UNIT 1 UNDERSTANDING GUIDANCE

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1.1 INTRODUCTION

You must have observed that there are times when students do not pay any attention in
the class, do not respond at all, and are antagonistic as well. There are also instances
when they lag behind in studies, academic achievement is very low and to compliment it
further, there is no motivation and lack of concentration. Further, when they want to
select a particular subject for higher studies they are at a loss to decide anything. Also,
there are periods when they do not want to come to school at all, day dream a lot in the
classroom, are least interested in socializing or show aggressive behaviour.

Above mentioned problems could be an expression of maladjustments in the areas of
physical, emotional, social, moral and spiritual development and a teacher has a
responsibility to understand these problems and depending on the intensity of problems
either to provide necessary guidance or to refer such students to professionally trained
person for guidance. Guidance serves as a supporting function in the educational process
by directing and controlling activities to help each individual develop to his/her fullest
potential.

In this unit we shall discuss the nature, purpose and scope, need for guidance, principles
of guidance, types of guidance and its relation with education.

1.2 OBJECTIVES

After going through this unit, you will be able to:

- explain the nature, purpose, scope and need of guidance;
- list the various principles of guidance;
- describe the types of guidance; and
- relate it's relationship with education.
1.3 GUIDANCE: AN INTRODUCTION

1.3.1 Nature of Guidance

Guidance covers the whole process of education which starts from the birth of the child. As the individuals need help throughout their lives, it is not wrong to say that guidance is needed from cradle to grave.

If we consider the literal meaning, to guide means to indicate, to point out, to show the way. It means more than to assist. If an individual slips on the road we assist him/her to get up but we do not guide him unless we help him/her to go in a certain direction.

The term guidance is related to all types of education—formal, non-formal, vocational, etc. wherein the aim is to help the individual to adjust to his/her environment in an affective way. It can also be said that guidance is given to individuals in making appropriate choices and adjustments. Guidance has been defined from different points of views.

According to Good, “Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behaviour of the person”. In this definition, emphasis is given on interpersonal relationships, which play a great role in determining the degree of success the individual will achieve in the society. And through guidance, the individual can be helped to develop desirable attitudes and behaviour patterns.

According to National Vocational Guidance Association, “Guidance is the process of helping a person to develop and accept an integrated and adequate picture of him/herself and his/her role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to him/herself and benefit to society”.

McDonald opines that the purpose of guidance is to help the students and teachers in acquiring desirable abilities and skills rather than to achieve the ends of educational programmes. In his words, “Guidance is a facilitative service, it does not undertake to carry out the objectives of educational programmes; rather it attends to provide aids to pupils and staff to help pupils determine the courses most appropriate to their needs and abilities, find instructors who will be more sympathetic to their individual requirements and seek out activities, which will help them realize their potentialities”.

Mathewson (1962) defined guidance as “the systematic professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his/her own characteristics and potentials and to relate him/herself more satisfactorily to social requirements and opportunities, in accord with social and moral values. According to this definition guidance is an assistance given to individuals through various procedures so that s/he is able to understand the social requirements and opportunities and to know the ways and means to adjust him/herself to these.

When all these definitions are reviewed it clears that guidance is a service which aims to help the individual attain his/her full maturity and be of service to society and it is also regarded as an instrument which helps in the realization of general objectives of education. Many have emphasized the dynamic nature of guidance. This will be more clearly understandable when we consider counselling in the context of guidance.

Guidance and Counselling: It is not uncommon to find the expression, “Guidance and Counselling” or “Counselling and Guidance” in lay magazines and periodicals today but there are similarities as well as differences between guidance and counselling.

Counselling represents only one of the services to be found in guidance programme, whereas guidance touches all aspects of life and it tries to help the individual in solving his/her problems. The term counselling covers a wide area of procedures, advice giving, psychoanalysis etc. Moses and Moses have also pointed out the similarities between counselling and guidance. “Within the guidance services, counselling may be thought of as the core of helping process.”
1.3.2 Purpose of Guidance

Guidance is to help one to adjust to abilities, interests and needs of the society. In other words it 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 areas 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:**

a) to help them understand themselves by knowing more about their abilities, aptitudes, interests and limitations.

b) to get along better with other people and understand the world in which they live.

c) to get the most out of school by gaining information regarding career, subjects, etc.

d) to explore their own interests, abilities, learn about various aspects of the world of work and learn to make most of their abilities.

e) 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 inservice education programmes carried on by the guidance person. The school counsellor 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.

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 counselling 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.
1.3.3 Scope of Guidance

The scope of guidance covers the following areas:

1. Individual and curriculum:
   a) Academic achievement and progress.
   b) Personal development through curricular and co-curricular activities.

2. Personal-social relations of the individual in school:
   a) Understanding of self and the relations of personal characteristics to each other and to behaviour.
   b) Understanding of others and relations with them.

3. Educational, vocational requirement and opportunities vis-a-vis the individual:
   a) Preparing to meet future education and occupational requirements.
   b) Utilization of appropriate opportunities - educational and vocational areas.

We may now take up each one of the above mentioned areas of guidance to understand the scope of educational and vocational guidance.

1. a) Academic achievement and progress: Sometimes it so happen that a student's scholastic achievement is low but shows high I.Q. In such a case guidance worker can find out with the help of certain psychological tests as to where the weakness lies and thus help the student to come up to the desired levels, or sometimes the student has certain problems relating to studies that he/she is not able to cope up with in his/her academics, guidance worker can be effective in such situations.

   b) Personal development: Guidance programmes are so designed that personal development of students is nurtured optimally.

2. Personal-social relations: Getting along well with others is an indicator that a person is well adjusted in the society. Guidance helps in understanding one's self to deal effectively with others.

