



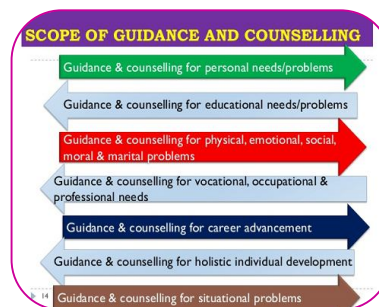
## COUNSELING AND GUIDANCE IN THE EDUCATIONAL SETTING: AN OVERVIEW

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### ABSTRACT

Counselling is a very relevant needed one at any time and any stage of personal life. Easly childhood needs guidance for a child to adjust to new situations and develops the ability to face problems and resolve them. Children should be encouraged to overcome many of their emotional inhabitation through play. Counselling has become increasingly accepted as a positive programme in educational institution. Educational counselling has emerged as a discipline to provide help to students of schools, colleges and universities such that they are not tormented by their paternal conflicts. Thus, counselling has become increasingly accepted as a positive programme in educational institutions.



**KEYWORDS:** Counselling, Educational Setting, Children, Educational Institution.

### EDUCATIONAL GUIDANCE

The guidance counsellor can help to clarify the pupil the role of positive emotions that are constructive and integrative, that of negative emotions that are disintegrative and disruptive, and help the pupil appreciate the part they play in one's life. The basic aim of guidance is to magnify the power of the positive and integrative emotions and to minimize the role of negative and disintegrative emotions such that they are of service to the individual in their development and adjustment.

Every individual has certain values and makes choices based on them. Therefore, children must be taught values. Johnson concludes that a common symptom of most maladjustments is a sense of vagueness, an inability to clearly communicate feelings and ideas to others. This sense of helplessness grows out of a lack of clarity in value orientations. Guidance helps in facilitating the ability to communicate. The fundamental premise of all guidance is a basic faith in the improvability of a human being—its optimistic orientation. Unlike other living creatures, human beings have a long period of preparation for adult life which can be used with advantage in education. The commonly-held belief that man is prone to make errors during childhood owing to his delicate nature is fallacious. The idea that the errors committed in childhood affect the individual for life is equally untenable. Human beings are fascinatingly tough and resilient, both physically and emotionally. They survive with deprivation, discrimination and ill treatment. They may sometimes make mistakes which can almost always be reminded. Therefore, what is essential is to prevent the development of self-defeating attitudes and habits.

A human being is fundamentally a growing, seeking, exploring organism. It is erroneously believed after Cannon that the tendency to seek equilibrium, repose and stability (all different states of homeostasis) is basic to human adjustment. However, in real life, we find several exceptions to man's urge for homeostatic balance and stability. Heterostasis essentially is an urge to break homeostasis in search of adventure and experiment that are apparently threatening and dangerous.

A simple illustration of Heterostasis is the young child's repeated efforts to walk in spite of the number of times he fails to balance himself and falls. Yet, he struggles and keeps trying. This suggests that the growing individual wants to learn. The notion that human beings will not learn unless they are forced to is certainly not true. Normally healthy children pursue tasks eagerly and willingly and exhibit a sense of thrill of achievement when they learn. The pupil's failure to secure these grades, marks, prizes, etc become a source of humiliation and leads to the growth of feelings of inadequacy and inferiority. If the learners are encouraged to develop their personal resources, they would turn out to be successful in different fields. The apparent fact that some pupils every human being seeks respond productively to marks, prizes, etc., leaves the motivational self-expression to become needs of the majority of pupils unattended.

The educational process an individual futures. Ceases to be enjoyable to this neglected majority. It is necessary to realize that while textual learning is important, the learning of self- confidence. Cooperation, curiosity, persistence, inferiority, alienation, etc., is more important in order to develop a wholesome personality. Every human being seeks self-expression to become an individual. This tendency is most visible during adolescence. The search for identity is also found to be persistent during the adolescent years. The youth has great potential to become whatever his perception of himself allows and whatever his culture provides as inspiration. An individual is neither a victim of his heredity nor a helpless pawn of his environment. In reality, both these interact, and the result depends upon the quality of choices he makes. This implies a basic factor of human life, viz. that the course of an individual's life depends on the choices that he makes. He faces dilemmas, pressures and irksome problems which he can resolve by making appropriate choices, i.e. by adjusting himself. The history of human civilization is a testimony to the choices made by humans to meet dilemmas, problems and conflicts which led to their progress or failures.

The school and classroom are marked by diversity rather than similarity. This is because pupils come from different socio-economic groups and communities. But what is more significant is the basic educational objective that is essentially concerned with the development of pupils' uniqueness, both personally and vocationally.

Guidance is concerned with development through adjustment and therefore, ought to be designed to individualize educational programs. The school should have a total program of which guidance is an integral part. The constant concern should be to enhance learning in- providing a suitable climate at school/college and at the same time to minimize the constricting and interfering factors. Guidance on an 'individual basis aims at enhancing the capacity for more effective choice-making.

