests

Intelligence has been one of the most popular psychological terms used in identifying individual differences. It has helped to explain that people differ from each other in their ability to understand complex ideas or to learn from experience. Different theorists have tried to explain intelligence in different ways following different approaches. Theories by Binet, Weschler Spearman and Thustone are based on the psychometric approach where intelligence is considered as an aggregate of abilities. It is expressed in terms of a single index of abilities. Howard Gardener's theory of multiple intelligences puts forth that intelligence is not a single entity and there exists multiple intelligences, each distinct from others. According to him, there are nine distinct intelligences that are relatively independent of each other. 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 briefly discussed below.

Notes

1. **Linguistic Intelligence** : The capacity to use language fluently and flexibly, to express one's thinking and understanding others. Used in reading a book, writing a paper, a novel or a poem; and understanding spoken words. Poets and writers exhibit this ability.
2. **Logical Mathematical Intelligence** : Thinking logically, critically, using abstract reasoning to manipulate symbols and solve mathematical problems.
3. **Spatial Intelligence** : Abilities involved in forming, using and transforming mental images. Used in getting from one place to another, in reading a map, and is 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.
4. **Musical Intelligence** : Capacity to produce, create and manipulate musical patterns. Used in singing a song, composing a sonata, playing a trumpet or even appreciating the structure of a piece of music.
5. **Bodily-Kinesthetic Intelligence** : Ability to use one's body and muscle structure in a coordinated planned way. Used in dancing, playing basket ball, running a mile or throwing a javeline. Athletes, dancers, actors, gymnasts, sports person, surgeon exhibit this more than others.
6. **Interpersonal Intelligence** : Used in relating to other people, such as when we try to understand another person's behaviour, motives or emotions, counselors, psychologists, politicians, social workers, religious leaders are shown to be high on this ability.
7. **Intrapersonal Intelligence** : Knowledge of one's internal strengths and limitations and using that knowledge to relate to others.
8. **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.
9. **Existential Intelligence** : Can be defined as the ability to be sensitive to, or have the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as the meaning of life, why are we born, why do you die, what is consciousness or how did we get here.

The multiple intelligence approach focuses on ways in which people can be intelligent.



Notes

Achievement and aptitude scores to help individuals make educational and career choices.

26.1.2 Aptitude Tests

Aptitude is thought of as a natural tendency, special ability, or capacity or cluster of abilities. Often these natural abilities are looked at in relationship to a person's readiness to learn or their suitability for particular career. For example, in order to be successful architect, one must possess the cluster of abilities such as a keen sense of observation, a sense of aesthetic visual memory, abstract reasoning, and an ability to sketch free hand. So, aptitude may be defined as a trait that characterizes an individual's ability to perform in an area or to acquire the learning necessary for performance in a given area. It presumes an inherent or native ability that can be developed to its maximum through learning or other experiences. However, it can not be expanded beyond a certain point, even by learning. Although that may be a debatable concept, it is stated here as a basis on which aptitude tests are developed. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

Aptitude tests may potentially be used by counselors and others because.

- They may identify potential abilities of which the individual is not aware;

- They may encourage the development of special or potential abilities of a given individual.
- They may provide information to assist on individual in making educational and career decisions or other choices between competing alternatives;
- They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate; and
- They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

There are different types of aptitude tests. Some of them are single aptitude tests like tests of mechanical aptitude, clerical aptitude, teaching aptitude, musical aptitude and so on. Such tests covering a group of related abilities are necessary for performing in an occupation like becoming a mechanic, clerk, teacher, musician etc. Another type of aptitude test is work sample aptitude test. It requires the individual to perform all or part of a given job under the conditions that exist on the job. An example of a work sample test for the job of automobile mechanic is to repair a faulty carburetor. Besides this, there are differential tests Batteries as well. A commonly know Differential Aptitude Tests (DAT). Bennett, Seashore and Wesman (1984) battery consists of eight subtests of verbal reasoning, numerical reasoning abstract reasoning, spatial reasoning, clerical speed and accuracy, mechanical reasoning, language usage, spelling, grammar, combination of such abilities is required for success in different occupations. Such test batteries can give comprehensive information about the relative picture of the students specific abilities. Administration of total battery can prove to be costly in terms of time but one can make selective use of certain sub tests. For example, a student trying to explore whether s/he will have the required aptitude to go to engineering, may not be required to take tests like clerical speed, language usage, grammatical or verbal reasoning tests but may be required to take numerical abstract and spatial reasoning tests. Most of the batteries of tests available for assessment of aptitude at school stage are in the form of test batteries consisting of the underlying abilities required for success in different occupations rather than direct assessment of job aptitudes.

Caution in the use of Aptitude Test Data

- It is important that counselors select and use aptitude tests carefully, keeping in view the student's/clients needs. If aptitude test data must be used, it should be used along with previous achievement data, present interests, leisure time activities and work habits etc. in order to guide the students into various occupational possibilities.
- The aptitude test samples certain abilities of the individual and helps to find what he/she can do now and how well it can be done further. On the basis of present performance, estimate of his/her future achievement is inferred which is in terms of probability only.
- It may also be kept in mind that aptitude tests score only provide leads or suggestions or to help in career planning and do not automatically match individuals to suitable courses or studies, and occupations. These are factors like willingness, hard work, that contribute to or one's success in a career which are not measured by aptitude tests.

26.1.3 Achievement Tests

Achievement is what one successfully accomplishes in an area of study/activity/domain. In the case of students, it may be conceptualized as successful learning of the assigned educational material. Such learning is usually demonstrated to teachers and others either through a verbal presentation or a written examination.

An achievement test measures knowledge and skills attained by the student in a particular area, usually acquired after classroom teaching or training. In an educational system, achievement test scores are often used to determine the level of instruction for which a student is prepared, to indicate academic strengths and weakness, and to indicate the relative standing of the student in a group/

Notes

class. Achievement test data, in combination with other data, is used to help guidance counselors plan students future educational programmes.

Types of Achievement Test

Achievement tests are of different kinds, each scoring a different purpose and providing different information on students' academic proficiency. These have been classified in various ways, and understanding of which helps the counselor to understand their functions.

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 Test : Diagnostic achievement tests provide information on performance of the students in different subjects and indicate their strengths and weakness in reading, arithmetic and language usage.

Achievement test can be either criterion referenced (CRT) or norm referenced (NRT). The two tests differ in their intended purposes, the way in which content is selected, and the scoring process which defines how the test results must be interpreted. Norm Referenced Tests (NRTs) are designed to highlight achievement differences between and among students and provide a rank order of students across a continuum of achievement from high achievers to low achievers. These types of tests are used to help counselors/ teachers to clarify students for remedial or gifted programmes. Criterion-reference tests (CRTs) determine the strengths of the test taker i.e. what they can do and what they know, not how they compare to others. They report how well students are doing relative to a predetermined performance level on an specified set of educational goals or outcomes included in the school curriculum.

An achievement test is designed to measure how much a person knows about a specific topic or area such as math, geography or science. Achievement tests can be standardized test or teacher-made tests.

Uses of Achievement Test Data

Data from standard achievement tests can be used for promoting, classifying, diagnosing or evaluating students.

Counselors can also use the achievement tests for :

- Helping clients in decision making. A counselor can use the achievement test scores to initiate decision on taking appropriate choice for a career.
- Assisting in diagnosis counselors can make use of achievement test data to diagnose problems faced by the students in different subject areas. Accordingly corrective remediation can be planned and carried out.
- Encouraging self-study. The student through achievement data, is able to gain insight into his/her strengths and weakness in different subjects which can motivate him/her to put in the desire effort.
- Achievement test are used as learning measures of (1) the amount of learning, (2) the rate of learning (3) comparisons with others or with achievement of self in other areas, (4) level of learning in sub-areas, and (5) strengths and workers in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

Achievement tests of both kinds i.e. standardized and teacher made tests are based on the content taught and are considered valid. These are used to assess the level of overall proficiency to meet the entry requirements to certain/programmes or the proficiency in a particular subject. The informal classroom achievement test is suited to a select performance of a group of students. It is flexible and

accommodates testing students on a local curriculum. The two types of tests can be used in a complementary manner.

26.1.4 Attitude Scale

Attitudes are expressions of how much we like or dislike various things. We tend to approach and seek out to be associated with things we like, we avoid, shun or reject things we do not like. Attitudes represent our evaluations and performance towards a wide variety of objects, events, persons, and situations. The defining characteristics of attitudes is that they express evaluations along the lines of liking-disliking, pro-anti, favouring - disfavouring or positive - negative (Petty and Cacippo, 1981). By restricting the term attitude to evaluation, we distinguish attitudes from beliefs or opinions. Attitude includes certain aspects of personality as interests, appreciations and social conduct. Attitudes are learnt, they are adopted. They have aspects as directions, intensity etc. In the following section we will know how attitudes tested.

Types of Attitude Scales

Attitudes need to be tested because our social life depends on some desirable attitudes. The success in certain vocations also depends on some attitudes. Attitudes can be tested through various techniques. Various scaling techniques have led to the development of different types of attitude scales which provide quick and convenient measure of attitudes. However, the 'method of equal appearing intervals' and 'method of summative ratings' have been extensively used in attitude or opinion research. The attitude scales which are developed using these scaling techniques consists of a number of carefully edited and selected items called 'statements'.

The method of 'equal - appearing intervals' was originally developed by Thurstone and Chave. The attitude score of an individual obtained by this method has an absolute interpretation in terms of the psychological continuum of scale value of the statements making up the scale. If this score falls in the middle range of the psychological continuum, the attitude of the individual is described as "neutral". If it falls towards the favourable end of the continuum, it is described as "favourable" and if it falls towards the unfavourable ends, it is described as "unfavourable".

In the "method" of summated ratings developed by Likert, the item score is obtained by assigning arbitrary weights of 5, 4, 3, 2 and 1 for Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) for the statements favouring a point of view. On the other hand, the scoring weights of 1, 2, 3, 4 and 5 are used for the respective responses for statements opposing this point of view. An individual's score on a particular attitude scale is the sum of his rating on all the items.

In addition to the above two scales, there some more techniques, such as, Error Choice Technique, Free Response Technique, Paired Comparisons, Opinion Polling or Surveying, diaries, autobiographic etc. are used for testing attitude.

Attitude scales are used to measure the degree of positive or negative feeling associated with any slogan, person, institution, religion, political party etc. Attitude scales are also used in public-opinion surveys in order to make some important and crucial decisions. Educationists, for example, conduct opinion surveys to find out how people feel about educational issues.

26.1.5 Personality Test

Often by persons use the term personality to indicate the physical make up of an individual. The term "Personality" however, signifies much more than simply the physical looks of a person and has a very broad meaning. It includes the emotional, motivational, inter-personal, 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.

Notes

- It helps the students in proper educational and vocational choice. Personality plays an important role in an individual, personal, educational and vocational adjustment and success. It is, therefore, important to diagnose the individual's personality pattern to see whether he possesses the traits which are likely to contribute significantly to his adjustment to the course or career he is choosing.
- It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty the individual encounters in making proper adjustment with the educational and occupational choices, lies in emotional conflict about which the client has no knowledge. When the cause of the mental conflict is diagnosed, it may be possible for him to solve his problem in his own way.
- It helps the clinical psychologist.



Did u know? A clinical psychologist can use personality assessments to help choose the best therapy for his clients. Thus, personality assessment is important for educational, career, personal and social counseling.

Self Assessment

1. Fill in the blanks :

- (i) _____ is designed to assess the characteristics of people such as their abilities, attitudes, motivations, interests, needs and values.
- (ii) According to _____ theory of multiple intelligences there are _____ distinct intelligences that are relatively independent of each other.
- (iii) _____ is thought of as a natural tendency, special ability or capacity or cluster of abilities.
- (iv) _____ provides information on performance of the students in different subjects and indicate their strengths.

26.2 Client Appraisal Techniques

In the preceding section dealing with the use of psychological tests we observed more than once that tests are not infallible. They are not goals in themselves and they should be used to supplement other information that is available concerning the client.

Some of the more important devices used in counseling under the non-test category are: (1) autobiography, (2) anecdotal records, (3) rating scales, (4) diaries, (5) case study, (6) cumulative records, and so on.

26.2.1 Autobiography

An autobiography is an introspective report of one's own experiences. The psychological tests, it is often pointed out, cannot provide adequate information, for observations could be introduced artificially within the test situation. Protagonists of autobiographies claim that they are able to overcome the above limitation of psychological tests and provide an authentic insight into their own personalities. One of the other important merits of the autobiography is its vast scope.

Autobiographies are generally considered to fall into two categories, namely, unstructured and structured. Most literary autobiographies fall into the unstructured category. Behavioural scientists, sensing the usefulness of autobiography in recent times, have devised what is known as a 'structured autobiography'. In contrast to the unstructured one this is more purposeful, pointed and specific. Naturally it is easier to analyze and study. The unstructured autobiography, as the name indicates,

could be systematic or unsystematic, it could concern only the individual's major events in life, it could be a trenchant defense of certain actions (for instance, Adolf Hitler's *Mein Kampf*), it could be in the nature of a confession (for instance, Confessions of St Augustine, *The Confessions of a Thug*, etc.) or it could be a self-analytical account (Gandhi's *My Experiments with Truth*). The major difficulty with unstructured autobiographies is the relative emphasis they place on different themes. They may contain irrelevant material which may fail to provide information to specific questions. The structured autobiographies are asked to be written along a suggested outline consisting of topics such as (1) my family, (2) my childhood, (3) my years before school, (4) my years in the elementary school, (5) places I have lived, (6) trips I have taken, (7) how I spend my time every day, (8) my experiences in the high school, (9) my teachers and my class fellows, (10) the newspapers I read, (11) the books I like, (12) my interests, (13) my ambitions and aspirations, and so on.

The advantage of this structured autobiography is obvious. It is designed to provide answers to specific questions posed by the counsellor.

Autobiographies are also categorized according to the comprehensiveness or the topicalness or limitedness of their contents (Annis, 1967). Combining the two dimensions we could have four types of autobiographies, namely (1) structured comprehensive, (2) structured topical, (3) unstructured topical and (4) unstructured comprehensive. In interpreting autobiographies the counsellor looks for (1) the client's willingness to reveal himself, (2) his self-insight and self-understanding, (3) his ability to understand the content of the topic and (4) his ability to communicate. There is a very important inherent weakness in this technique, namely, it is very subjective and the real magnitude of each problem is not known—whether the writer has exaggerated anything or whether he has tried to under-estimate its importance.

Baldwin (1942) has suggested a personal-structure analysis technique to obtain a quantitative analysis of autobiographies. For example, he looks for the frequency with which a particular item appears. This is indicative of its importance. The second is contiguity of two items and their frequency of appearance. Dollard and Mowrer (1947) have developed a discomfort-relief coefficient to assess tension changes applicable to autobiography. Notwithstanding the research efforts made so far, it is safe to conclude that there is no fool-proof analysis and interpretation of autobiographies.

The chief defects of autobiography are : (1) the difficulty in determining the consistency and authenticity of the data and (2) the lack of any criterion for evaluating the subject's internal attitudes and feelings concerning the important events in his life.

The defects, therefore, limit the use of autobiographies in counseling practice.

26.2.2 Anecdotal Records

The recorded observations usually made by teachers are called anecdotal records. This technique assists in the understanding of each student better.

Froehlich and Hoyt (1959) define anecdotal records as follows: "An anecdotal record consists of an objective description of pupil behaviour in a particular environmental setting, an interpretation of the behaviour by the observer writing the description, and a recommendation for future action based on the incident and its interpretation".

According to Prescott (1957), the characteristics of a good anecdote are :

1. It gives the date, place, and situation in which the action occurred. This is called the setting.
2. It describes the actions of the individual (pupil/child), the reactions of the other people involved and the responses of the former to these reactions.
3. It quotes what is said to the individual and by the individual during the action.
4. It states 'mood cues' – postures, gestures, voice qualities, and facial expressions – which serve as cues to help understand how the individual felt. It does not provide interpretations of his feelings but only the cues by which a reader may judge what they were.

Notes

5. The description is inclusive of and extensive enough to cover the episode. The action or conversation is not left incomplete and unfinished but is followed through to the point where an aspect of a behavioural moment in the life of the individual is supplied.

The anecdotal record gives information about the name of the student, grade, date, description of the setting, description of the incident and the observer's name.

On reviewing the utility and value of anecdotal records, Shertzer and Stone (1968) indicated that a systematic programme of observation benefits administrators, teachers, students and counsellors to (1) gain more information about an individual's cumulative pattern of development, (2) become better observers and interpreters of student behaviour, (3) obtain better understanding of the pupils by the administrators and (4) help the students realize that the staff of the school is interested in them. Such realization benefits the pupils.

26.2.3 Rating Scales

The rating scales are a means of quantifying observations and are easy to use. Several observers can rate the same individual using rating scales for obtaining more information. The pupils' characteristics, such as dependability, honesty, cooperativeness, self-reliance, leadership and industriousness are rated by teachers, counsellors etc. There are four types of rating scales: numerical scales, descriptive scales, paired comparisons and graphic rating scales. The rating scales are subject to personal bias, halo effect, regression to central tendency and logical errors. Halo effect is "The tendency to rate individuals either too high or too low on the basis of one outstanding trait". The tendency to rate about or close to the middle position and to avoid giving high or low rating is called regression to central tendency.

26.2.4 Cumulative Records

Cumulative records provide an organized, progressive record of information regarding the student which distinguishes him from all other individuals.

