Paper 4.2
Guidance and Counselling

Guidance & Counselling

Unit-1 a) Guidance: Meaning, Nature and Function of Guidance

Meaning….

“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”

Ruth Strong

“Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment _inside or outside the school”

Proctor

Nature of Guidance

- Continuous process
- An assistance to the individual in the process of development
- A service meant to all
- Both generalized and personalized service
- Related with life
- Development of capacities
- Individual assistance
- Task of trained person
- Wide scope of guidance
- Helpful in adjustment
- Helpful in developing an ability of self guidance
- No imposition of one’s own view point
Functions of Guidance

- Developmental Function
- Adjustment Function
- Orientation Function
- Appraisal and interpretation Function

b) Principles of Guidance

- It is a slow and continuous process
- It is developing the insights of an individual
- It considers most individuals as average normal persons
- Problems for which guidance is required arise out of situations
- All problems are interrelated
- It is an integral part of the school organisation
- Individual differences
- Principle of evaluation
- Guidance by a trained person
- Need of code of conduct

c) Need of Guidance

- The total development of the individual
- Proper choice of courses and careers
- Development of readiness for choices and changes to face new challenges
- Identifying and motivating the students from weaker section of the society
- Identifying and helping students in need of special help
d) Types of Guidance

Educational Guidance

Meaning and Need:

“Educational Guidance is an assistance to be provided to the pupils so that they may adjust in the schools with curriculum and school life.”

Jones

Characteristics:

- Comprehensive Process
- Various types of educational problems can be discussed
- Process of providing assistance
- Process of removing the adjustment problems
- Process of providing assistance for eliminating the difficulties while selecting the subjects and curriculum at all levels of education

Need at secondary and higher secondary level

- To solve wastage and stagnation problems
- Appropriate selection of subjects
- Adjustment in schools
- Information about future education & job
- Providing the awareness of various opportunities
- Making students busy in learning
- Desirable change in school administration & teaching methods
- Identify reasons for increasing percentage of delinquents
Vocational Guidance

“Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter into it & progress in it.”

The General Conference of International Labour Organisation

Vocational guidance is a process to

- help the person to achieve the goal in his vocation
- assist the person in selecting the vocation
- help in entering and making progress in that vocation
- help a person to adopt a vocation

Need of Vocational Guidance

- Individual Difference
- Variety of vocation
- Vocational progress
- Stable future of students
- Need from economic point of view
- Need due to changing conditions
- Need from health point of view
- Need from social and personal points of view
- For proper utilisation of human potentialities

Personal Guidance

“Personal guidance is the help given to an individual to solve his personal problems

Personal guidance includes social, emotional and leisure time guidance”

Paterson
Need of Personal Guidance

- Personal development
- Social adjustment
- To solve emotional problems
- Utilisation of leisure time
- Physical development

UNIT-IV JOB ANALYSIS AND OCCUPATIONAL INFORMATION

1) Job Analysis

Concept: a scientific study of all factors pertaining to a job

Job

Job is a group of similar position.

Job Analysis

It is process used to collect information about the duties, responsibilities, necessary skills, outcomes and work environment of a particular job.

It is a systematic investigation of jobs using a variety of methods, to determine essential duties, tasks and responsibilities.

Need for Job Analysis

- Job analysis helps to identity relevant skills and competencies
- Job analysis helps in obtaining objectives and variable information about the actual requirements of a job.
Job analysis helps in knowing personnel specifications for the job
Job analysis facilitates accurate recruitment and selection practices sets standards for performance appraisals and allows appropriate classification of positions.
Job analysis helps in job specification and efficiency
Job analysis helps in planning appropriate training programme
Job analysis helps in striking balance between demand and supply

**Principles of Job Analysis**

- Complete and accurate identification of the job
- Complete and accurate description of the job
- Identification of requirements

**JOB SATISFACTION**

Concept:
“IT is the whole matrix of job factors that make persons ‘like’ his work situation and be willing to head for it without distaste at the beginning of the work day”

Essential factors in the job Satisfaction:

- Factors affecting Job Satisfaction
  - Personal factors
    - Sex
    - Number of dependents
- Age
- Time of job
- Intelligence
- Education
- Personality
  - Factors inherent in the job
  - Type of work
  - Skills required
  - Occupational status
  - Size of plant

- Factors controlled by Management authority
  - Security
  - Pay
  - Fringe benefits
  - Opportunity for advancement
  - Working conditions
  - Co-workers
  - Factors inherent in the job
    - Type of work
    - Skills required
    - Occupational status
    - Size of plant

3) Relation between job analysis and job satisfaction

4) Occupational Information

Collection:

  - Direct Experiences
    *Field Trips
    *Interviews
    *Resource Visitors
Guidance and Counselling

- Audio Visual Materials
  * Films
  * Radio
  * T.V.

- Reading
  * Books
  * Pamphlets
  * Magazines

- Vocational Clubs
- Survey
- Filling information’s forms

Dissemination:

Individual
  * Counselling
  * Interview

Group
  * Career Exhibition
  * Conference
  * Talks
  * Groups
  * Sample Projects
  * Bulletin Boards
  * Visits
Counselling

Definitions

Counselling is a relationship in which one person endeavours to help another to understand and solve his adjustment problems

English and English Dictionary

Counselling is a purposeful reciprocal relationship between two people in which one, a trained person helps the other to change himself or his environment

Shostorm and Brammer

Counselling is a face to face relationship in which growth takes place in the counsellor as well as the counselee

Ruth Strong

Counselling means a relationship between two persons in which one person provides special assistance to the others

Myers

Counselling is ……

A process between two persons
A professional job of a professionally trained person
A process to help the person in solving his problems independently

Characteristics of Counselling
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- Mutual relationship between two persons
- Problem is made clear through discussion
- It is a vital part of the entire guidance programme
- Face to face relationship
- Democratic relationship
- Professional service
- Problem oriented process

Theory of Self
By Carl Rogers

Carl Rogers: A psychologist and recognised for his application of the theory to counselling.

Major concepts of Theory of Self:

- Counselee’s ability to determine the issue, the problem and to solve his own problem.
- Importance of the establishment of warm, permissive and accepting climate.
- Counselee is able to face his characteristics; he is mature enough to understand his real self.
- Counsellor’s intervention is minimal

Role of a counsellor

- He should present himself as an open, consistent and genuine person
- Unconditional positive regard for client
- Understand client’s view point
Rational Emotive -Behavioral Therapy

Albert Ellis

Everyone has emotions but some of us have emotions which are either too intensive or last too long.

For our own goods he suggests that intense emotions should last only a few moments and if they are more enduring then the person needs to look closely at his philosophy of life.

Goals of Theory

- to help clients minimize emotional disturbances, decrease self-defeating behaviors, and become happier.

- If individuals can think rationally and have fewer irrational beliefs, Ellis believes they will live happier lives.

- to teach clients how to deal with negative feelings such as sorrow, regret, frustration, depression, and anxiety.

Ellis’s A B C Theory:

- ABC Theory of events and emotions:
  - Events themselves do not cause emotions, it is rather what we learn to believe about these events which creates the emotions.

- Ellis’s A B C Theory:
  - ‘A’ represents an activating event or experience or what occur and the person’s inferences or interpretations about the event.
  - ‘B’ represents their beliefs about the event.
  - ‘C’ represents the consequence – the emotions and behaviors that follow from those thoughts and beliefs.

- Ellis’s A B C Theory:
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- A. **Activating Event** (What started things off):
  - Event: friend passed me in the street without acknowledging me.
  - Inferences about the event: “He’s ignoring me; he doesn’t like me.”

- B. **Beliefs about event** (Beliefs about A):
  - ‘I could end up without friends for ever – and that would be terrible.’
  - ‘For me to be happy and people must like me.’
  - ‘I’m unacceptable as a friend – so I must be worthless as a person.’

- C. **Consequences** (Reaction):
  - Feelings: lonely, depressed.
  - Behaviors: avoiding people generally.