## GUIDANCE RELATED TO EDUCATION

At school or college, a variety of problems may arise in the minds of the growing pupils. The problems fall into four categories. They are problems of:

1. Learning
2. Preparation for vocation
3. Physical and sexual changes
4. Social and interpersonal relations

### Learning Problems

The growing pupil becomes interested in a variety of things around him and comes to devote undue attention to distractions, to the detriment of his studies. Consequently, he may perform poorly at school/college. A number of other factors may lead to several academic problems. Some pupils may have reading difficulties, their rate of reading may be slow and comprehension poor. Some may develop likes and dislikes with regard to subjects which may adversely affect performance. Poor performance may lead to other problems like loss of interest in studies, irregularity of attendance! Truancy, and other minor delinquencies. A good program of guidance could initiate steps to overcome this and prevent deterioration. Counselling could help the pupil gain insight into himself, understand his own problems in

their proper perspective and cooperate with the school/college authorities to overcome the problems and to promote academic excellence.

### Problems Concerning Vocational Future

It is in this area that the school/ college can play a very important role. The guidance counsellor can help the pupils gain greater self-understanding so that they know what they want to do. It is distressing to find that even college students do not have any clear ideas about their future. When asked what they proposed to do after college, over 85 per cent of the college students interviewed responded with: 'I haven't thought about it yet'. Most young people do not have sufficient self-knowledge. A good guidance program should cater to this vital need. The guidance counsellor, by employing standard psychological instruments, can assess the abilities, aptitudes, interests, etc...Of the pupils, give them self-understanding and help them think for themselves with sufficient self-knowledge.

The guidance counsellor should encourage the pupils to think about the different kinds of occupations that may suit them. Pupils should be helped to make wise choices from increased self-understanding and understanding of the occupational world.

### Problems of Sex and Interpersonal Relations

Another important concern of guidance is related to pupils' personal growth and development. Owing to the natural growth process, pupils become more sensitive and self-conscious about their physical changes and experience emotional disturbances. Physical growth opens up a new world. The imbalance between physiological and psychological development leads to emotional difficulties and maladjustment. The young persons may become increasingly self-absorbed. The counsellor understanding these problems can give them the required information, for self- understanding and guidance.

Further the social development of the young has not received necessary attention. Most pupils do not know how to behave in a group. They tend to be timid, shy, and self-conscious and generally avoid meeting people. Very few young people may be aggressive, ill-mannered and crude. This again is due to lack of social adjustment.

However, in our country a majority of students are first-generation learners. Therefore, the school must assume greater responsibility in assisting pupils' personal development at the end of the secondary school, a number of pupils desire to go to college. Vocational guidance is essential at this juncture. It provides assistance in choosing, preparing for, entering into and making progress in an occupation. The fundamental objective is to help the youth choose occupations with knowledge and understanding and not to allow them to drift aimlessly.

Intelligence is assessed by administering different kinds of psychological tests popularly known as 'intelligence tests'. There are different kinds of intelligence tests:

- Verbal and non-verbal
- Individual and group
- Performance
- Speed and power

Verbal and non-verbal tests can be administered as individual and group tests. However, the performance type of non-verbal tests can be administered only as individual tests. Group tests are speed tests, i.e., those taking the tests are required to complete the test within a stipulated time-limit. Power tests can be strictly administered as individual tests. Speed tests assess the efficiency of performance (assuming that necessary care has been taken to ensure the motivation and sincerity of subjects taking the tests). Power tests, on the other hand, assess 'capacity', i.e...The presence of innate general ability. The tests have no time or speed limits. However, the subjects have to complete the tests as early as possible but without haste.

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 preschool 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 skill 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.

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.

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. 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.

Some of the aims of educational 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.

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 morale. Failure is a serious concern of guidance. Teachers often refer pupils with unsatisfactory academic grades to school counsellors. 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.

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.

Conclusion

Goals in life have to be chosen and developed with great concern. The choice is governed by several factors such as influence of parents and home, teachers and school, community and so on. One's life-goals develop slowly and subconsciously during the formative stages. Of course, the life-goals may change, sometimes abruptly. Factors such as calamities and disasters like famine, pestilence, war, earthquakes, etc. may change life-goals drastically. Guidance towards life-goals is invaluable. The school should bear the primary responsibility of developing a desirable philosophy of life in pupils. Individuals may seek to attain several goals. However, all of them cannot be equally important. The major life-goals fall into three broad categories, concerning:

- Self-realization
- Service
- Satisfaction of one's needs.

All individuals need not necessarily have all the three categories of goals. The importance of self-realization as a life-goal has been stressed by all major cultures and civilizations. Self-concept as a life-goal acts as a guide and determines all the activities of the individual in this context.

The Occupational choice would be closely related to satisfaction as a life-goal. Occupational success is a great source of satisfaction in life.

Thus life goals occupy a central place in an individual's life. They provide the necessary motivation sense of direction and purpose to pursuits and highlight the spiritual and aesthetic aspects of one's life.

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