The cumulative folder includes information, such as personal data and family background; medical and health condition; date of school entry; school grades; transcripts from previous schools attended; school test results; personality and behaviour trait ratings, school activities: anecdotal records and autobiographies written in class-room settings.

Three of the most common types of cumulative records are the packet type, the single card or folder type, and a combination of the above.

Mortensen and Schmuller (1966) state that cumulative records provide information concerning the following :

1. The previous (individualistic) experiences of the pupil.
2. The group activities of the pupil.
3. The organization of needed curriculum or guidance experiences.
4. The evaluation of the pupil.
5. The evaluation of different curricula.
6. The working out of district or inter-district, or state or country administrative procedures.
7. The present experiences of the pupil.
8. The methods of carrying out research on the adequacy of results of schooling, curricular changes, etc.
9. The personality variables of the pupil.
10. The grouping of pupils within classes for more effective use of time and effort.
11. The promotion of students to particular classes and in providing placement service.

Sensitive information concerning extreme behaviour likely to be harmful if made public, should be carefully dealt with and kept in the counsellor's confidential file. Specialist interpretation from the cumulative records helps the staff members to identify deviant behaviour and thereby assist the individual student.

26.2.5 Pupil Data Questionnaires

The pupil data questionnaires consist of items regarding the student's home, family, health, educational and vocational plans, out-of-school and in-school activities, study habits, etc.

The pupil data questionnaires (1) are used to obtain comprehensive information dealing with the student as he is now, employing both idiographic and normative data, (2) serve as a supplement to incomplete information available about students and (3) improve the collection of data in an efficient manner.

26.2.6 Sociometric Techniques

Sociometric techniques measure the inter-personal preferences among the members of a group in reference to a criterion. The purpose of this technique is to measure each individual's social worth or personal value as viewed by his peers. According to Barclay (1966), sociometry is a method of discovering and analyzing patterns of friendship within a group setting.

Sociometric technique or testing falls into two categories, namely (1) the use of choices or specific criteria to serve a particular purpose at a particular time and (2) questionnaires or rating instruments which measure inter-personal attitudes and feelings but not in respect to a specific criterion.

The advantage of the sociometric technique is that it provides objective information about the functioning of individuals within their groups. When this is viewed along with information obtained by the use of other tools by the counsellor, it gives a complete picture of the individual.

However, it should be borne in mind that sociometric tests do not give exact answers. Their theories have not been well developed and the postulates have also not been tested. But these limitations can also be extended to the interpretation and application of other test results. Thus the limitations are not very specific to sociometric tests.

26.2.7 Case Study

A case study is an analysis and documentation of data collected in a case history. It comprises the information gathered about a client, including the family history, physical development, etc. Educational, social and vocational history is also covered in the case study.

The case study presents a cumulative picture of the personality of an individual. The information is gathered from sources, such as cumulative records, observations, interviews, autobiographies, self-reports, tests, teacher reactions and other school records. The school counsellor writes the case study which provides an increased understanding of the pupil.

While most of the guidance personnel accept the value of case studies, a few counsellors feel that nothing new is obtained from a formal case history. It cannot be of great assistance to the clients. The counsellors believe that any solution not coming directly from the counsellee is valueless and, therefore, they conclude that diagnosis based on case study is fruitless. While this is a plausible point, it cannot be over-emphasized that a case study does help to provide and clarify the vast amount of information needed for the understanding of a particular pattern of behaviour of the client.

Case histories generally tend to be full of gaps and sometimes relevant information may not be forthcoming. It is not necessary here to list the limitations and to suggest the various safeguards that a counsellor should employ.

Case histories conventionally cover areas, such as:

1. Identifying information – name, age, sex, etc.

Notes

2. Educational information—level of education, scholastic record, subject least liked and most liked, present educational status and future plans.
3. Personal data—general health history, family background, socio-economic data, personal psychological relations, social psychological relations, aspirations and the like.
4. Vocational information—jobs held, if any, choice of vocation, parental occupation and the like.
5. Specific information indicating special problems, if any, referral agency and the like.

26.2.8 Interest Inventory

You might have observed in your class that some students show more inclination in maths, while others in computers, some in literary activities, in paintings, etc. Interest is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes, or our attractions and aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities etc., and consequently derives satisfaction, success and happiness out of the activities selected.

Interests are related to general ability, special aptitudes and value various ways. Linguistic and scientific interests are positively correlated with intelligence, technical interests are related to mechanical aptitude and business interests are related to the tendency to stress material as opposed to theoretical, social or aesthetic values and so on.

Interest testing is done to achieve some purpose i.e.

- (i) To provide teachers and counsellors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
- (ii) To help the tests to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
- (iii) To enable teachers, counsellors and parents to know the kinds and intensity of the testee's interests and assist him to prepare his educational and vocational plans consistent with his interests.
- (iv) To help channelise the energies of the youth in different directions.
- (v) To help in the selection of the right person for the right work, and thus save frustration.

The Questionnaire

A questionnaire is a list of questions to be answered by an individual or a group individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which the respondent (s) are presumed to have the knowledge. The questions in a questionnaire are basically of two types—the closed and the open type. The question in a questions require the individual to think and write. For example, what is your favourite sports ? The closed type question requires the answer in the form 'yes' or 'no' or in a limited number of given categories. The open type questionnaire is time consuming and requires special skill in interpreting the responses. The close type questionnaire can be easily scored, interpreted and is more objective

(i) Closed-ended Questions

- Gender Male/Female
- How many times you watch Discovery Channel in TV ?
Regularly/Mostly/Occasionally/Never

(ii) Open-ended Questions

- Which types of programmes do you like to watch ?

- What steps would you like to take to improve science teaching in your school ?

Questions should be few in number and simple to be understood and answered. They should directly cover the point of information.

This technique has its limitations. However it is very often used to obtain factual data.

Observation

This technique behaviour is studied through observation by a trained observer. The effectiveness of the technique depends upon the skilfulness of the observer. The observer is expected to observe well defined behaviours free from biases and prejudices.

Observational techniques are useful in the study of students and individuals but their usefulness depends upon the manner and purpose with which they are conducted.

Sociometry

The purpose of this is to study the nature of social relationship of individual within a group. It offers an opportunity to identify personality problems, especially in isolates and the rejects. The technique is a useful source of information for appraisal of social behaviour of students.

There are usually three type of sociometric techniques : (i) the nomination (ii) the social acceptance and (iii) the 'who's who' or 'guess who'. In the nomination techniques the student is asked to select and name his/her peers in terms of some criterion suggested by the teacher. For example, the teacher may ask students to name three best friends in the class. In the social acceptance technique levels of social relationship are stated and the student is asked to express his/her sociometric choice. In the 'Guess who' technique brief descriptions of various types of students are provided and they are asked to guess who in the class matches with the description. For examples, one of the statements may be 'The boy is always in trouble with his parents', who ?

The sociometric data is presented in the form of a sociogram which shows, attractions and repulsions within a group and helps the teacher and the counsellor in discovering the problems of students in relation to the group.



Task

What is Sociometry ?

Self Assessment

2. Multiple choice Questions :

Choose the correct option.

- (i) ____ is an introspective report of one's own experiences.
- | | |
|------------------------|----------------------|
| (a) Autobiography | (b) Rating scale |
| (c) Cumulative records | (d) Anecdotal record |
- (ii) The recorded observations usually made by teachers are called ____ .
- | | |
|-------------------|-----------------------|
| (a) Autobiography | (b) Anecdotal records |
| (c) rating scale | (d) Questionnaire |
- (iii) The ____ presents a cumulative picture of the personality of the individual.
- | | |
|---------------------|-----------------------|
| (a) Psychodiagnosis | (b) Anecdotal records |
| (c) Case study | (d) autobiography |

Notes

(iv) ____ refers to the identification of abnormality on the basis of the symptoms and classification of abnormality on the basis of the symptoms and classification of the observed characteristics of the counsellee.

(a) Diagnosis

(b) Case study

(c) Rating scale

(d) Cumulative record

26.3 Summary

- Psychological tests are designed to assess the characteristics of people such as their abilities, attitudes, motivations, interests, needs and values and so on. Psychological test can be defined as a sample of an individual's, behaviour, obtained under standard conditions and scored according to a fixed set of rules that provide a numeric score.
- A standard test has a manual which provides complete information of how the test was developed, evidence of its consistency, accuracy and objectivity.
- Psychological tests are classified into different types depending on their content and the way they are administered. Tests vary in their content depending on the aspect of behaviour that is assessed, for example, some tests are designed to assess abilities, others assess motivation, personality characteristics etc.
- The nine types of intelligences proposed by Gardner are briefly discussed below.
 1. Linguistic Intelligence
 2. Logical Mathematical Intelligence
 3. Spatial Intelligence
 4. Musical Intelligence
 5. Bodily-Kinesthetic Intelligence
 6. Interpersonal Intelligence
 7. Intrapersonal Intelligence
 8. Naturalistic Intelligence
 9. Existential Intelligence
- Aptitude is thought of as a natural tendency, special ability, or capacity or cluster of abilities.
- Aptitude tests may potentially be used by counselors and others because.
- There are different types of aptitude tests. Some of them are single aptitude tests like tests of mechanical aptitude, clerical aptitude, teaching aptitude, musical aptitude and so on. Such tests covering a group of related abilities are necessary for performing in an occupation like becoming a mechanic, clerk, teacher, musician etc.
- A commonly known Differential Aptitude Tests (DAT). Bennett, Seashore and Wesman (1984) battery consists of eight subtests of verbal reasoning, numerical reasoning abstract reasoning, spatial reasoning, clerical speed and accuracy, mechanical reasoning, language usage
- It is important that counselors select and use aptitude tests carefully, keeping in view the student's/clients needs. If aptitude test data must be used, it should be used along with previous achievement data, present interests, leisure time activities and work habits etc
- Achievement is what one successfully accomplishes in an area of study/activity/domain. In the case of students, it may be conceptualized as successful learning of the assigned educational material.
- Achievement tests are of different kinds, each scoring a different purpose and providing different information on students' academic proficiency.
- Formative and Summative Tests : Formative tests are used to measure progress made in knowledge and skills before and during instruction.
- Prognostic tests
- Diagnostic Test
- Counselors can also use the achievement tests for :
 - Helping clients in decision making. A counselor can use the achievement test scores to initiate decision on taking appropriate choice for a career.

- Assisting in diagnosis counselors can make use of achievement test data to diagnose problems faced by the students in different subject areas. Accordingly corrective remediation can be planned and carried out.
- Attitudes are expressions of how much we like or dislike various things. We tend to approach and seek out to be associated with things we like, we avoid, shun or reject things we do not like. Attitudes represent our evaluations and performance towards a wide variety of objects, events, persons, and situations.
- Attitudes need to be tested because our social life depends on some desirable attitudes. The success in certain vocations also depends on some attitudes. Attitudes can be tested through various techniques.
- The method of 'equal - appearing intervals' was originally developed by Thurstone and Chave. The attitude score of an individual obtained by this method has an absolute interpretation in terms of the psychological continuum of scale value of the statements making up the scale.
- Attitude scales are used to measure the degree of positive or negative feeling associated with any slogan, person, institution, religion, political party etc. Attitude scales are also used in public-opinion surveys in order to make some important and crucial decisions.
- The term "Personality" however, signifies much more than simply the physical looks of a person and has a very broad meaning. It includes the emotional, motivational, inter-personal, 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.
- It helps the students in proper educational and vocational choice. Personality plays an important role in an individual, personal, educational and vocational adjustment and success.
- The term "Personality" however, signifies much more than simply the physical looks of a person and has a very broad meaning. It includes the emotional, motivational, inter-personal, 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.
- It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty the individual encounters in making proper adjustment with the educational and occupational choices.
- An autobiography is an introspective report of one's own experiences. The psychological tests, it is often pointed out, cannot provide adequate information, for observations could be introduced artificially within the test situation.
- The recorded observations usually made by teachers are called anecdotal records. This technique assists in the understanding of each student better.
- According to Prescott (1957), the characteristics of a good anecdote are :
 1. It gives the date, place, and situation in which the action occurred. This is called the setting.
 2. It describes the actions of the individual (pupil/child), the reactions of the other people involved and the responses of the former to these reactions.
 3. It quotes what is said to the individual and by the individual during the action.
- Cumulative records provide an organized, progressive record of information regarding the student which distinguishes him from all other individuals.
- Sensitive information concerning extreme behaviour likely to be harmful if made public, should be carefully dealt with and kept in the counsellor's confidential file.

Notes

- The pupil data questionnaires consist of items regarding the student's home, family, health, educational and vocational plans, out-of-school and in-school activities, study habits, etc.
- Sociometric techniques measure the inter-personal preferences among the members of a group in reference to a criterion. The purpose of this technique is to measure each individual's social worth or personal value as viewed by his peers.
- Case histories conventionally cover areas, such as:
 1. Identifying information – name, age, sex, etc.
 2. Educational information – level of education, scholastic record, subject least liked and most liked, present educational status and future plans.
 3. Personal data – general health history, family background, socio-economic data, personal psychological relations, social psychological relations, aspirations and the like.
 4. Vocational information – jobs held, if any, choice of vocation, parental occupation and the like.
- Interest is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes, or our attractions and aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities etc.
- Interest testing is done to achieve some purpose i.e.
 - (i) To provide teachers and counsellors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
 - (ii) To help the tests to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
- A questionnaire is a list of questions to be answered by an individual or a group individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which the respondent (s) are presumed to have the knowledge.
- The close type questionnaire can be easily scored, interpreted and is more objective
 - (i) Closed-ended Questions
 - (ii) Open-ended Questions
- Observation; Sociometry; Autobiography; Rating Scales; Anecdotal Record

26.4 Keywords

Psychological test : An examination connected with a person's mind and the way in which it works.

Linguistic : Connected with language or the scientific study of language.

Aptitude : Natural ability or skill at doing something.

26.5 Review Questions

1. Describe the different types of intelligence tests.
2. What is aptitude test ? Which cautions are used in aptitude test data
3. What is achievement test ? Give the types of achievement test.
4. Explain different non testing techniques.
5. Explain the term "Psychodiagnosis".

Answers : Self Assessment

Notes

1. (i) Psychological test (ii) Howard Gardener, 9
(iii) Aptitude (iv) Diagnostic achievement test
2. (i) a (ii) b (iii) c (iv) a

26.6 Further Readings



Books

1. Guidance & Counseling: *S. Nageshwara Rao, Discovery Publishing House*
2. Guidance & Counselince: *B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.*
3. Guidance & Counseling : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 27: Case Study

CONTENTS

Objectives

Introduction

27.1 Meaning of Case Study

27.2 Types of Case Study

27.3 Case Study Methods

27.4 Sources of Information for Case Study

27.5 Preparation of a Psychology Case Study

27.6 Strength of Case Study

27.7 Limitations of Case Study

27.8 Summary

27.9 Keywords

27.10 Review Questions

27.11 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of case study
- Discuss the types of case study
- Explain the case study methods
- Discuss the sources of information for case study
- Describe the preparation of psychology case study
- Explain the strength and limitations of case study

Introduction

Case studies are **in-depth investigations** of a single person, group, event or community. Typically data are gathered from a variety of sources and by using several different methods (e.g. observations & interviews). The case study research method originated in clinical medicine (the case history, i.e. the patient's personal history - idiographic method).



Notes

The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group), i.e. the **idiographic approach**.

Case studies allow a researcher to investigate a topic in far more detail than might be possible if

they were trying to deal with a large number of research participants (nomothetic approach) with the aim of 'averaging'.

27.1 Meaning of Case Study

A case study is an in-depth study of one person. Much of work and theories were developed through individual case studies.

In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and causes for behavior. The hope is that learning gained from studying one case can be generalized to many others. Unfortunately, case studies tend to be highly subjective and it is difficult to generalize results to a larger population.

The case study is not itself a research method, but researchers select methods of data collection and analysis that will generate material suitable for case studies such as **qualitative techniques** (semi-structured interviews, participant observation, diaries), personal notes (e.g. letters, photographs, notes) or official document (e.g. case notes, clinical notes, appraisal reports). The data collected can be analyzed using different theories (e.g. grounded theory, interpretative phenomenological analysis, text interpretation) (e.g. thematic coding) etc. All the approaches mentioned here use preconceived categories in the analysis and they are ideographic in their approach, i.e. they focus on the individual case without reference to a comparison group.



Did u know? Case studies are widely used in psychology and amongst the best known were the ones carried out by **Sigmund Freud**. He conducted very detailed investigations into the private lives of his patients in an attempt to both understand and help them overcome their illnesses. Freud's most famous case studies included **Little Hans** and **The Rat Man**.

Even today case histories are one of the main methods of investigation in abnormal psychology and psychiatry. For students of these disciplines they can give a vivid insight into what those who suffer from mental illness often have to endure.

Case studies are often conducted in clinical medicine and involve collecting and reporting descriptive information about a particular person or specific environment, such as a school. In psychology, case studies are often confined to the study of a particular individual. The information is mainly biographical and relates to events in the individual's past (i.e. retrospective), as well as to significant events which are currently occurring in his or her everyday life. In order to produce a fairly detailed and comprehensive profile of the person, the psychologist may use various types of accessible data.

27.2 Types of Case Study

- **Explanatory** : Used to do causal investigations.
- **Exploratory** : A case study that is sometimes used as a prelude to further, more in-depth research. This allows researchers to gather more information before developing their research questions and hypotheses.
- **Descriptive** : Involves starting with a descriptive theory. The subjects are then observed and the information gathered is compared to the pre-existing theory.
- **Intrinsic** : A type of case study in which the researcher has a personal interest in the case.
- **Collective** : Involves, studying a group of individuals.