**Some irrational beliefs about the events**

- It is essential that one be loved or approved of by virtually everyone in one’s community
- One must be perfectly competent, adequate and achieving to consider oneself worthwhile
- Some people are bad or wicked therefore should be blamed or punished

- **Role of a counselor**
  - To show the students that his thinking is illogical
  - To help him to understand how and why it is illogical
- To make him understand his irrational ideas and his unhappiness
- To help to change his thinking

Types of Counselling

- Directive
- Non Directive
- Eclectic

Directive Counselling

(Counsellor Centred, Prescriptive Counselling)

(Chief exponent – E G Williamson)

Characteristics:

- Counsellor plays vital role in the whole process
- Counsellor is very active
- Counsellor leads the interview
- Client subordinate to the counsellor, not at par
- Focal point is the problem not the person
- Stresses more on the person’s intellectual aspect than the emotional aspect
- Counsellor owns entire responsibility of solving problems

Procedure (Steps) of Directive Counselling

1) Analysis – Collection of Data
2) Synthesis – summarizing and organizing the data
3) Diagnosis – Interpretation of data
4) Prognosis – Prediction about future progress
5) Counselling – Treatment given by counsellor  
6) Follow up – Evaluation of the effectiveness of counselling

**Advantages:**

- Economical in time
- Counsellor can see the client more objectively than the client himself
- Intellectual problems can be solved easily

**Disadvantages:**

- Client is dependent
- Fails in saving the client to commit the mistakes in future
- Scarcity of information regarding the client can create the possibility of wrong counselling
- Emotional problems may be better solved by Non Directive counselling

**Non Directive Counselling**

*(Client Centred, Permissive Counselling)*

*(Chief exponent – Carl Rogers)*

- It revolves around the client
- Client leads the conversation
- Counsellor is mostly passive
- Open ended questions are asked
- Diagnostic instruments are not used
- Client can act with his own intellect
- The entire responsibility is of client
Procedure (Steps) of Non Directive Counselling

1) Defining the problematic situation
2) Free expression of feeling
3) Classification of positive and negative feeling
4) Development of insight
5) Termination of counselling situation

Advantages:
- Development of the problem solving ability
- Unwonted tests can be avoided
- Removes the emotional blokes, help individual to bring out repressed thoughts and reduces tension
- Leaves its impression for a longer time

Limitations:
- Slow and time consuming process
- If Client is immature it is not suitable
- All the problems cannot be solved orally
- Sometimes due to the counsellors passiveness, the client hesitate in expressing his feelings
- Not successful always
Eclectic Counselling
(Chief exponent – F C Thorne)

- Coordinative methods are used
- The counsellor is neither active like Directive counselling nor passive like Non Directive counselling
- The need and personality of the client are studied and then he selects the techniques
- The main techniques used are reassurance, giving information, case history, testing
- Both counsellor and client are active and cooperative, they participate in conversation turn wise and solve the problem

Procedure (Steps) of eclectic Counselling
1) Study of the need and personality of the client
2) Selection of the technique
3) Application of techniques
4) Evaluation of effectiveness
5) Preparation of counselling
6) Seeking the opinion of the client and other related people

Advantages:
- Practical value is very high
- Both client and counsellor are active

Disadvantages:
- Some people are of the view that both the types cannot be mixed together
- Vague and opportunistic
- Question arises how much freedom should be given to the client, no definite rule
Processes of counseling

Three Stages of counseling process

1. Initial Disclosure
   In first stage Counselor tries to understand the nature of the problem of the client. For that he first establishes repo with client. He develops relationship of trust and confidence so that the client can disclose his feelings and his problems. Here he gathers information to promotes understanding of clients problem. For that he can use different tools and techniques.

2. In depth Exploration
   In second stage i.e. in depth exploration the counselor and client try to explore the problem further. In this stage hey try to understand the problem and its solution. They identify the nature of the problem and what kind of change is required to solve the problem, what can be the future of the problem and to solve this problem what are the resources and then the explore possible approaches.

3. Commitment to action
   After that counselor helps the clint to chose the best option and they plan out the course of action. The counselor helps the client to fulfill the plan and get feedback at the end.