Notes

- **Instrumental** : Occurs when the individual or group allows researchers to understand more than what is initially obvious to observers.

27.3 Case Study Methods

Prospective : A type of case study in which an individual or group of people is observed in order to determine outcomes. For example, a group of individuals might be watched over an extended period of time to observe the progression of a particular disease.

Retrospective : A type of case study that involves looking at historical information. For example, researchers might start with an outcome, such as a disease, and then backwards at information about the individuals life to determine risk factors that may have contributed to the onset of the illness.

27.4 Sources of Information for Case Study

There are a number of different sources and methods that researchers can use to gather information about an individual or group. The six major sources that have been identified by researchers

1. **Direct observation** : This strategy involves observing the subject, often in a natural setting. While an individual observer is sometimes used, it is more common to utilize a group of observers.
2. **Interviews** : One of the most important methods for gathering information in case studies. An interview can involve structured survey-type questions, or more open-ended questions.
3. **Documents** : Letters, newspaper articles, administrative records, etc.
4. **Archival records** : Census records, survey records, name lists, etc.
5. **Physical artifacts** : Tools, objects, instruments and other artifacts often observed during a direct observation of the subject.
6. **Participant observation** : Involves the researcher actually serving as a participant in events and observing the actions and outcomes.

Self Assessment

1. *Fill in the blanks* :

- (i) A _____ is an in-depth study of one person.
- (ii) In _____, case studies are confined to the study of a particular individual.
- (iii) _____ case studies used to do causal investigations.
- (iv) A type of case study in which the researcher has a personal interest in the case is called _____ case study.



Notes

A case study is an in-depth analysis of a single person.

27.5 Preparation of a Psychology Case Study

Case studies are often used in clinical cases or in situations when lab research is not possible or practical.

At some point in your study of psychology, you may be required to write a case study. A case study is an in-depth analysis of a single person. These are often used in clinical cases or in situations when

lab research is not possible or practical. In undergraduate courses, these are often based on a real individual, an imagined individual, or a character from a television show, film, or book.

The specific format for a case study can vary greatly. In some instances, your case study will focus solely on the individual of interest. Other possible requirements include citing relevant research and background information on a particular topic. Always consult with your instructor for a detailed outline of your assignment. The following format is often used in undergraduate courses for psychotherapy case studies.

27.5.1 Case History

(i) Background Information

The first section of your paper will present your client's background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, life difficulties, goals and coping skills and weaknesses.

(ii) Description of the Presenting Problem

In the next section of your case study, you will describe the problem or symptoms that the client presented with. Describe any physical, emotional or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted. Any screening or diagnostic assessments that are used should also be described in detail and all scores reported.

(iii) Your Diagnosis

Provide your diagnosis and give the appropriate Diagnostic and Statistical Manual code. Explain how you reached your diagnosis, how the clients symptoms fit the diagnostic criteria for the disorder(s), or any possible difficulties in reaching a diagnosis.

27.5.2 Intervention

The second section of your paper will focus on the intervention used to help the client. Your instructor might require you to choose from a particular theoretical approach or ask you to summarize two or more possible treatment approaches.

(i) Psychoanalytic Approach

Describe how a psychoanalytic therapist would view the client's problem. Provide some background on the psychoanalytic approach and cite relevant references. Explain how psychoanalytic therapy would be used to treat the client, how the client would respond to therapy and the effectiveness of this treatment approach.

(ii) Cognitive-Behavioral Approach

Explain how a cognitive-behavioral therapist would approach treatment. Offer background information on cognitive-behavioral therapy and describe the treatment sessions, client response and outcome of this type of treatment. Make note of any difficulties or successes encountered by your client during treatment.

(iii) Humanistic Approach

Describe a humanistic approach that could be used to treat your client. Provide information on the type of treatment you chose, the client's reaction to the treatment and the end result of this approach. Explain why the treatment was successful or unsuccessful.

27.6 Strength of Case Study

- Provides detailed (rich qualitative) information
- Provides insight for further research

Notes

- Permitting investigation of otherwise impractical (or unethical) situations

Case studies give psychological researchers the possibility to investigate cases, which could not possibly be engineered in research laboratories. For example, the Money Case Study.

Case studies are often used in exploratory research. They can help us generate new ideas (that might be tested by other methods). They are an important way of illustrating theories and can help show how different aspects of a person’s life are related to each other. The method is therefore important for psychologists who adopt a holistic point of view (i.e. humanistic psychologists).

27.7 Limitations of Case Study

- Can’t generalize the results to the wider population
- Researchers own subjective feeling may influence the case study (researcher bias)
- Difficult to replicate
- Time consuming



Task

What is the importance of intervention making a case study?

Self Assessment

2. Multiple choice Questions :

Choose the correct option :

- (i) _____ strategy involves observing the subject, often in a natural setting.
 - (a) Direct observation
 - (b) Interviews
 - (c) Physical observation
 - (d) Participant observation.
- (ii) _____ is not used as a source of information for a case study
 - (a) Interviews
 - (b) Archival records
 - (c) Documents
 - (d) Books
- (iii) The first section of case history is related to _____
 - (a) problem
 - (b) intervention
 - (c) client background
 - (d) Diagnosis

27.8 Summary

- A case study is an in-depth study of one person. Much of work and theories were developed through individual case studies.
- In a case study, nearly every aspect of the subject’s life and history is analyzed to seek patterns and causes for behavior.
- Explanatory : Used to do causal investigations.
- Exploratory : A case study that is sometimes used as a prelude to further, more in-depth research.
- Descriptive : Involves starting with a descriptive theory. The subjects are then observed and the information gathered is compared to the pre-existing theory.
- Intrinsic : A type of case study in which the researcher has a personal interest in the case.

- Collective : Involves, studying a group of individuals.
- Instrumental : Occurs when the individual or group allows researchers to understand more than what is initially obvious to observers.
- Prospective : A type of case study in which an individual or group of people is observed in order to determine outcomes.
- Retrospective : A type of case study that involves looking at historical information.
- Direct observation
- Interviews
- Documents
- Archival records
- Physical artifacts
- Participant observation
- Case studies are often used in clinical cases or in situations when lab research is not possible or practical.
- Case History
 - (i) Background Information

The first section of your paper will present your client’s background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, life difficulties, goals and coping skills and weaknesses.
 - (ii) Description of the Presenting Problem

In the next section of your case study, you will describe the problem or symptoms that the client presented with. Describe any physical, emotional or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted. Any screening or diagnostic assessments that are used should also be described in detail and all scores reported.
 - (iii) Your Diagnosis

Provide your diagnosis and give the appropriate Diagnostic and Statistical Manual code. Explain how you reached your diagnosis, how the clients symptoms fit the diagnostic criteria for the disorder(s), or any possible difficulties in reaching a diagnosis.
- The second section of your paper will focus on the intervention used to help the client. Your instructor might require you to choose from a particular theoretical approach or ask you to summarize two or more possible treatment approaches.
 - (i) Psychoanalytic Approach
 - (ii) Cognitive-Behavioral Approach
 - (iii) Humanistic Approach
- Provides detailed (rich qualitative) information
- Provides insight for further research
- Permitting investigation of otherwise impractical (or unethical) situations
- Can’t generalize the results to the wider population
- Researchers own subjective feeling may influence the case study (researcher bias)
- Difficult to replicate
- Time consuming

Notes

27.9 Keywords

Case study : A detailed account of the development of a person a group of people or a situation over a period of time.

Exploratory : done with the intention of examining something in order to find out more about it.

Prospective : Expected to do something or to become something that happened in the past.

Intervention : The process in which to become involved in a situation in order to improve or help it.

27.10 Review Questions

1. What is case study ? Where it is used ?
2. What are the different types of case studies ?
3. Describe the different case study methods.
4. What are the sources used in a case study ?
5. What are the points which are used in writing psychology case study ?

Answers : Self Assessment

1. (i) Case study (ii) psychology (iii) Explanatory (iv) intrinsic
2. (i) a (ii) d (iii) c

27.11 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 28: Rating Scale

Notes

CONTENTS

Objectives

Introduction

28.1 Rating Scale

28.2 Types of Rating Scale

28.3 Suggestions for the Construction of Rating Scale

28.4 Advantages of Rating Scale

28.5 Disadvantages of Rating Scale

28.6 Summary

28.7 Keywords

28.8 Review Questions

28.9 Further Reading

Objectives

After reading this unit students will be able to:

- Explain the rating scale
- Discuss the types of rating scale
- Explain the suggestions for the Construction of rating scale
- Discuss the advantages of and disadvantages of rating scale

Introduction

In this technique presence or absence of a particular type of behaviour or trait in a person is rated in terms of quantity and quality. You might be rating your students' performance, handwriting, habits and many other aspects in your day-to-day teaching.

The rater, who has observed the individual in a number of situations, gives his judgements. In a rating scheme each student is judged on the same general traits and judgements.

28.1 Rating Scale

Rating scale has been devised to measure the personality of an individual. It is also helpless of procuring objective information through classification. In this field of education, a teacher can improve his teaching through classification. He can affect modifications in the syllabus according to the requirement of the students and also bring about necessary administrative improvements at the school level. In industrial organization, this method is used while giving promotions and increments to their employees. Through this method we can also systematize expression of opinion on a specific objectives.

According to Wright Stone, Rating scale is a selected list of words, phrases, sentences or paragraphs following which an observer records a value or rating based upon some objective scale of values. In the words of A.S. Barr and his Colleagues.

Notes



Notes

Rating is a term applied or judgement regarding some situation object or character.

Opinions are usually expressed on a scale of values. Rating techniques are devices by which such judgements may be qualified.

Rating scale is nothing but quantifying the essence of facts evaluated through classification

28.2 Types of Rating scale

Rating scales are of different types. The main ones as follows :

28.2.1 Graphic scale

This method is widely used. A straight line is drawn and divided into many parts. In each part, a number of adjectives are written. The evaluator has to mark any one of these.



Did u know? Graphic scale is also known as Behavioural statement scale.

Miliford has evolved the following principles for making a graphic scale mentioned as follows:

- (i) Length of the line should be about 5 inches.
- (ii) The line should be not be cut into pieces.
- (iii) Three to five adjectives should be used : Two superior one natural and two inferior.
- (iv) Average or nautral words should be in the middle
- (v) Divisions on the line should be equidistant

The use of graphic scale is as follows

- (i) Being simple it can be easily understood.
- (ii) It Can be filled in quickly.
- (iii) The judge gets the chance to ask for minute distruction.
- (iv) In this method, there is the choice of making a Comparative judgement.

28.2.2 Numerical scale

In this method, marks are associated with cartain in dicators. Students get marks on the basis of abilities, for example, there point scale five point scale, seven point scale. If it is a three point scale the is this scale each statement will have three answers. The student ticks (✓) one out of these three answers with which he agrees.

28.2.3 Rank order Scale

It is a statistical technique. In this method, ranks are mentioned is the descending order. Students are ranked by the evaluator according to their ability or porformance. Different teachers who each a student help in this work. Rank steps given by different teachers to each student are to tolled. The average of all the steps is the final rank.

28.2.3 Paired Comparesion Scale

In this method, each person is compared with others in the group. Thereafter the findings are statistically analyzed and the individuals arranged on the scale according to their comparative qualitative standing.

28.2.4 Forced choice Scale

It has been observed that in the descriptive and illustrative. Comparative order determination the evaluator can not watch for his finding with any degrees of certainty. To overcome this shortcoming forced choice scale is used. In this method the evaluator has to select one pair among pairs of two alternative each. This method helps in knowing a person's view with certainty.

28.3 Suggestions for the Construction of Rating Scale

- (i) The first step is fixing the number of graduations for a scale. If the graduations are few, the evaluator does not get the chance to make fine distinctions. But if the number of graduations is increased than probably the evaluator will not be able to use all of them. According to symonds, the number of gradations should be seven
- (ii) The statements used should be objectively defined. The evaluator should get the chance to observe the qualities of the individual in different situations.
- (iii) Instructions for the use of rating scales should be clear.
- (iv) The evaluator should be trained and intalligant.

28.4 Advantages of Rating Scale

- (i) This method acquaints the teacher with a student's working.
- (ii) By Compiling a student's progress report, it helps parents to know about there child's abilities further on its bases, a student's rank in the class can be mentioned.
- (iii) On the bases of the conclusions drawn by this method, a student become aware of his shortcoming and is inspired to over come from them.
- (iv) Conclusions based on this method help administration in taking appropriate decisions in matter of appointments transfers, promotions etc.
- (v) This method helps selecting children for admission.



Task

What is graphic scale ? Give the principal of graphic scale

28.5 Disadvantages of Rating Scale

There are certain drawbacks of rating scale. They are as follows.

- (1) **The error of leniency** : If the evaluator is acquainted with the individuals being evaluated there can be leniency in judgement.
- (2) **Halo effect** : According to this effect , once a person gets influenced by someone the that impression persists.
- (3) **Logical Error** : When an evaluator finds similarity between the performance of two young stars, he gives the same grading. This type of evaluation can not be impartial.
- (4) **Difference between the Quality of judgment of two Different evaluators** : It is natural that there would be difference between the evaluations done by two different evaluators. Because they being two different individuals their evaluation capabilities are bound to be different from each other.
- (5) These ratings are subjective, hence are not fully reliable.

Notes

Self Assesment

1. Fill in the blanks :

- (i) _____ is a selected list of words, phrases, sentences or paragraphs following which an observer records a value.
- (ii) _____ is used overcome the shortcoming of evaluator to not watch his findings with any degree of certainty.
- (iii) The first step is fixing the _____ for a scale is rating scale.
- (iv) _____ marks are associated with certain indicators.
- (v) Students are ranked by the evaluator according to their ability or performance in a _____ .

28.6 Summary

- Rating scale has been devised to measure the presonality of an individual. It is also helpless of procuring objectives information through classification. In this field of education, a teacher can improve his teaching through classification. He can affect modifications in the syllabus according to the requirevat of the students and also bring about necessary administrative improvements at the school level.
- Opinions are usually expressed on a scale of values. Rating techniques are devices by which such judgements may be qualified.
- Rating scales are of different types. The main ones as follows
- This method is widely used. A straight line is drawn and divided into many parts. In each part, a number of adjectives are written. The evaluator has to mark any one of these.
- Miliford has evolved the following principles for making a graphic scale mentioned as fellows:
 - (i) Length of the line should be about 5 inches.
 - (ii) The line should be not be cut into pieces.
 - (iii) Three to five adjectives should be used : Two superior one natural and two inferior.
 - (iv) Average or nautral words should be in the middle
 - (v) Divisions on the line should be equidistant
- In this method, marks are associated with cartain in dicators. Students get marks on the basis of abilities, for example, there point scale five point scale, seven point scale.
- It is a statistical technique. In this method, ranks are mentioned is the descending order.
- In this method, each person is compared with others in the group. Thereafter the findings are statistically analyzed and the individuals arranged on the scale according to their comparative
- It has been observed that in the descriptive and illustrative. Comparative order determination the evaluator can not watch for his finding with any degrees of certainty.
- The first step is fixing the number of graduations for a scale. If the graduations are few, the evaluator does not get the chance to make fine distinctions. But it the number of gradations is increased than probably the evaluator will not be able to use all of them.
- Instructions for the use of rating scales should be clear.
- The evaluator should be trained and intalligant.
- This method acquaints the teacher with a student's working.
- By Compiling a student's progress report, it helps parents to know about there childs abilities further on its bases, a students rank is the class can be menthoned.

- On the bases of the conclusions drawn by this method, a student become aware of his shortcoming and is inspired to over come from them.
- There are certain drawbacks of rating scale. They are as follows.
 - (i) The error of leniency : If the evaluator is acquainted with the individuals being evaluated there can be leniency in judgement.
 - (ii) Halo effect : According to this effect , once a person gets influenced by someone the that impression persists.
 - (iii) Logical Error : When an evaluator finds similarity between the performance of two young stars, he gives the same grading. This type of evaluation can not be impartial.
 - (iv) Different between the Quality of judgment of two Different evaluators : It is natural
 - (v) These ratings are subjective, hence are not fully reliable.

28.7 Keywords

Rating : A measurement of how good, popular important etc.

Measure : To judge the importance, value or effect of something.

Construction : The way in which words, actions, statements etc. are understood by somebody.

28.8 Review Questions

1. Explain the rating scale.
2. What are the types of rating scale briefly describe and each of them.
3. What are the advantages and disadvantages of rating scale
4. How should a rating scale construct ?

Answers : Self Assessment

1. (i) Rating scale (ii) forced choice scale
 (iii) number of gradations (iv) Numericals scale
 (v) Rank order scale

28.9 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 29: Observation

CONTENTS

Objectives
Introduction
29.1 Meaning of Observation
29.2 Characteristics of Observation
29.3 Types of Observation
29.4 Steps of Observation
29.5 Advantages of Observation Method
29.6 Disadvantages of Observation Method
29.7 Summary
29.8 Keywords
29.9 Review Questions
29.10 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of observation
- Discuss the characteristics of observation
- Explain the types of observation
- Describe the advantages and disadvantages of observation method.

Introduction

The observation is the most commonly used method specially in studies relating to Psychology. In a way we all observe thing around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. It is also a process of recording the behavior patterns of people, objects, and occurrences without questioning or communicating with them.

29.1 Meaning of Observation

Observation means viewing or seeing. We go on observing some thing or other while we are awake. Most of such observations are just casual and have no specific purpose. But observation as a method of data collection is different from such casual viewing. **Langley, P** defines OBSERVATION involves looking and listening very carefully. We all watch other people sometimes, but we don't usually watch them in order to discover particular information about their behavior. This is what observation in social science involves. **Gorman and Clayton** define observation studies as those that "involve the systematic recording of observable phenomena or behaviour in a natural setting" Observation allows the researcher to study people in their 'natural setting' without their behaviour being influenced by the presence of a researcher. Observational data usually consists of detailed information about particular groups or situations. This kind of data can 'fill out' and provide a deeper, richer,

understanding than survey work which tends to produce less detailed information about a larger number of people. Some methods only allow for the study of one individual at a time.



Did u know? Observation enables the research to study groups of people together, that is, it allow for the study of interaction between the members of a group.

29.2 Characteristics of Observation

Observation as a method of data collection has certain characteristics.

1. It is both a **physical and a mental activity**. The observation eye 'catches' many things which are sighted, but attention is focussed on data that are pertinent to the given study.
2. Observation is **selective**. A researcher does not observe anything and everything, but select the range of things to be observed on the basis of the nature, scope and objectives of his study.
3. Observation is **purposive and not casual**. It is made for the specific purpose of nothing things relevant to the study.
4. It captures the natural social context in which persons' behaviour occurs.

29.3 Types of Observation

- Participant Observation
- Non-participant Observation
- Direct Observation
- Indirect Observation
- Controlled Observation
- Uncontrolled Observation

29.3.1 Participant Observation

- In this observation, the observer is a part of the phenomenon or group which observed and he acts as both an observer and a participant.
- Example, a study of tribal customs by an anthropologist by taking part in tribal activities like folk dance. The person who are observed should not be aware of the researcher's purpose. Then only their behaviour will be 'natural.'

29.3.2 Non - Participant Observation

- In this method, the observer stands apart and does not participate in the phenomenon observed. Naturally, there is no emotional involvement on the part of the observer. This method calls for skill in recording observations in an unnoticed manner.
- **Example** : use of recording devices to examine the details or how people talk and behave together.

29.3.3 Direct Observation

This means observation of an event personally by the observer when it takes place. This method is flexible and allows the observer to see and record subtle aspects of events and behaviour as they occur. He is also free to shift places, change the focus of the observation.

Example : Observer is physically present to monitor

Notes

29.3.4 Indirect Observation

This does not involve the physical presence of the observer, and the recording is done by mechanical, photographic or electronic devices.

Example : Recording customer and employee movements by a special motion picture camera mounted in a department of large store.

29.3.5 Controlled Observation

Controlled observation is carried out either in the laboratory or in the field. It is typified by clear and explicit decisions on what, how, and when to observe. It is primarily used for inferring causality, and testing casual hypothesis.

29.3.6 Uncontrolled Observation

This does not involve over extrinsic and intrinsic variables. It is primarily used for descriptive research. Participant observation is a typical uncontrolled one.

29.3.7 Planning Observation

The use of observation method require proper planning.

- The researcher should carefully examine the relevance of observation method to the data need of selected study.
- He must identify the specific investigative questions which call for use of observation method. These determine the data to be collected.
- He must decide the observation content, viz., specific conditions, events and activities that have to be observed for the required data.
- For each variable chosen, the operational definition should be specified.
- The observation setting, the subjects to be observed, the timing and mode of observation, recording procedure, recording instruments to be used, and other details of the task should be determined.
- Observation should be selected and trained. The persons to the selected must have sufficient concentration powers, strong memory power and unobtrusive nature. Selected persons should be imparted both theoretical and practical training.



What is direct observatiion

Self Assessment

1. Fill in the blanks :
 - (i) _____ is carried out either in the laboratory or in a field.
 - (ii) _____ observation is a typical uncontrolled observation.
 - (iii) _____ is flexible and allows the observer to see and record subtle aspects of events and behaviour

29.4 Steps of Observation

- (a) **Selection of various Aspects of behaviour for observation** : The biggest problem is observation method is deciding upon the aspects of behaviour that should be observed. While observing activities of an individual in a particular situation some activities may get left out for the purpose of observation some selected aspects of an individual's behaviour should be pre-determined so that observer concentrates on these aspects only.
- (b) **Making clear the meaning of selected behaviour** : The meaning of determined behaviour should be made clear so that if two different observers are watching an individual's behaviour there is consistency and reliability in their conclusions.
- (c) **Training of observers** : It is important to train observers. If observers are not trained the marks awarded by them shall not reflect the real position. To minimize the margin of error in their conclusions they are made to undergo practice.
- (d) **Quantifying Observation** : It is necessary to substantiate the observed behaviour. The substantiation is in terms of numbers. Keeping Count of number of times a student repeats the same behaviour is substantiating the observation.
- (e) **Report writing or Data Recording** : It is necessary to immediately record an observed fact. It is ideal to use code words for different types of behaviour. Apart from this, tape recording on CD or floppy and photography are appropriate recording techniques.

Principles to be followed in observation

- (i) **Observe the whole situation** : While observing, the teacher should not only limit his attention to the behaviour of the student but should also limit the conditions under which is working.
- (ii) **Observe Students in their routine activities** : Students should be observed through their daily activities, for instance, how does a student behave while studying in the classroom, in the playfield or while moving from classroom to the other classrooms.
- (iii) **Observation over a long period** : Students behaviour should be observed over a long period. This helps the observer to arrive at any definite conclusion.

29.5 Advantages of Observation Method

- They permit measurement of actual behavior rather than reports of intended or preferred behavior.
- There is no reporting bias, and potential bias caused by the interviewer and the interviewing process is eliminated or reduced.
- Certain types of data can be collected only by observation.
- If the observed phenomenon occurs frequently or is of short duration, observational methods may be cheaper and faster than survey methods.

29.6 Disadvantages of Observation Method

- The reasons for the observed behavior may not be determined since little is known about the underlying motives, beliefs, attitudes, and preferences.
- Selective perception (bias in the researcher's perception) can bias the data.
- In some cases, the use of observational methods may be unethical, as in observing people without their knowledge or consent.

Self Assessment

2. State whether the following statements are 'true' or 'false'

- (i) Observation is looking and listening very carefully.

- Notes**
- (ii) Observational data usually does not consist detailed information about particular groups or situations.
 - (iii) Direct observation is flexible and allows the observer to see and record the aspects of events and behaviour.
 - (iv) Indirect observation involves the physical presence of the observer.

29.7 Summary

- Observation means viewing or seeing. We go on observing some thing or other while we are awake.
- Observation allows the researcher to study people in their 'natural setting' without their behaviour being influenced by the presence of a researcher.
- Observational data usually consists of detailed information about particular groups or situations.
- Observation as a method of data collection has certain characteristics.
 - (i) It is both a physical and a mental activity. The observation eye 'catches' many things which are sighted, but attention is focussed on data that are pertinent to the given study.
 - (ii) Observation is selective. A researcher does not observe anything and everything.
 - (iii) Observation is purposive and not casual.
- Types of observation
 - Participant Observation
 - Non-participant Observation
 - Direct Observation
 - Indirect Observation
 - Controlled Observation
 - Uncontrolled Observation
- Selection of various Aspects of behaviour for observation : The biggest problem is observation method is deciding upon the aspects of behaviour that should be observed.
- Making clear the meaning of selected behaviour : The meaning of determined behaviour should be made clear so that if two different observers are watching an individual's behaviour there is consistency and reliability in their conclusions.
- Training of observers : It is important to train observers. If observers are not trained the marks awarded by them shall not reflect the real position.
- Quantifying Observation : It is necessary to substantiate the observed behaviour. The substantiation is in terms of numbers.
- Report writing or Data Recording : It is necessary to immediately record an observed fact.
- Principles to be followed in observation
 - (i) Observe the whole situation : While observing, the teacher should not only limit his attention to the behaviour of the student but should also limit the conditions under which is working.
 - (ii) Observe Students in their routine activities : Students should be observed through their daily activities, for instance, how does a student behave while studying in the classroom, in the playfield or while moving from classroom to the other classrooms.
 - (iii) Observation over a long period : Students behaviour should be observed over a long period. This helps the observer to arrive at any definite conclusion.
- They permit measurement of actual behavior rather than reports of intended or preferred behavior.

- There is no reporting bias, and potential bias caused by the interviewer and the interviewing process is eliminated or reduced.
- Certain types of data can be collected only by observation.
- The reasons for the observed behavior may not be determined since little is known about the underlying motives, beliefs, attitudes, and preferences.
- Selective perception (bias in the researcher's perception) can bias the data.

29.8 Keywords

Observations : The act of watching somebody/something carefully for a period of time.

Participant : A person who is taking part in an activity or event

Controlled : done or arranged in a very careful way

29.9 Review Questions

1. What do you understand by "observation" ?
2. What are the reasons for observe ?
3. Explain the characteristics of observation ?
4. Give the types of observation.
5. What is direct observation ?
6. Explain the steps of observation.
7. What are the observation methods ?

Answers : Self Assessment

1. (i) Controlled observation (ii) Participant
(iii) Direct observation
2. (i) T (ii) F (iii) T (iv) F

29.10 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 30: Interview

CONTENTS

Objective
Introduction
30.1 Meaning of Interview
30.2 Types of Interview
30.3 Purpose of Interview
30.4 Steps or Components of an Interview
30.5 Qualities of a Good Interviewer
30.6 Advantages of Interview
30.7 Limitations of Interview
30.8 Summary
30.9 Keywords
30.10 Review Questions
30.11 Further Readings

Objectives

After reading this unit students will be able to:

- Explain the meaning of interview
- Discuss the types of interview
- Explain the purpose of interview
- Describe steps of an interview
- Explain the advantages and disadvantages of interview

Introduction

Interview is an important and widely prevalent technique of gathering information in the field of guidance and counseling. It is a necessary component of guidance and lies at the heart of any counseling programme. In every sphere, an individual comes across various problems. For understanding these problems and helping the individual in their resolution, interview comes in as a handy tool. It is a subjective technique.

30.1 Meaning of Interview

- (1) The technique of interview is used in different fields. Interview has been described as a conversation with a definite purpose. The interview is in a sense the foundation upon which all other elements rest, for it is the data gathering phase.
- (2) In this technique, the interviewer and the interviewee converse in a friendly atmosphere setting before each other and the necessary information is gathered. Interview is believed to be the pivotal point of counseling. From the study and the analysis of the above definitions of interview the following facts emerge :

- (i) In an interview, two different persons interact facing each other.
 - (ii) Interview is also a means of establishing contact with each other.
 - (iii) The interviewer has a prior knowledge of the objectives of interview.
- (3) The interviewer has a prior knowledge of the objectives interview.
 - (4) During the brief span of interview, apart from gathering information about an individual, the interviewer gets a peep into the interviewee's personality from his demeanour and behaviour which is not the case with other techniques
 - (5) Professional people are needed to conduct an interview, who can spin out desirable information from the candidate by putting relevant questions.

30.2 Types of Interview

Interviews are of many types :

- (1) **Employment Interview** : For a new appointment in any office, suitable candidates have to be selected. The purpose of this interview is to determine the suitability of a candidate for post in question. Job selected questions are asked from the candidate.
- (2) **Informative Interview** : In this type of interview, a candidate achievements and explanations about marks obtained by him in different exams are asked. Providing information to youngsters on various vocations, professional opportunities, educational and training institutes etc. is also described as an informative interview.
- (3) **Counseling Interview** : Interview is supposed to be the main stay of the process of counseling. The objective is to develop in the youngster the ability to solve his problems and realize his potential.
- (4) **Research Interview** : In this preview, questions regarding research are asked from a number of people. Facts are gathered.
- (5) **Diagnostic Interview** : Diagnostic interview is one where questions are asked to a certain the causes for a person's problems. Gathering facts is an important part of diagnosis.
- (6) **Group Interview** : In this type of interview, 10-12 person with similar problems are made to sit in a group. In this interview, everybody's equal participation should be ensured so that each one of them comes to realize that the problem under discussion is not only his but is also common to all those in the group.
- (7) **Fact finding Interview** : In this type of interview, facts are collected by meeting people individually or in group. Teacher and guidance experts also gather facts regarding students by using this technique. It has three main objectives
 - (i) Through the technique, psychologists gather certain facts which they otherwise cannot through other techniques.
 - (ii) To corroborate the available information, fact gathering interviews are held.
 - (iii) The third objective of this type of interview is to observe physical defects. Such defects can not be found through psychological tests. During this interview, the interviewer also observes a person's movements, appearance etc.
- (8) **Clinical or Treatment Interview** : Clinical interview is done after diagnostic interview. Its objective is to treat an individual. In this interview, a person is engaged in conversation in such a way that he gets rid of his worries. By giving vent to his suppressed desires and emotions he unburdens his mind.

Notes

Self Assessment

1. State whether the following statements are 'true' or 'false'
 - (i) Interview is the main aspect of the process of counseling
 - (ii) Diagnostic interview is one where a candidates achievement and explanations about marks obtained by his in different exams are asked.
 - (iii) The purpose of employment interview is to determine the suitability of a candidate post and job related questions are asked from the candidate.

30.3 Purpose of Interview

An Interview has the following objectives :

- (1) The main objective of an interview is to gather different types of information and particulars from the individual.
- (2) Helping an individual to solve his educational vocational social and personal problems, and adjustment.
- (3) Candidates are admitted into various causes through interview.
- (4) Certain physical defects in individuals, that can not be found through psychological tests, can be ascertained through interview.
- (5) Interview helps in removing probable causes of various problems.



Notes

Success of an interview depends on the ability of the interviewer.

30.4 Steps or Components of an Interview

But a good interviewer adopts certain specified steps to conduct a successful and effective interview. These steps are called essential components of an interview. The nature of an interview depends on these steps.

These steps are as follows.

30.4.1 Preparation or Start of an Interview

Before starting an interview it is necessary to make suitable preparation keeping in view its objectives.

The following preparatory steps are necessary for interview.

- (1) During the interview, the first interviewer should establish a friendly rapport with the candidate, element of intimacy in a this rapport helps a candidate in answering questions without hesitation and fear.

For striking a friendly rapport, Davison and Robinson have made the following suggestions.

- (a) **Compassion** : For generating a friendly atmosphere you must show compassion towards the candidate so that he has the confidence that the interviewer is his well wisher.
- (b) **Confidence** : A candidate comes to the interviewer with various hopes. Hence, the interviewer should inspire confidence in him.
- (c) **Approval** : The interviewer either agrees with the candidate or, approves his actions. This approval is give to encourage the candidate to express his feelings unhesitatingly before the interviewer.
- (d) **Humour** : Humour is necessary to create a tension free atmosphere.

- (2) **Personal reference** : To clarify his points, the interview should give instances of his personal experience
- (i) **Asking Questions** : To inspire the candidate the interviewer should also express surprise so that the candidates comes out with maximum information he carries.
 - (ii) **Threat** : Sometimes the interviewer may warn the candidate of the dangers of presenting dubious information
 - (iii) **Surprise** : At the time of interview, the interviewer should also express surprise, so that the candidate gets the feeling that his information is influencing the interviewer by his views. This helps candidates to correct his statement or behaviour.
 - (iv) **Informal Start** : Interview should begin by putting aside the formal working document. It should be spontaneous without referring to the main purpose of the interview.
 - (v) **Permissiveness** : It means that the interviews allows free flow of conversation without passing any judgement on his statements. This helps to ease the candidates tension.
 - (vi) **Equal time for Conversation** : In an interview both the interviewer and the interviewee should get equal time to talk, otherwise the purpose feelness of the interview will be compromised

30.4.2 The Body of the Interview

The middle part of important because it is only here that the desired information is gathered. To make the middle part more useful, attention should be paid to the following suggestions.

- (i) **Use Motivating Questions** : Motivating questions should be asked in the interview by the interviewer so that the candidate feels comfortable in answering them. Questions having monosyllabic answers should not be asked. Otherwise it will be difficult to get relevant information from the candidate.
- (ii) **Proper Use of Silence** : Silence should be understood in its correct perspective. While answering, if a candidate becomes silent it should not be misconstrued as his ignorance.
- (iii) **Limited Information** : The interviewer should not attempt to gather too much information in one sitting due to time foundation.
- (iv) **Understanding Candidates Attitude** : The interview should understand the candidates emotions, his negative and positive reactions and respond clearly by saying 'good, ok', 'yes' etc.
- (v) **Control Over Interview** : The candidate should be free to express his views. If the interviewer does not conduct the interview in a controlled manner he might fail to obtain necessary information 'After the 'initial liberal approach, the interviewer should draw the candidate into discussion on the main subject by putting direct questions.

30.4.3 Closing the Interview

Some times an interviewer, propelled by his own interest, drags on the interview to such a length that the candidate starts feeling bored. Hence, during an interview care must be taken to ensure as to how to end the interview. If a process is brought to an end judiciously it leaves a healthy effect on its results. Interview can end in two ways :

- (i) Round off the interview in a way that the candidate goes back satisfied.
- (ii) Or end the interview in a way that it does not take much time to start the next interview.

If a candidate is to be called again, then at the end of the interview he must be politely informed that the current interview is being ended and that he may come again when convenient for further discussion.

Notes

It is necessary for the interviewer to learn the art of interview. There are following suggestions for a successful interview.

- (i) Objective of the interview should be precisely determined before the interview.
- (ii) Whatever facts are to be gathered during an interview their checklist should be prepared in advance.
- (iii) The interviewer should ensure that the place, time and date of interview are fixed in advance according to mutual convene.
- (iv) There should be no partiality at the time of interview.
- (v) The interviewer should prepare, in advance, a cumulative record card for recording relevant information regarding a candidate.
- (vi) It is essential to follow the principle of secrecy during an interview. Only after a candidate has been assured secrecy that he will come forward with clear and exact facts.

30.5 Qualities of a Good Interviewer

- (i) **Frankness** : For making an interview successful, the interviewer should place all the facts clearly before the candidate. Indirect talk makes.
- (ii) **Humour** : To make the atmosphere tension free, the interviewer must look cheerful and witty.
- (iii) **Limited information** : During the interview, talk should be on pre-determined lines and strictly objective oriented.
- (iv) **No Dominance** : The candidate should be given an equal opportunity to speak the interviewer should not interrupt the candidate while expressing his opinion.



Did u know? **Good listener** : The interviewer should listen to the candidate candidly and with patience.

A successful interviewer, apart from having the above attributes, should be well read, well trained experienced, friendly, intelligent and with the ability to solve problems and take quick decisions.



Task What is diagnostic interview ?

30.6 Advantages of Interview

Process of guidance is also incomplete without interview. It is widely used in individual, social, educational and vocational spheres of guidance.

The method of interview has the following uses

- (i) This method is more focused on problems and attainment of objectives.
- (ii) It is easy to use.
- (iii) It helps in promoting introspection in a candidate.
- (iv) Interview helps in comprehensive understanding of the candidate, studying his instinctive behaviour, emotions and views.
- (v) It can be used on any individual.
- (vi) Interview also helps in obtaining detailed information about the past happening.

30.7 Limitations of Interview

The method has certain limitations which are as follows :

- (a) It is a subjective method
- (b) At times it becomes difficult to elaborate the outcome of interview.
- (c) Qualified specialists are needed to conduct an interview.
- (d) Being susceptible to influence by personal views and considerations, this method suffers from lack of reliability and validity.

Self Assessment

1. Fill in the blanks :

- (i) _____ is an prevalent technique of gathering information in the field of guidance and counseling.
- (ii) _____ is done after diagnostic interview.
- (iii) Success of an interview depends on the ability of the _____.
- (iv) _____ should be asked in the interview by the interviewer so that the candidate feels comfortable in answering them.
- (v) After the initial liberal approach, the interviewer should draw the candidate into _____ by putting direct questions.
- (vi) During the interview, talk should be on _____ lines and strictly _____ .

30.8 Summary

- The technique of interview is used in different fields. Interview has been described as a conversation with a definite purpose. The interview is in a sense the foundation upon which all other elements rest, for it is the data gathering phase.
- Interviews are of many types :
 - (1) Employment Interview : For a new appointment in any office, suitable candidates have to be selected. The purpose of this interview is to determine the suitability of a candidate for post in question.
 - (2) Informative Interview : In this type of interview, a candidate achievements and explanations about marks obtained by him in different exams are asked.
 - (3) Counseling Interview : Interview is supposed to be the main stay of the process of counseling.
 - (4) Research Interview : In this preview, questions regarding research are asked from a number of people. Facts are gathered.
 - (5) Diagnostic Interview : Diagnostic interview is one where questions are asked to a certain the causes for a person's problems.
 - (6) Group Interview : In this type of interview, 10-12 person with similar problems are made to sit in a group.
 - (7) Fact finding Interview : In this type of interview, facts are collected by meeting people individually or in group.
 - (8) Clinical or Treatment Interview : Clinical interview is done after diagnostic interview.
- An Interview has the following objectives :
 - (1) The main objective of an interview is to gather different types of information and particulars from the individual.

Notes

- (2) Helping an individual to solve his educational vocational social and personal problems, and adjustment.
 - (3) Candidates are admitted into various causes through interview.
 - (4) Certain physical defects in individuals, that can not be found through psychological tests, can be ascertained through interview.
 - (5) Interview helps in removing probable causes of various problems.
- The following preparatory steps are necessary for interview.
 - (1) During the interview, the first interviewer should establish a friendly rapport with the candidate, element of intimacy in a this rapport helps a candidate in answering questions without hesitation and fear.

For striking a friendly rapport, Davison and Robinson have made the following suggestions.

 - (a) Compassion
 - (b) Confidence
 - (c) Approval
 - (d) Humour :
 - (2) Personal reference : To clarify his points, the interview should give instances of his personal experience
 - (i) Asking Questions
 - (ii) Threat
 - (iv) Informal Start
 - (v) Permissiveness
 - (vi) Equal time for Conversation
 - Use Motivating Questions
 - Proper Use of Silence
 - Limited Information
 - Understanding Candidates Attitude
 - Control Over Interview
 - Some times an interviewer, propelled by his own interest, drags on the interview to such a length that the candidate starts feeling bored. Hence, during an interview care must be taken to ensure as to how to end the interview.
 - Frankness
 - Humour
 - Limited information
 - No Dominance
 - Process of guidance is also incomplete without interview. It is widely used in individual, social, educational and vocational spheres of guidance.
 - The method of interview has the following uses
 - (i) This method is more focused on problems and attainment of objectives.
 - (ii) It is easy to use.
 - (iii) It helps in promoting introspection in a candidate.

- (iv) Interview helps in comprehensive understanding of the candidate, studying his instinctive behaviour, emotions and views.
- The method has certain limitations which are as follows :
 - (a) It is a subjective method
 - (b) At times it becomes difficult to elaborate the outcome of interview.
 - (c) Qualified specialists are needed to conduct an interview.

30.9 Keywords

- Interview** : A private meeting between people when questions are asked.
- Clinical** : relating to the examination and treatment of patients and their illnesses
- Motivatie** : to make somebody want to do something, especially that involves hard work.
- Humour** : The quality in something that makes it funny or amusing.

30.10 Review Questions

1. Explain the concept of interview.
2. What are the types of interview ? Explain briefly.
3. Explain the procedure of interview.
4. What are the advantages of interview ?
5. Give the limitations of interview.

Answers: Self Assessment :

2. (i) T (ii) F (iii) T
1. (i) interview (ii) Clinical interview
 (iii) interviewer (iv) motivating question
 (v) discussion (vi) objective oriented

30.11 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

Unit 31: Inventories

CONTENTS

Objectives

Introduction

31.1 Meaning of Inventory

31.2 Purpose of Inventory

31.3 Methods of Measuring Interest

31.4 Advantages of Interest Inventories

31.5 Limitations of Interest Inventories

31.6 Estimating Interests

31.7 Summary

31.8 Keywords

31.9 Review Questions

31.10 Further Reading

Objectives

After reading this unit students will be able to:

- Explain the meaning of inventory
- Discuss the purpose of inventory
- Explain the methods of measuring interest
- Describe the advantages and limitations of interest inventories
- Discuss the estimating interests

Introduction

In order to help students make vocational and educational choices, the counselor needs to know his/her interest for activities. The study of interest would help you as counselor to better understand the students in terms of his/her likes and dislikes. In this section, you will learn about the concept of interest inventory in this unit.

31.1 Meaning of Inventory

Some students show more inclination in maths, while others in computers, some in literary activities, in paintings, etc. Interest is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes, or our attractions and aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities, etc., and consequently derives satisfaction, success and happiness out of the activities selected. It is called Interest Inventory. Some times it is called interest inventories.

Interests are related to general ability, special aptitudes and values in various ways. Linguistic and scientific interests are positively correlated with intelligence, technical interests are related to mechanical aptitude and business interests are related to the tendency to stress material as opposed to theoretical, social or aesthetic values and so on.

31.2 Purpose of Inventory

Interest testing is done to achieve some purpose i.e.

- (i) To provide teachers and counselors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
- (ii) To help the testes to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
- (iii) To enable teachers, counselors and parents to know the kinds and intensity of the teste's interests and assist him to prepare his educational and vocational plans consistent with their interests.
- (iv) To help channelise the energies of the youth in different directions.
- (v) To help in the selection of the right person for the right work, and thus save frustration.

31.3 Methods of Measuring Interest

We can measure the interests of individuals by the following methods :

- (1) **Observation** : We may observe manifest interests. What an individual actually does is a good indication of what his interests are.
- (2) **Claims of the Counselor** : We can know the interests by knowing the expresses interests of the individual, in a subject, activity, object or vocation. Verbal claim can be an Integrator of his interests.
- (3) **Use of Instruments** : We may assess interests using an instrument like Michigan Vocabulary. Test on the grounds that if individual is really interested in something, he will know the vocabulary involved in that area.
- (4) **Use of Inventories** : We may determine the pattern of an individual's interest from his responses to lists of occupations and activities.

The later are too often influenced by his limited and faulty knowledge of occupations. This technique is by far the most common means of assessing interests and is commonly used.

31.4 Advantages of Interest Inventories

Interest inventories are useful in many ways :

- (1) They are well-adapted to vocational counseling. The student expects his interests to be considered. The interpretation, when given, carries considerable force because the student can see that he is looking at himself in a mirror, that he is only receiving an analysis of what he himself has said.
- (2) They are useful for the counselor too as they are less fraught with emotional significance. The subject can discuss the interest scores with the counsellee freely.
- (3) They are helpful devices for the counsellee too – Students do not mind revealing their interests and are eager to have a report of their scores. A promise to interpret scores is an excellent, non-threatening gambit to entice the student into the counselor's office.
- (4) They are economic devices – They can be given to a group; interpretation of profiles can be carried out in group discussion.
- (5) The provide excellent preliminary information either to further group study of careers or to individual counseling.
- (6) They assist counselor in dealing with many other student problems.



Notes

Interest inventories provide information about the student's preferences which are more stable than the verbally claimed interests.

Notes

Self Assessment

1. State whether the following statements are 'true' or 'false'

- (i) Interest is a behaviour orientation towards certain objects, activities or experiences.
- (ii) Linguistics and Scientific interest are positively correlated with intelligence, technical interest are related to mechanical aptitude.
- (iii) Interest inventory is not an economic devices.
- (iv) Inventory does not help in channelise the energies of the youth in different directions.

31.5 Limitations of Interest Inventories

There are certain limitations to be found in interest inventories.

- (i) Many students fail to show through their responses to interest inventories strong likes and dislikes or clearly defined preferences.
- (ii) The inventories can have validity only with persons whose likes have been long and varied enough to have provided them with experiences of the kind which will enable them to choose between alternatives presented by each item in the inventories. These inventories are, thus, more useful with mature than immature students.
- (iii) Vocational choice or success cannot be predicted on the basis of even clearly-defined patterns shown by the inventories alone. Ability, training and opportunity for training all need to be considered. Interest test results cannot be over emphasised.

31.6 Estimating Interests

One way of assessing the interests is to ask the individuals what they like to do. The other way is to analyse the activities that a person performs. The third method of assessing interests is by the use of interest tests and inventories. There are many instruments now in use and majority of them deal with occupational interest



Did u know? Interest can be classified in different ways, Supper (1990) classified interest as (i) expressed (ii) manifest or observed and (iii) measure or tested.

31.6.1 Kuder Interest Inventories

There are various forms, versions and editions of the Kuder interest Inventories. They help in the measurement of interests from different angles and are designed for different purposes. The items in the Kuder inventories are of the forced choice triad type. For each of three activities listed, the respondent indicates which he would like the most and which he would like the least.

The following forms of Kuder Interest Inventories are quite common :

- (i) **The Kuder Vocational Preference Record** : It provides 10 interest scales plus a verification scale for detecting carelessness, misunderstanding and the choice of socially-desirable but unlikely answers. The interest scales include : Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service and Clerical. Forced-choice triad items are used. The respondents indicate which of the three activities they would like most and which least. The scores are obtained not for specific vocations but for 10 broad interest areas.
- (ii) **Kuder General Interest Survey (KGIS)** : It has been developed as a revision and downward extension of the Kuder Vocational Preference Record. It is designed for grades 6 to 12. It employs simpler language and easier vocabulary. It is a revision of the Strong Vocational Interest Blank (SVIB).
- (iii) **Kuder Occupational Interest Inventory (KOII)** : The occupations covered by this inventory vary widely in level, ranging from baker and truck driver to chemist and lawyer.

31.6.2 Strong Vocational Interest Blanks (SVIB)

It is based on the assumption that a person who has the interest patterns typical of successful people in a given occupation will enjoy and find satisfaction in that occupation.



Task How many interest scales in Kuder Vocational preference record. None them.

Self Assessment

1. Fill in the blanks :

- (i) _____ is a behaviour orientation towards certain objects, activities or experiences.
- (ii) Psychologists use _____ on grounds to assess interest in a particular field.
- (iii) The _____ provides 10 interest scales plus a verification scale for detecting carelessness, misunderstanding and the choice of socially desirable.
- (iv) _____ is bases on the assumption that a person who has the interest patterns typical of successful people in a given occupation.
- (v) _____ is designed for grades 6 to 12.

31.7 Summary

- Interests are related to general ability, special aptitudes and values in various ways. Linguistic and scientific interests are positively correlated with intelligence, technical interests are related to mechanical aptitude and business interests are related to the tendency to stress material as opposed to theoretical, social or aesthetic values and so on.
- Interest testing is done to achieve some purpose i.e.
 - (i) To provide teachers and counselors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
 - (ii) To help the testes to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
 - (iii) To enable teachers, counselors and parents to know the kinds and intensity of the teste's interests and assist him to prepare his educational and vocational plans consistent with their interests.
- We can measure the interests of individuals by the following methods :
 - (i) Observation
 - (ii) Claims of the Counselor
 - (iii) Use of Instruments
 - (iv) Use of Inventories
- Interest inventories are useful in many ways :
 - (i) They are well-adapted to vocational counseling. The student expects his interests to be considered. The interpretation, when given, carries considerable force because the student can see that he is looking at himself in a mirror
 - (ii) They are useful for the counselor too as they are less fraught with emotional significance.
- There are certain limitations to be found in interest inventories.
 - (i) Many students fail to show through their responses to interest inventories strong likes and dislikes or clearly defined preferences.
 - (iii) Vocational choice or success cannot be predicted on the basis of even clearly-defined patterns shown by the inventories alone.

Notes

- One way of assessing the interests is to ask the individuals what they like to do. The other way is to analyse the activities that a person performs. The third method of assessing interests is by the use of interest tests and inventories.
- There are various forms, versions and editions of the Kuder interest Inventories. They help in the measurement of interests from different angles and are designed for different purposes. The items in the Kuder inventories are of the forced choice triad type.
- The following forms of Kuder Interest Inventories are quite common :
 - (i) The Kuder Vocational Preference Record : It provides 10 interest scales plus a verification scale for detecting carelessness, misunderstanding and the choice of socially-desirable but unlikely answers. The interest scales include : Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service and Clerical. Forced-choice triad items are used.
 - (ii) Kuder General Interest Survey (KGIS) : It has been developed as a revision and downward extension of the Kuder Vocational Preference Record.
 - (iii) Kuder Occupational Interest Inventory (KOII) : The occupations covered by this inventory vary widely in level, ranging from baker and truck driver to chemist and lawyer.

31.8 Keywords

Consultation : The act of discussing something with somebody or with a group of people before making

Interest : An activity or a subject that you enjoy and that you spend your free time.

Estimation : a judgement or opinion about the value or quality of somebody/something.

31.9 Review Questions

1. What is inventory ? Give its purpose.
2. What are methods of measuring interest ?
3. Give the advantages and limitations of interest inventory.
4. Explain Strong vocational interest blanks.
5. What Kuder interest inventories ?

Answers : Self Assessment

1. (i) T (ii) T (iii) F (iv) T
2. (i) Interest inventory (ii) Michigan Vocabulary
(iii) Kuder vocational preference record (iv) Strong vocational interest blanks
(v) Kuder General interest survey

31.10 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counseling: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence Erlbaum Associates.

Unit 32 : Problems of Guidance and Counseling in India and their Solutions

Notes

CONTENTS

Objectives

Introduction

32.1 Family Consultation

32.2 Counseling the Delinquent

32.3 Counseling Reluctant Clients

32.4 Marriage Counseling

32.5 Premarital Counseling

32.6 Counseling Women

32.7 Counseling Weaker Sections

32.8 Counseling Drug Addicts

32.9 Problems in the Indian Educational Context

32.10 Summary

32.11 Keywords

32.12 Review Questions

32.13 Further Readings

Objectives :

After reading this unit students will be able to:

- Explain family Consultation
- Discuss Delinquent Counseling
- Explain the Counseling of reluctant clients
- Know marriage and premarital counseling
- Describe the women weaker sections and drug addicts
- Discuss the problems in the Indian Educational Context.

Introduction

Problems of guidance and counseling in India and their solutions. India is Country of children, adolescents, and young adults it is not only young population that we are addressing to but also future generation's meet. There are problems in socio-cultural context like, domestic violence, child delinquency, old age problems and many others. With an increase in social strife tensions and unrest, the problems have been increasing day by day. Counseling and guidance are very important to solve these kinds of problems in systematical manner. We will discuss about the problems and their solutions with the help of counseling.

32.1 Family Consultation

The home and the family comprise the most important and informal agencies of education. The family serves as the primary model for personality development. The family is considered by several authorities as an extension of the individual personality. Therefore, it is rightly held that “family systems of behaviour become individual systems of personality”.

Family group consultation is a method of counseling that begins with an analysis of the self-defining processes in each one of the four families in the group. This method was introduced by Counseling Centre, for Adults and the Medical School, Psychiatric Division of the Oregon State System of Higher Education in the 1960s. The method was evolved to meet the several referrals, made by school guidance counselors to the Centre, which showed no medical or psychiatric pathology but were described as behaviour problems. The counselors first invite the concerned family of the client for an initial interview. In this initial session the counselors meet as many members of the family as are available and enter into a sort of ‘contract’ which leads to the other stages. The other families are also chosen and met in this manner by the counselors. Usually no more than four families are grouped. Proper care is taken in the choice and grouping of the families as well as orienting each one of the families such that they are able to co-operate with the other family groups. The usual length of a regular session is one and a half hours, split into two parts. The first part is spent with all the members – adult and young – of all the families. As there could be as many as a score of them in the room at each session, there is need for more than two counselors to be present to work with the families. If there are sharp differences in age, experience, etc., between the members, two or more sub-groups are formed. But as soon as rapport is established and warmth of relation is experienced, the group is kept together as a whole for the entire session. The initial division is, therefore, for practical reasons and serves as a ground work to reach an appropriate stage of rapport when all the members are brought together. The session is terminated precisely on time to reduce any anxiety that might be evident among the members.

Each family is seen by itself initially; then it is combined with others from the second session onwards. There is nothing sacrosanct about the number of families to be combined. Two or three families may be an ideal group. But it can be increased to four families if the need arises. Even single family groups can be consulted. But the family peer-group effect will not be available in this case.

In actual practice the whole of the family will not be available to the counselor. Initially he has to work with the members he has been able to establish contact with. Each of the families may be sensitive about certain issues. The counselor would do well to leave these sensitive issues alone. The families are helped to discuss life events and through this learn in subtle ways and gain several insights. It is the job of the counselors to actively promote this intercourse. There is likely to be initial resistance and the families should be allowed to overcome the resistance and learn to narrate their stories naturally. Usually the family group consultation method needs as many as 8 to 12 sessions.

32.1.1 Counseling Families

Family counseling is concerned with the family system and changes that can be made in that system. In a sense, the client is the family. If the interaction of the family with one of its individual members leads to stress it is a symptom of a sick system. The symptom, if allowed to persist, may not only cause much misery to the individual but also to the rest of the members in the family. Therefore, the practical consequences are great. Different types of family counseling are in vogue. First there is the conjoint family counseling in which the counselor meets the family and understands the patterns of interaction within the family. The focus is on the family discord or problem. In this approach no member of the family is dealt with individually. In the multiple impact counseling, several counselors work with individual members of the family intensively over a period of three to four days. In this approach also the focus is on the family system. The network counseling approach starts in a concentric way, working with the unit (nuclear) family and proceeding towards the neighbours,

friends, relatives and others. The objective of this approach is 'retribalization', that is, creating a social network for the individual member or family in distress. Yet another approach is multiple family counseling in which a number of families are brought together and are enabled to be counselled simultaneously. This approach provides for different families, opportunities for observation, imitation and identification with other families. This results in social facilitation and reduction of social inhibition.

In clinical work with individual patients it became increasingly obvious that there was more to the problem than what the patient was apparently reporting. The fact that the relationship between the patient and his family is of importance was recognized a long time ago. It was seen that communication between the individual and the rest of the members in a family was in most cases muffled and barriers seemed to be erected. In the early days of counseling the idea of family therapy was suggested by the structuralist approach. This leads to questions like, "What is the purpose of the family?", "How does it function?", "What roles are assigned to its members?", "What are the goals of a family?", "Are the goals of the individual at variance or in conflict with those of the family?". This points to the goal of family counseling : "What should be the outcome of family counseling?", "Should the relationship(s) between the children be examined?" Family counseling aims at some kind of change. What should the extent of change be? The techniques to be used are only matters of detail. The goal of family counseling is not merely to remove some symptoms but to create a new way of living. This involves helping people to express emotion. Within the family set-up individuals are either too rigid or too fluid. Either of these is not desirable, for the former type of individuals are blind to the new learning and the latter contribute to the destruction of family life. The goal of healthy family relations is to strike a balance between the two extremes, namely, continuity of the old and openness to the new experience. The family change is facilitated by the counselor by shifting the balance within the family and by advising the members on how to relate to one another in new ways and if necessary to examine its value system and provide for appropriate changes in it.

The family is a complex entity comprising interlocking systems and sub-systems. Fundamentally, the family is an affectual interaction system. The affectual system within the family could be seen as interlocking triangles. So an affective method of changing the family system involves 'detriangulation'. This is done by helping the persons to respond to the system and not just react. The family changes when the interlocking triangles change. The counselor's intervention is most necessary in this process. The counselor helps the members, for example, the marital partners, to define and clarify their roles and their relationship, to get detriangled from the family emotional system, to learn other ways of functioning emotional systems by communication of feelings. The counselor can separate out their fantasies, feelings and their thinking systems, thus enabling the persons to know themselves better and also view others more objectively, leading to a better or higher level of maturity.

A person starts life as an undifferentiated part of the family. In course of time he learns to establish his own identity and at an appropriate time separates himself from his family. This involves forming new emotional attachments and the detriangulation of other emotional relations.

An ecological perspective is emerging in family counseling. Ecology deals with the relationship between organisms and their environment, the interplay between the two and their interdependence. Here it refers to the interactions in the family system among the members and their relationship to society, their neighbourhood, school and other significant social systems. Ackerman (1956, 58, 66, 70) places enormous emphasis on this approach and holds that one cannot compartmentalize individual, family and other social systems. Surprisingly, not much work is done with cultural factors in family counseling. In the multifamily counseling approach, cultural differences are brought together when five to six families with different backgrounds meet. Family counseling in the years to come must grapple with new models.

Notes

32.1.2 Counseling with Families Concerning Children

The family is the primary group of society. Its characteristic feature is the affective bonds among the members in the family and a concern for each other. Counseling cannot afford to ignore such an important aspect of human life. Family relations are broadly of two types—the parent-child relations and the husband-wife relations. When the members of the family are disunited, tension, distress and misery are the natural outcomes. The family counselor should help find ways and means of reducing, if not eliminating, the strife, mutual distrust and ill-will among the members of the family. Most problems in family relations have been identified to result from misunderstandings which is the layman's term for lack of communication. The parent-child relationship comes under stresses and strains for very simple reasons. Growth is a natural process and a normal phenomenon. Children grow and consequently become progressively less dependent on their parents. Each family has its own ethics and provides to its members a philosophy of life which is communicated through non-verbal and informal means. Many a time parents forget that children cannot be judged from their own standards of morality or decency or culture. Quite often parents try to compensate for their failures by wanting their children to achieve what they could not. They tend to become unrealistic in their demands and this causes frustration on both sides.

Sometimes parents take decisions on behalf of, or for their children. These may not be to the satisfaction of the children themselves and causes tension between the parents and children. There could be fundamental differences in important issues such as values and relatively unimportant ones such as fashions. The generation gap leads to an identity crisis and sometimes to alienation which adversely affects family health. There is yet another area of family relations which concerns sibling relations. Most common conditions are sibling rivalry and jealousy and unfounded antipathy among children in a family. Family counseling is concerned with these and other related problems and aims at the release of tensions and the building up of harmonious relations. The counselor here uses the group counseling techniques as well as individualized counseling techniques to realize his goals. He may have a few sessions with the parents individually and then several with the children. The major effort is towards increasing communication leading to better understanding and appreciation of the individual members of the family. Unfortunately this area has received minimal attention partly because it is very impracticable, especially in a highly industrialized society, to be able to assemble all the members of a family for counseling sessions.

32.1.3 Counseling with Parents

Most problem children are products of problem homes. The disturbing features in a home affect the harmonious development of the children. The incalculable harm which parents do to their children is usually not grasped by most parents. Parent counseling is aimed at helping parents become sensitive to the possible adverse effect of their behaviour on their children. By helping the parents gain a better understanding of themselves and their own personalities much harmony could be effected.

Parent counseling deals with the area of parent-child relationships concerning the dimension of dependence-independence. Most parents are deeply concerned about the well-being of their children and are afraid that if left to themselves the children may harm themselves. Hence they become over-protective which is resented by the children. Another area of parent-child conflict concerns vocational choice. Most parents begin with the presumption that they know what is best for their children. Children have their own ideas and this usually results in a clash of ideas, interests and personalities. Parent counseling thus is one of the important services that can help foster a healthy home atmosphere.

It is becoming increasingly recognized that there should be a close liaison between school and home, parents and teachers. For this purpose parent-teacher associations (PTAs) have been formed. The schools managed by local self-government bodies in India pay scant regard to the need for PTAs. A few missionary schools and private schools have been successfully holding PTA meetings

and reporting encouraging results. It is firmly believed that there is a genuine need for counseling parents.

Parent-teacher meetings are becoming more common in schools. A parent may visit a teacher at the latter's request or a parent may want to know why his/her child has not done well in a particular subject handled by the teacher or ask the teacher for an explanation regarding a punishment to pupil. There are other parents who believe in having informal contacts and hence visit schools. Sometimes parents may feel embarrassed or offended or belittled about being asked by the teacher to go over to the school to discuss their child. Some parents get annoyed because they believe that it is the business of the school to take complete charge of their children and that they have no role to play.

Parents usually are a heterogeneous lot. They have their own perceptions, expectations, prejudices, likes and dislikes about the school or about individual teachers. A teacher's apprehensions of parents are not entirely unfounded. They find that some of the parents are belligerent, fault-finding and unsympathetic. Some parents are uncooperative and disinterested.

Parents understandably are indulgent and so they see their children in a different light. On the other hand, for the teacher, the child of a particular parent is one of the several hundred pupils he may be seeing daily. The parent, as a parent, may not be able to see the problem of his or her child as the teacher sees it (as a problem of a member of his class). If the parent is told of a conduct problem of his child, he may feel hurt, embarrassed and may even become disturbed. The parent may take a defensive attitude or react in a hostile manner. Some parents may feel hurt and become very apologetic. The counselor has to see the pupil's actions without bias and enlist the parent's cooperation for doing something positive for the child. The parent, motivated by his protective instinct, may defend the child's actions. In all such cases, the counselor must behave with great caution and professional experience to win over the confidence and trust of the parent and help him see the shortcomings or the problems of his child in an objective manner. This requires a considerable amount of sympathetic, understanding of the parent. When once the parent's confidence and trust are secured, it becomes easy to enlist his/her cooperation. The assurance of confidentiality and privacy will reassure him/her.

Some parents have difficulty in expressing themselves. A parent may be reluctant to talk. The counselor has to first establish a warm relationship to open up lines of free communication by talking about the positive aspects. The parent's initial resistance can be overcome slowly with patient handling. This brings home the importance of good relationships for the natural release of feelings. By adopting an understanding attitude, the defensive reactions of the parent can be surmounted and by persuading the parent to talk, his inhibitions can be overcome. It is always necessary to remember that the manner in which the parent sees the problem of his child may be very different from the way in which the teacher or counselor sees it. The important objective of a parent-teacher conference is to gain insight into the child's behaviour to get a proper perspective from the point of view of the classroom situation and the home environment. If the parent thinks that he has to take the blame for the failing of his child he may take a hostile attitude towards the school but if the parent is made to feel that he will be helping in the resolution of his child's problems, he will take a different attitude. In the course of the meeting the parent may even be prepared to recognize the problems of his child which he would have otherwise stoutly rejected if presented in a different manner.

Sometimes parents' help is sought to gain some information about the child's personality problems. Such information concerning the pupil may go a long way in resolving his problem and help him in his scholastic work.

In most PTA meetings, group sessions can be organized to use the group approach to resolve problems. In group situations people see their problems in relation to other people's problems and find them similar and, therefore, not unique. Understanding insights can help a great deal in reducing the tensions and anxieties of parents.

32.2 Counseling the Delinquent

Delinquency is a symptom of emotional immaturity leading to socially unacceptable or reprehensible behaviour of the youth. Delinquency is one of the most common problems reported among the post-puberty or early adolescent children. One of the common symptoms of delinquency is truancy. Delinquents commit petty offences like thieving, shoplifting, and so on. Most delinquents are emotionally immature and their behaviour is a compensatory reaction. Sometimes it becomes an act of gangsterism. The emotional upheaval and brittleness resulting from rapid physical growth and accelerated endocrinal functioning result in extra energy seeking expression in suitable outlets. There is also a greater need for recognition. Horror, crime and other movies as well as story books provide the adolescent with a convenient form for day-dreaming and self-identification. Most adolescents limit themselves to day-dreams. But a few also resort to socially unacceptable means of expressing their energies to seek recognition. They fail to adapt and adjust to social norms. Counseling of such people is not easy.

The following case illustrates the need for counseling assistance. Mr. Dever is a 19-year old first year degree student. He is well-built and of robust health. He hails from a medium-sized town and belongs to the middle class socio-economic group. He is very much interested in athletics and is popular with his friends. He appears to be very well adjusted. He has a good social life and enjoys it. He is the elder of two brothers. His parents are greatly concerned about his future. Dever feels that somehow he is not given sufficient freedom at home and believes that he is treated as a child by his mother. His marks are below average and he does not appear to be worried about doing any better. He believes that somehow the good points in him are not getting due recognition. Therefore, he feels there is no need to work any harder. Under the grab of his hard-working, cautious and ambitious nature there is a strong undercurrent of nervousness, self-consciousness, discouragement, unhappiness and anxiety. He takes a very aggressive posture to impress his personality upon his peers. He is known to indulge in petty offences and has been apprehended and left off with warning but he persists in his behaviour and there is no sign of relenting.

32.3 Counseling Reluctant Clients

Counseling, we have observed earlier, is help voluntarily sought by the client. But this is not always the case. Occasionally counselors have to work with clients who are reluctant to discuss matters with the counselor. Such clients can be identified in different situations like the school, home and work situations. Reluctant clients are usually those who are the referral cases. They may show open defiance or express their reluctance in more passive ways. They do not take any responsibility and exhibit an unwillingness to communicate. The counselors find that they exhibit non-facilitative emotions.

Counselors also sometimes become highly anxious and feel inadequate when dealing with non-communicative clients. Some counselors may become angry with clients owing to a feeling of frustration or a sense of loss of status and prestige. In most situations the counselor should learn to deal with himself non-defensively to be able to successfully cope with reluctant clients. Let us take, for example, the case of a tenth grade pupil. His academic achievement was in the range of superior to very superior. Suddenly something went amiss and he started scoring lower grades. He also became a regular defaulter in submitting home assignments. This exhibition of a kind of indifference to class work persisted for some time and was noticed by his teacher who was surprised and shocked that such a bright pupil should progressively deteriorate in this way. The pupil was referred to the counselor. The counselor assured the student that there was no question of punishing him for anything. All that was planned was to have a free and friendly chat with him. When the pupil felt sufficiently at ease, the counselor opened the records and slowly read the pupil's grades, term after term, making sure to impress on him how fast his grades had declined. The pupil appeared to agree with the situation but believed that gradually the marks would improve. The counselor asked the

pupil to explain how he was going to do this. This helped the pupil to open up to the counselor. There was some problem at home that bothered him very much but he was unable to do anything about it except feel unhappy and miserable. Session after session, the counselor met the pupil and followed upon the situation at home and in the process also helped to make the pupil realize that there was no reason for his academic work to suffer due to the problems at home. Counseling helped the pupil to make a self-examination of his situation and to realize that his indifference was only a reaction to his dissatisfaction with his home life. With such an insight the pupil began working again at the normal level and quickly regained his lost position in class.

Self Assessment

1. Fill in the blanks

- (i) The objective of network Counseling approach is _____, that is creating a social network for the individual member or family in distress.
- (ii) Most problems in family relations have been identified to result from misunderstanding which is _____ for lack of communication
- (iii) _____ is a symptom of emotional immaturity leading to socially unacceptable or reprehensible behaviour of the youth.
- (iv) _____ show open defiance or express their reluctance in more passive ways.

32.4 Marriage Counseling

Marriage counseling is indeed a very wide field and has three important areas, namely, pre-marital counseling, counseling for better marital harmony and counseling to eliminate or forestall a marriage from breaking up.

Owing to the traditional nature of Indian society, marital counseling has not gained importance. Basically marital counseling is not different from individual counseling. In the case of individual counseling the counsellee is the individual client. In marriage counseling the client is not either of the married partners but the marriage relationship itself. Counseling helps in the understanding of this marriage relationship and in putting it in its proper perspective. Marriage counseling is looked upon as a form of crisis intervention. If the precipitating events are understood, something can be done to forestall the crisis itself. The preventive aspect should receive attention first, while intervention can be conveniently dealt with later.

A crisis in marriage relationships could arise from the intrusion of a third party. If this third party has affective relationships, it could cause an emotional turmoil leading to a crisis. Another factor that could pose a threat to a marriage is the change in the family structure. A third source of crisis could be illness in the family. Another source of tension could result from strong likes and dislikes and a difference in beliefs and life styles of the couple which have recently emerged owing to some extraneous factor(s). Other causes may be financial upsets and changes in the work situations. Such precipitating factors could cause much stress and strain in the family.

Marriage is a important event in the life of an individual. It has a number of dimensions and functions. Most religions, with the exception of Islam, consider marriage as a sacrament and not a social contract. Oriental societies like the Japanese, Chinese and Indian societies have a highly conventional and traditional conception of marriage. In these societies it is not merely a matter concerning two individuals but is looked upon as an event involving families and communities at large. Therefore, the question of individual choice of a mate or partner is limited. The consent and approval of the family and acceptance of the new member into the family becomes the desideratum. This conventional idea of marriage as a sacred bond between two individuals or as an indissoluble union, becomes quite difficult to accept with the stresses of rapid industrialization and urbanization. In western societies, perhaps owing to historical reasons, liberal attitudes are current in so far as marriage is concerned. The enactment of civil laws solemnizing marriages have further made them

Notes

quite unconventional. Secular ideas of marriage have propagated the view that marriages are matters of convenience, and if one of the parties chooses to get out of it he/she should have the freedom to do so. The force of this argument has compelled social legislation to be enacted in almost all countries providing for divorce under certain stipulated conditions. The twin issues of marriage and divorce loom large in social and domestic lives.

American society evolved several new conventions and customs, one of which concerns marital counseling. This is the institution of 'dating'. This is a unique experiment which has come to characterize the American social system. Dating is a socially approved and normal practice. The young boys and girls meet several times by themselves to understand each other better before stepping into matrimony. Usually dating is also considered an index of social success and social desirability. Marital counseling has evolved in the US culture as an important service to help secure happy marriages.

In recent times, studies have revealed that marital counseling has come to be a continuous process with its beginnings in the day of courtship, its course progressing through marriage to times of stress prior to the parting of ways. The marriage counselor must be acutely aware of the philosophy and objectives of marriage. People enter into marriage for happiness, companionship and affection. More aspects should also naturally enter into matrimonial alliances. In an open society where the individuals are free to choose their partners in marriage the relationship is one of understanding and regard for each other. People marry out of such considerations as wealth, position, or attraction for the personality, of the partner. This latter aspect is usually termed love. The counselor has a very important role here in helping the parties understand each other such that they are not overwhelmed by fanciful misconceptions. Each must seek the other for what he or she is and emotion should not be permitted to have the better of reason.

The second aspect of matrimony concerns compatibility. Can incompatibilities sustain a marriage for long? The parties to the marriage should have similar attitudes, interests, cultures, likes, value systems and so on. A fundamental aspect of compatibility is age. People of different ages will not have similar interests. Age is also important from the viewpoint of sex gratification. It is a physiological fact that the sex urge is at its peak in early adulthood. As individuals grow older the urge is expected to progressively become less dominant. The marital counselor cannot under-estimate or afford to ignore the role of sex in marriage. Sex is a means for human beings to obtain stimulation and gratification through their senses. No religion, either primitive or modern, no society, aboriginal or civilized and no law, barbarian or progressive, has ever underestimated the importance of sex in marriage. The marriage counselor has to keep this in focus all the time when he is involved in marital counseling.

Most marriages get into difficulties owing to several problems resulting from incompatibility, lack of empathy, communication and other specific problems, involving personality adjustments and other socio-economic conditions like finance, social life and status.

32.5 Premarital Counseling

Premarital counseling concerns the very important stage of choosing a mate. This basically involves the coming together of two individuals who may be known to each other from their childhood or who may be related in one way or another to each other or who may be acquaintances or who may be in close contact in day-to-day life as coworkers, class fellows, etc. All the above relationships suggest by implication that the partners to a marital relation are not absolute strangers. However, in Indian society, most marriages are arranged and partners, more often than not, are strangers to each other. In the Indian situation the social fabric does not permit a period of courtship. This, therefore, requires treatment on a different footing. In most of the western societies, the premarital stage is considered a very vital stage in determining the success or failure of marriage. The institution of dating and other such socially approved ways of meeting each other are aimed at an understanding of each other such that mutual bonds of liking and affection can grow. Several affairs end abruptly

at this stage, while a few others continue for very long but ultimately break down. Premarital counseling seeks to preclude such a situation. The counselor helps the parties to gain a fuller understanding of themselves as this is basic for a happy marriage. Affairs which have nothing besides physical attraction or sex gratification to sustain them cannot last long. The problem of choosing a partner and entering matrimony is assuming great significance in modern industrialized and urbanized societies where every person works to make a living. A career is, as important if not more, in the context of the women's liberation movement. The concept of male domination which is to be countered by the female leads to quite a few problems.

Marriages run into problems due to lack of understanding between partners, leading to strained relations. This situation would seldom result if couples were to have an empathy for each other. It is perhaps the surest means of making the marriage a success. Empathy has to be cultivated and is one of the important factors for the sustained growth of a husband and wife relationship.

Marital problems result in stresses and strains owing to lack of communication or faulty communication. Misinformation breeds misunderstandings and tends to create an information vacuum.

The socio-economic factors that make or mar a happy marriage concern finances, social life, religious and other values.

Finances—Finance could cause enormous inter-personal strains as it is one of the important means of satisfying many needs. Scarce finances could cause serious problems of adjustment.

Social life—With the urban and metropolitan conditions of life, there is much scope for socializing. Individuals have their own clubs and associations. Sometimes excessive socializing could lead to misunderstandings and conflicts.

Religious and other values—Most societies attach great importance to religious values. When one or the partners changes his/her religion the other is free to dissolve the marriage.

Relatives and dependants—Interference by members in the family, such as in laws can jeopardise a happy marriage.

Occupational demands—Working couples may have very little time to be together and may feel aggrieved because of the enforced lack of communication. In seeking out avenues of personal activity they may seriously hinder a successful marriage.

The most important problem centres around sex conflicts. Marriage counselors have to skillfully deal with the underlying psychological problems that seriously hamper a successful marriage. Frigidity on the part of the wife and impotency on the part of the husband are the most common factors which wreck a marriage or make the partner a neurotic. Frigidity and impotency could result from either physiological or psychological factors or from both. The counselor must have a knowledge of the problems that could lead to the dysfunctioning of the sexual life of the couple.

Structuring

Marital counseling, we have seen, is a very delicate process and it has to be 'handled with enormous care with different kinds of clients. There cannot be a fixed or a set approach. The first prerequisite of a counselor is to understand his role as clearly as possible. For example, he should recognize that he is not an arbitrator. He is not supposed to be telling the couple who is right and who is wrong. His role is essentially confined to helping the parties understand themselves and each other. This process of understanding is assisted by helping the members learn more about themselves. Most human beings suffer from myopic understanding of themselves. Sometimes they refuse to recognize their own faults or weaknesses. The client has to be helped to discover for himself his failings by an indirect and least upsetting process. The counselor has to use his skills with the utmost care and perhaps the client-centred approach or the non-directive approach is the most appropriate.

In structuring the situation the counselor is concerned with the mechanics of the situation. Structuring is usually concerned with the timing of the counseling sessions, their duration, a definition or at least an indication of the client's responsibility, etc.

Notes

Marital counseling, like any other counseling, is strictly voluntary. Clients seek assistance on their own and the counselor offers assistance only when it is sought for by the clients.

Another issue in structuring concerns the fees. The scale of fees has to be worked out both by the counselor and the clients. The timing and duration of the counseling sessions also have to be worked out to the mutual convenience of the clients and the counselor. The counselor should make the clients understand the importance of time and should not encourage a *laissez-faire* attitude on the part of the clients.

As counseling is a professional service and has an ethical code, it respects the confidences of the clients. The counselor has to secure the trust of the client and establish a healthy rapport. Clients do not usually volunteer information and the counselor has to skilfully elicit it. Another very fundamental and important aspect of marital counseling concerns referral. For instance, in matters concerning physical aspects of sex, the counselor should make a proper referral to the appropriate specialist and obtain the necessary help. He should not substitute heresay information for specialist knowledge. There could be factors involving health. A referral may have to be made to a physician. Sometimes it may even be necessary to make a referral to a psychiatrist.



Notes

One important fact that the client must learn is that the counselor is not there to give solutions; he only provides them with a sense of orientation which enables them to believe that a solution has to be found on the basis of their own involvement.

32.6 Counseling Women

In the late sixties a populist and vocal women's liberation movement made its appearance. Marriage is no longer the only option for every woman. Some women deliberately opt out of matrimony or choose to bear no children and become careerists. The modern woman is in a world of transition with no specific traditions or conventions to guide her. So in trying to find their feet women are seeking counseling assistance. Counseling of women has become a special area of concern in modern times. It was traditionally believed that men and women differed significantly from each other in their physical capacities. The most crucial question today is whether, owing to such physical differences, the status and role of men and women in society should differ. If so, should women be assigned to inferior positions? While men have a very large number of occupations to choose from, the occupations open to women are very restricted. Somehow literature and story books have presented women as dependent on men, docile and shy, and hardly ever as great intellects, successful scientists, mathematicians, or researchers.

Women today have more avenues open to them than their counterparts had in the first part of the twentieth century. Many significant changes have taken place owing to the two World wars, knowledge explosion, urbanization and industrialization. Modern expectations in advanced societies place severe strains on those women who continue to conform to the out-moded sex-role stereotype.

The male stereotype is regarded more positively Broverman, et al (1972) have reported that women have more negative self-concepts than men. Wolfe (1969) argues that the sex role identity is closely related to the careers chosen by women. Horner (1970) concludes that "when the fear of success interferes with the desire to be successful the result is an inhibition of achievement motivation". Many young women, according to her, have a conflict between their need for achievement and the need to conform to their female image. Such conflicts lead to negative emotional consequences.

Sex stereotypes are traditionally promoted through socialization. The educational system also reinforces the sex stereotypes as an important agency of socialization. A belief based on these stereotypes is that the sexes are unequal and are, therefore, suited for different vocations. Social and economic roles are also determined by the sex stereotypes. Thus women's role was always limited

to domestic work and home-making. A woman is expected to play a subservient role and not take any decision, even in matters concerning the home. All decision-making is a man's prerogative. This belief is supported by sex stereotypes, customs and traditions of most societies all over the world. Besides this, women are believed, mistakenly, to have different temperaments and abilities that prevent them from being independent and able to take decisions. Most such beliefs concerning the sexes are not true. In language, the opposite of man is women. But they are opposite only with regard to gender. Opposite does not mean inferior or lower. While the sexes differ in physical strength and stature, they are not really different with regard to most capacities and capabilities.

The next important area of counseling is that of career guidance. Different women have different concerns. There are women who :

1. have remained single
2. have no children
3. have heavy family responsibilities
4. are middle-aged and who feel no longer needed by their children and husband.

Counseling women is somewhat different from counseling men. In the case of women, the problems are usually more complex and affective. Early counseling assistance provided in all instances would be of great value. Counselors dealing with high-school girls must plan with an eye to the future. The girls should be encouraged to aim high.



Did u know? An interesting study made by Goldberg (1971) reveals that when professional articles were to be evaluated by women, they generally under-valued them when they thought that the authors of those paper were women.

Self Assessment

2. State whether the following statements are 'true' or 'false'

- (i) Premarital counseling basically involves the coming together of two individuals.
- (ii) Finance could cause enormous inter personal strains and serious problems of adjustment.
- (iii) Counseling the weaker sections needs no special attention and care, they already help themselves.
- (iv) Transference is a counselor reaction to the client.

32.7 Counseling Weaker Sections

One of the characteristic features of the Indian society is the diversity of its people. Though India has been the seat of one of the great ancient civilizations, it has, paradoxically for over three centuries, if not more, been an underdeveloped country. This backwardness has brought into relief the differences between various sections of society. After independence, contemporary society has been in the throes of socio-economic and political change. Several divisive forces, the origins of which are vague and unclear, have sprung up. In course of time, the different communal segments grew overly self-conscious and increasingly suspicious of each other. Even after nearly five decades of freedom, communal cleavages not only continue to exist, they are growing wider and deeper. Psychologically speaking, the social phenomenon of pluralism reflects the fact that the social groups exist separately for whatever reason, naturally or voluntarily or out of compulsion. They develop different languages, habits, manners, social attitudes, prejudices, perceptions of themselves and others, values and norms that guide their behaviour. Consequently, they become culturally different. The members of the Indian society are identified as separate and unequal groups and this fact is

Notes

seen throughout the social order. The groups cultivate mutual distrust and misunderstanding of one another, resulting in ill-will among themselves. Notwithstanding all professions of national and social integration, the differences create serious prejudices and rifts among different communities.

The socio-economically weaker sections, or Scheduled Castes comprise several groups that have serious differences among themselves. The only common factor is the socio-economic backwardness forced upon them from generations and reeling under its oppressive tyranny, thus developing serious feelings of inferiority. The differences are reflected in deficiencies of language, values, education, income, housing and general cultural lifestyles. Consequently, the members of these groups have been socially discriminated and, until the late 1930s, were treated as untouchables.

Counseling the weaker sections needs special attention and care. Counseling is a dynamic, purposeful, psychological interaction and its goal is to assist the counsellee(s) adjust more effectively and qualitatively better to environmental demands. In order to be successful, the counselor should be able to relate himself to the client(s) optimally. He must be able to reasonably assess the client's state of adjustment and must know what ought to be done to help the client improve his/her current adjustment. It should be recognized that cultural differences affect the ability of the counselor to relate himself to his client and to discuss the problems he may encounter in making a diagnosis of the socially and economically weak client. The difficulties inherent in arriving at a warm and purposeful relationship are outlined below.

Relationship

Counseling is a dynamic process and the success or otherwise squarely depends on the nature of the relationship. Counseling, *ipso facto* implies rapport. It is a friendly relationship of mutual trust and confidence which underlies the establishment of a bond between the counselor and the counsellee. Rapport enables the counsellee(s) to react spontaneously, warmly and sympathetically. This emotional bridge between the counselor and counsellee(s) is basic to and pervades all therapeutic relations. Rapport should not be misinterpreted as initial small talk designed to put the client(s) at ease. It is a dynamic, emotional bond established at the beginning of the counseling session and should be maintained throughout the counseling period.

The relationship between them should be mutually responsive. Communication, spoken and unspoken, plays a vital role. The counsellee must experience a sense of belonging and feel that the counselor is one of them and not an alien.

The minorities and weaker sections differ in a variety of ways. There is always a suspicion in their minds regarding the dominant cultural groups. Therefore, the counselor should not give rise to feelings that he belongs to a higher social or privileged section. He should not appear over-sympathetic, for there is a danger of his attitude being interpreted as condescension. It is always desirable to pursue the middle-of-the-road approach rather than take extreme positions—either very critical or very sympathetic.

Structuring

The counsellees have, by and large, limited experiences in dealing with professions. They are usually not able to understand the role they need to play. In such contexts the counselor should structure or define the role of the clients (counsellees) and help them understand what is required of them. The counselor should indicate what, how and why he intends what he will do. It is also necessary to communicate to the client what is expected of him and their relationship. Failure to adequately structure the counseling situation could result in misunderstanding simply because the counselor's concern is unclear to the client. In counseling clients from backward sections, the counselor should realize that he is working with persons who, owing to culturally impoverished backgrounds, are unable or unwilling to participate in the counseling exploration. Therefore, techniques such as prolonged silence should be avoided. Until positive rapport has been established, the counselor should pay more than usual attention to structuring the counseling situation.

Resistance

The counsellee's opposition to the goals of counseling is referred to as resistance. It manifests itself in a variety of ways such as self-devaluation, intellectualization and even overt hostility. The counselor may be unfamiliar with the nuances of the cultures of the weaker sections and assess their behaviour as an instance or just another effect of social and economic deprivation. Sometimes resistance is exhibited as not coming on time for the counseling session or being irregular to sessions or even failure to keep the appointment(s). Clients of the weaker sections are often very reluctant to disagree. They often silently acquiesce and appear to accept the counselor superficially. Sometimes they may be uncooperative with the counselor or with someone of higher status.

Transference

An individual's reaction to a person in the present in a manner similar to the way he has reacted to another person in the past is called transference. In other words, transference is the repetition of an old relationship in a new situation which may appear embarrassing to the counselor or other persons. Transference may be conscious or unconscious, positive or negative. It is a form of resistance to the goals of counseling. The socially backward clients expect the counselor to exhibit majority-group attitudes either because of direct experience with such persons or because of socialization which causes them to react to members of majority-groups with suspicion. School counselors who are perceived as outsiders find these pupils hesitant, shy and reluctant to talk freely.

Counter-transference

Transference a counsellee reaction to the counselor in a manner he reacted to some other person in the past. It is transferring of the counsellee's feelings towards another person to the counselor. In counter-transference the reverse is implied. The counselor transfers his feelings to the counsellee. It leads to persistent, inappropriate behaviour towards the counsellee and enormous strain in the counseling relationship owing to preconceived ideas about the weaker sections. A common expression of counter-transference is the counselor's tendency to be excessively sympathetic and indulgent with the clients. The counselor often considers it appropriate to use a different set of criteria (achievement, performance, etc.) for the socially backward. This does no good to the client and may even lead to the pygmalion effect.

Language

Language is part of an individual's culture or sub-culture. Inability to comprehend language results in failure to understand the client. In order to communicate effectively the counselor must be able to understand the verbal and non-verbal language of his counsellees. It is more difficult to understand non-verbal communication. Individuals speak not just with their voices but also with their gestures. Knowledge of a client's language and its nuances are important in counseling, because most counseling techniques demand a good understanding of this in order to be able to establish rapport.

Psychological Barriers

Self-disclosure

This is the willingness to let another person know about what one thinks or feels or wants. It is basic to the counseling process that the relationship should be open as it is crucial to the establishment and maintenance of rapport. Thus it is a prerequisite for achieving the goals of counseling. Reluctance to disclose on the part of the counsellee is a serious problem to contend with.

Self-hatred

Socially and economically weaker individuals sometimes tend not only to despise their groups, but also hate themselves for being members of this group.

Personalism

Another stubborn counseling barrier often experienced is personalism. It suggests that individuals are more interested in their consideration for people than for procedures.

Notes

Listening

Sympathetic listening is the heart of the counseling process. It is often fallaciously considered a passive activity. Owing to inappropriate socialization, many socially disadvantaged individuals are poor in listening skills. Their homes are often filled with din and confusion with everybody talking simultaneously. The young ones soon learn not to listen but to emotions. A blank stare or an empty facial expression often means that the client has not followed what has been said.

Modesty

Modesty, usually considered a desirable quality, is not quite useful in counseling, especially when the counsellee is too modest. A false sense of modesty blocks expression of overt negative feelings. Such blockages are not helpful in counseling.

Diagnosing

In order to achieve the goals of counseling, the counselor must be able to relate to and to communicate with his client. The counselor must be able to determine the client's state of existence. To be able to assess what needs to be done, good diagnosis is necessary. However, with socially weaker clients, accurate diagnosis is not only difficult but also often not possible. In employing standardized diagnostic instruments, the counselor may not always be able to diagnose correctly. There are several problems inherent in the use of standardized instruments with clients from weaker sections. There are, at the outset, several situational problems. In addition, the client's anxiety may affect test performance. Clients are almost always unfamiliar with test situations and this may prove to be a barrier. It may be more helpful to use non-standardized procedures such as observation, anecdotal records, interviews and the like.

Intervention

Determining preventive and corrective measures is quite difficult and applying them to socially disadvantaged clients is not easy.

The most important of all is the counselor's attitude. The counselor should exhibit an attitude of *unconditional self-regard* towards his clients.

32.8 Counseling Drug Addicts

Many psychological aspects of drug addiction represent non-adjustive behaviour that some individuals resort to. Broadly speaking, the reactions of drug addicts fall under the category of character disorders.

In the last three decades, the phenomenon of drug abuse has assumed enormous proportions and has become a very serious threat to order and society's survival. Hence it demands urgent consideration. In the early decades of the twentieth century, alcoholism posed a serious social problem and usually involved adults and older persons. Now drug addiction has taken roots among adolescents and youth. It does not of course mean that it ceases to be an adult problem. Those who pick up this habit become wrecked personalities.

Over the last three decades, there has been a sea change in the socio-economic conditions of the youth. They are becoming highly politicized. Owing to defective economic planning and educational policies, more and more youth are being turned out of colleges and schools with degrees and diplomas that are not worth the paper on which they are printed. More youth are becoming unemployable and are disillusioned because the education they have received was not designed to equip them with skills or competencies for the employment market. Naturally, there is growing frustration. Those in colleges and schools, seeing and knowing the plight of their seniors, are becoming anxious, losing faith in the value of their education. They are also exposed to other tensions and stresses present in the society, owing to socio-economic and political factors. Youth are becoming alienated. They have strong feelings of 'anomie'. Some experience identity crises and develop feelings of

distress. All these factors lead to unrest, stress and strain in the youth. The restless state of mind often makes weak-willed youth gullible and fall into the company of drug users. In course of time, they become victims of drug addiction. The use of drugs becomes a means of escape from feelings of void and helplessness. Those initially attracted to the thrill of drugs soon become addicts and helplessly dependent. They develop a sense of craving, heightened states of anxiety and physical suffering.

The youth is not altogether to be blamed for this state of affairs. In our fast society, no one has the time even to lie down for a couple of days if feeling unwell. One has to keep going. The pharmaceutical companies dish out several kinds of doubtful drugs and advertise their products aggressively and effectively through the mass media. This makes several people resort to drugs. In fact, the present generation may be called the drug-devouring generation. People want instant relief, and therefore, swallow one pill or another. The young, observing the adults resorting to phoney medicines for instant relief, follow suit. This explains how youth are turning to drugs. Most adults find it difficult to get relief from their tensions and anxieties through self-discipline. They find it easier to swallow pills, no matter even if the relief they feel is only brief or temporary. In this brave new world, we are developing an increasing inability to tolerate even small amounts of physical and emotional discomfort. Modern urbanized industrial societies look for painless life at the cost of freedom. Increasing number of youth turn to drugs that provide a sense of thrill by creating feelings of 'upness'.

32.9 Problems in the Indian Educational Context

The twin problems plaguing the Indian educational scene are : (1) stagnation and (2) wastage. Stagnation is concerned with the failure of students in examinations. The Indian educational system has an unparalleled record of over 70% failures at annual examinations. Efforts made to redeem the situation have not yet been successful. The Indian population ranks among the second highest in the world. This factor alone has been nullifying most of the efforts made to solve many of its social problems. Consequently a significant section of the population (around 40%) is living below the poverty line and many school and college-going students are compelled to quit their academic careers to earn a living and add their earnings to the paltry family income. This contributes to educational wastage. Those who graduate face the problem of unemployment and this is in spite of the efforts made by the governments at both the state and central levels.

The problems so far outlined refer to the problems of students in the post-adolescent and pre-adulthood period. A few resort to crime and delinquency and the upper-middle and rich among them may resort to drugs and alcohol. An effective programme of counseling could help clarify feelings and motivate students by increasing their self-awareness and self-understanding. This is best achieved by clarifying goals which serve to bridge motivation and thinking.

Collegiate environments tend to emphasize cognitive pursuits and academic excellence at the cost of other aspects of student life and needs. Most of the college students perhaps live for the first time away from their parents and homes. There is no doubt that for freshmen at college, adjustment poses a host of problems. For one thing, the freshman arrives on the campus during a critical phase of his personality development, namely, adolescence. Adolescence is a deeply internal as well as environmental crisis, for the adolescent has to adjust himself to rapid physiological changes taking place within his body as well as the problems that arise from the environment or situations as a consequence of the bodily changes that have taken place. He is suddenly left to his own devices to adjust himself to the demands of the new situation. He has to pick and choose his friends from the many who join college with him without any outside assistance. He may err and become a member of an undesirable group. The highly academic and often unemotional atmosphere of the institution, the severance from home life and the uncertainties of the hostel or dormitory are some of the situations which could create acute problems of adjustment for the freshman. Some are successful in making new friends and discovering new interests, are adequately motivated and develop a thirst

Notes

for knowledge. They accept their teachers and fellow students with confidence. Others are less fortunate, a few become home sick and emotionally brittle and question the value of the examination system. Others become listless and seek various forms of retreat like day-dreaming, loafing, etc. (Rao 1963, 1967).

To determine the nature and extent of the problems of students in the Sri Venkateswara University area and also to sensitize faculty members to students' needs and problems, a Problem Check List (PCL) was administered to a sample of 2,338 male students enrolled in degree classes during 1964 – 1965 (Rao, 1967). The data obtained point to an unenviable picture of the situation in which the students in India in general, and those of the S.V. University area in particular, were placed. Of all the problems reported, those in the area of finance were most important. The students seem to be put to several hardships owing to the meagre financial resources available to them. The presence of a large percentage of first generation students in educational institutions today, who have had no necessary guidance with regard to proper and efficient methods of study, was highlighted by the findings of the study. This makes it imperative for the institution to assume the (additional) responsibilities of providing guidance and making available the necessary facilities for acquiring desirable study habits and skills. Most teachers and administrators seemed to be under the mistaken impression that the students would "somehow acquire the necessary study skills and practices as a matter of natural development". Unfortunately this does not seem to be true as a very large percentage of students reported difficulties in this area. The students also reported problems in the area of personal adjustment. The provision of necessary assistance may go a long way in easing emotional tensions and anxieties which contribute to the debilitation and dissipation of student energies. The results show that it is fundamentally wrong for the teachers and administrators to delude themselves with the idea that the Indian student is irresponsible and apathetic. The fact that they (students) are conscious of and are concerned about their parents' anxieties and worries is sufficient indication of their seriousness of purpose.

The disruption of orderly student life on campuses in India is not a result of the irresponsibility of students. It is a symptom of a deep-rooted complex of maladjustment, which is enhanced by feelings of personal insecurity, inadequate facilities for work and recreation, growing incertitude about the future, lack of an optimum level of personal efficiency, etc.

If academic standards are to be raised and student unrest minimized, it is imperative that we provide sound values through relevant and stimulating education. Students often acquire unworthy and inappropriate values through associating and being influenced by undesirable groups. If a healthy change in the value system is desired it may be accomplished through situations which provide a desirable feedback. In this regard hostel mates and faculty members can help engender desirable changes in the students' value system. Students could be encouraged to establish a relaxed intellectual relationship with a member of the faculty. Such contacts would help promote intellectual excellence. Counseling would help mitigate the adjustmental problems and check the growing cynicism and psychological inertia in students in India (Rao, 1967).

The child guidance centre, the school psychologist, the counseling centre and other such agencies are increasingly being called upon to shoulder the responsibilities of giving succour to alleviate the avoidable suffering caused by developmental hazards and tensions. No society can afford to ignore the basic need to render help to the youth.



Task

What is 'transference' ?

Self Assessment

3. Multiple Choice Questions

Choose the correct option

- (i) is one of the commonly used drug.
 (a) Sedative (b) antibiotic (c) antidrug (d) pain Killer
- (ii) is not a drug.
 (a) marijuana (b) salt (c) heroine (d) brown sugar
- (iii) The Indian population ranks among the highest in the world.
 (a) first (b) second (c) third (d) fourth

32.10 Summary

- The home and the family comprise the most important and informal agencies of education. The family serves as the primary model for personality development. The family is considered by several authorities as an extension of the individual personality. Therefore, it is rightly held that "family systems of behaviour become individual systems of personality".
- Family group consultation is a method of counseling that begins with an analysis of the self-defining processes in each one of the four families in the group. This method was introduced by Counseling Centre, for Adults and the Medical School, Psychiatric Division of the Oregon State System of Higher Education in the 1960s.
- Family counseling is concerned with the family system and changes that can be made in that system.
- In clinical work with individual patients it became increasingly obvious that there was more to the problem than what the patient was apparently reporting. The fact that the relationship between the patient and his family is of importance was recognized a long time ago. It was seen that communication between the individual and the rest of the members in a family was in most cases muffled and barriers seemed to be erected.
- The family is the primary group of society. Its characteristic feature is the affective bonds among the members in the family and a concern for each other. Counseling cannot afford to ignore such an important aspect of human life. Family relations are broadly of two types—the parent-child relations and the husband-wife relations. When the members of the family are disunited, tension, distress and misery are the natural outcomes.
- Most problem children are products of problem homes. The disturbing features in a home affect the harmonious development of the children. The incalculable harm which parents do to their children is usually not grasped by most parents. Parent counseling is aimed at helping parents become sensitive to the possible adverse effect of their behaviour on their children.
- Parent-teacher meetings are becoming more common in schools. A parent may visit a teacher at the latter's request or a parent may want to know why his/her child has not done well in a particular subject handled by the teacher or ask the teacher for an explanation regarding a punishment to pupil.
- Parents understandably are indulgent and so they see their children in a different light. On the other hand, for the teacher, the child of a particular parent is one of the several hundred pupils he may be seeing daily.
- Some parents have difficulty in expressing themselves. A parent may be reluctant to talk. The counselor has to first establish a warm relationship to open up lines of free communication by talking about the positive aspects.
- In most PTA meetings, group sessions can be organized to use the group approach to resolve problems.

Notes

- Delinquency is a symptom of emotional immaturity leading to socially unacceptable or reprehensible behaviour of the youth. Delinquency is one of the most common problems reported among the post-puberty or early adolescent children. One of the common symptoms of delinquency is truancy. Delinquents commit petty offences like thieving, shoplifting, and so on.
- Counseling, we have observed earlier, is help voluntarily sought by the client. But this is not always the case. Occasionally counselors have to work with clients who are reluctant to discuss matters with the counselor. Such clients can be identified in different situations like the school, home and work situations. Reluctant clients are usually those who are the referral cases.
- Counselors also sometimes become highly anxious and feel inadequate when dealing with non-communicative clients.
- Marriage counseling is indeed a very wide field and has three important areas, namely, pre-marital counseling, counseling for better marital harmony and counseling to eliminate or forestall a marriage from breaking up.
- A crisis in marriage relationships could arise from the intrusion of a third party. If this third party has affective relationships, it could cause an emotional turmoil leading to a crisis. Another factor that could pose a threat to a marriage is the change in the family structure. A third source of crisis could be illness in the family. Another source of tension could result from strong likes and dislikes and a difference in beliefs and life styles of the couple which have recently emerged owing to some extraneous factor(s).
- In recent times, studies have revealed that marital counseling has come to be a continuous process with its beginnings in the day of courtship, its course progressing through marriage to times of stress prior to the parting of ways.
- The second aspect of matrimony concerns compatibility. Can incompatibilities sustain a marriage for long? The parties to the marriage should have similar attitudes, interests, cultures, likes, value systems and so on. A fundamental aspect of compatibility is age. People of different ages will not have similar interests. Age is also important from the viewpoint of sex gratification.
- Premarital counseling concerns the very important stage of choosing a mate. This basically involves the coming together of two individuals who may be known to each other from their childhood or who may be related in one way or another to each other or who may be acquaintances or who may be in close contact in day-to-day life as coworkers, class fellows, etc.
- Marital problems result in stresses and strains owing to lack of communication or faulty communication. Misinformation breeds misunderstandings and tends to create an information vacuum.
- The socio-economic factors that make or mar a happy marriage concern finances, social life, religious and other values.
- Finances – Finance
- Social life
- Relatives and dependants
- Occupational demands
- In structuring the situation the counselor is concerned with the mechanics of the situation. Structuring is usually concerned with the timing of the counseling sessions, their duration, a definition or at least an indication of the client's responsibility, etc.
- Marital counseling, like any other counseling, is strictly voluntary. Clients seek assistance on their own and the counselor offers assistance only when it is sought for by the clients.

- As counseling is a professional service and has an ethical code, it respects the confidences of the clients. The counselor has to secure the trust of the client and establish a healthy rapport.
- In the late sixties a populist and vocal women's liberation movement made its appearance. Marriage is no longer the only option for every woman. Some women deliberately opt out of matrimony or choose to bear no children and become careerists. The modern woman is in a world of transition with no specific traditions or conventions to guide her.
- Counseling is a dynamic process and the success or otherwise squarely depends on the nature of the relationship. Counseling, *ipso facto* implies rapport. It is a friendly relationship of mutual trust and confidence which underlies the establishment of a bond between the counselor and the counsellee. Rapport enables the counsellee(s) to react spontaneously, warmly and sympathetically. This emotional bridge between the counselor and counsellee(s) is basic to and pervades all therapeutic relations.
- The counsellees have, by and large, limited experiences in dealing with professionals. They are usually not able to understand the role they need to play. In such contexts the counselor should structure or define the role of the clients (counsellees) and help them understand what is required of them.
- The counsellee's opposition to the goals of counseling is referred to as resistance. It manifests itself in a variety of ways such as self-devaluation, intellectualization and even overt hostility. The counselor may be unfamiliar with the nuances of the cultures of the weaker sections and assess their behaviour as an instance or just another effect of social and economic deprivation.
- An individual's reaction to a person in the present in a manner similar to the way he has reacted to another person in the past is called transference.
- Transference is a counsellee reaction to the counselor in a manner he reacted to some other person in the past. It is transferring of the counsellee's feelings towards another person to the counselor.
- Language is part of an individual's culture or sub-culture. Inability to comprehend language results in failure to understand the client.
- Self-disclosure
 - This is the willingness to let another person know about what one thinks or feels or wants.
- Self-hatred
 - Socially and economically weaker individuals sometimes tend not only to despise their groups, but also hate themselves for being members of this group.
- Personalism

Another stubborn counseling barrier often experienced is personalism. It suggests that individuals are more interested in their consideration for people than for procedures.
- Listening
 - Sympathetic listening is the heart of the counseling process. It is often fallaciously considered a passive activity.
- Modesty
 - Modesty, usually considered a desirable quality, is not quite useful in counseling, especially when the counsellee is too modest.
- In order to achieve the goals of counseling, the counselor must be able to relate to and to communicate with his client. The counselor must be able to determine the client's state of existence.
- Determining preventive and corrective measures is quite difficult and applying them to socially disadvantaged clients is not easy.

Notes

- Many psychological aspects of drug addiction represent non-adjustive behaviour that some individuals resort to. Broadly speaking, the reactions of drug addicts fall under the category of character disorders.
- In the last three decades, the phenomenon of drug abuse has assumed enormous proportions and has become a very serious threat to order and society's survival.
- Over the last three decades, there has been a sea change in the socio-economic conditions of the youth. They are becoming highly politicized. Owing to defective economic planning and educational policies, more and more youth are being turned out of colleges and schools with degrees and diplomas that are not worth the paper on which they are printed.

32.11 Keywords

- Personalism** : To mark something in some way to show that it belongs to particular person.
Psychological : Connected with mind and its state
disclosure : The act of making something
Modesty : The state of being not very large, expensive important etc.

32.12 Review Questions

1. What are problems of women and its solution in India by Counseling and guidance ?
2. Explain the term
(a) Resistance (b) Transference (c) Counter transference
3. How does the counseling services helps drug addicts to get rid off drugs.
4. Explain the problems in the Educational Context and how does it remove.

Answers : Self Assessment

1. (i) retribalization (ii) laymen's term (iii) Delinquency
(iv) Reluctant client
2. (i) T (ii) T (iii) F (iv) F
3. (i) a (ii) a (iii) b

32.13 Further Readings



Books

1. Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House
2. Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pot. Ltd.
3. Guidance & Counseling : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.

LOVELY PROFESSIONAL UNIVERSITY

Jalandhar-Delhi G.T. Road (NH-1)

Phagwara, Punjab (India)-144411

For Enquiry: +91-1824-300360

Fax.: +91-1824-506111

Email: odl@lpu.co.in