3. Relation of the individual to educational and vocational requirements: Guidance helps the individual to make effective decisions at different stages of life such as choice of subjects, career selection, by providing necessary information related different careers and their allied fields.

Check Your Progress

Notes: a) Write your answers in the space given below.

   b) Compare your answers with those given at the end of the block.

1. Match the following.

<table>
<thead>
<tr>
<th>Set A</th>
<th>Set B</th>
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<tr>
<td>i) Relation of the individual to the curriculum</td>
<td>a) Understanding of others and of relations with them.</td>
</tr>
<tr>
<td>ii) Personal-social relations of the students in school</td>
<td>b) Academic achievement and progress.</td>
</tr>
<tr>
<td>iii) Relation of the student to educational-vocational requirements and opportunities</td>
<td>c) Understanding of self and the relations of personal characteristics to each other and to behaviour.</td>
</tr>
<tr>
<td>iv) Personal-social relations of the student in school</td>
<td>d) Utilization of appropriate opportunities-educational and vocational.</td>
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8. Earlier, there was not much consciousness as well as awareness about various job opportunities. A farmer’s son would opt for a farming profession and a lawyer’s son for the law profession, irrespective of their aptitude/interest for that profession. Through guidance, students can be helped to select courses according to their abilities, interests and aptitudes.

9. With the values going down and religious and moral exploitations by people with vested interests, need for guidance for students has become necessary to enable them to select a right path so that they develop their own thought and action in religion and morality, rather than being misled by others.

10. Guidance is also needed for an overall personality development of individuals.

11. Our country has certain problem areas where guidance is needed. These areas are, caste problems, new economic policies and problems of retired persons.

12. With the change in the traditional image of women, more problems of divorce and separation are coming up. Guidance is needed to create a balance in the family structure.

Thus, the role of guidance continues throughout the life-span, from cradle to grave.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

2. State whether the following statements are true or false by putting a ‘T’ or ‘F’ over the appropriate letter.

   i) Guidance assists, ‘educated unemployed’.

   ii) Guidance helps in putting round pegs in square holes.

   iii) Guidance is not needed to solve the problems of discipline and delinquency.

   iv) Guidance increases stress and frustrations.

   v) Guidance helps in improving interpersonal relations.

   vi) Guidance shows right path to the individuals.

   vii) Guidance caters only to educational needs of the students.

1.3.5 Principles of Guidance

Guidance is based on certain principles. It is mandatory that we should understand the basic principles of any discipline before attempting to gain and utilize the knowledge of various operations involved in the application of knowledge to human life. Before we study these principles, it’ll be desirable to keep in view the following statements.

“Guidance includes the sum total of efforts and influence of all those who assist an individual through association, counsel, dissemination of facts, employment of appropriate and special techniques and control of environment, to reach one’s optimum, personal, social, vocational, cultural and spiritual development.”

The principles of Guidance are:

1. Guidance is a life long process: Guidance is a continuous process, which starts from childhood and continues till death. It is not a service which begins and terminates at specified time or place.

2. Guidance lays emphasis on individualization: It emphasizes that each individual should be given freedom to shape his/her personality and he/she should be guided whenever the need arises.

The democratic point was stressed by Truman L. Kellys when he said, “Guidance should capitalize the high points of each students’ profile of abilities and aptitudes rather than basing the advisement of his/her general average”.

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For individualizing the education at different levels so that each individual develop his/her abilities, interests and aptitudes in unique ways, proper organization of guidance services is very essential.

3. **Guidance gives importance to self-direction**: The main idea of Guidance is to develop the individual so that s/he no longer finds it necessary to seek guidance. Guidance makes the individual better adjusted to her/his environment and leads her/him to self-reliance and self-direction. A student who tries to seek help asks and may even implore the counsellor to tell him/her how to solve him/her difficulties. But appreciates it more when her/he is shown several alternative procedures which s/he could adopt together with probable results of each.

4. **Guidance is based on co-operation**: Guidance depends on mutual co-operation of individuals. No one can be forced to seek guidance without the consent of the individual her/himself.

5. **Guidance is for all**: Guidance looks towards the development in each individual's potentialities. Although maladjusted students receive more of counsellor's time but the basic principle of guidance is that it should not be available to the few but rather to many. It'll be of great use to devote attention to normal and superior children also in an attempt to stimulate their intellectual growth.

6. **Guidance is an organized activity**: Guidance is not an incidental activity. Inspite of being a broad based programme, it has a definite purpose to achieve. It is therefore a systematic and well-organized activity.

7. **Guidance workers need special preparation**: It is generally agreed that in addition to general survey course in guidance, which should certainly be regarded as a minimum essential in the preparation of all the teachers. The specialists need considerable background study in Psychology including child and adolescent development, mental hygiene and some course work with practical experience.

The guidance worker should also know what agencies and resources are available in his/her community so that the individuals seeking help should be able to utilize these resources.

Along with this, periodic appraisals should be made of the existing school guidance programme.

8. **Guidance gives respect to individual differences**: No two individuals are alike. Guidance understands these individual differences among students and is concerned with the uniqueness of needs, problems, and developmental characteristics of individuals.

9. **Guidance takes into consideration reference to salient facts**: The most dangerous of all guidance practices is to counsel without having at hand pertinent data. Guidance in the absence of data is quackery. To administer guidance intelligently and with as thorough knowledge as possible, programmes of individual evaluation and research should be conducted and accurate cumulative records of progress and achievement should be made available to guidance workers.

10. **Guidance is flexible**: An organized guidance programme should be flexible according to individual and community needs.

11. **Guidance is an interrelated activity**: Effective guidance needs complete information about the individual because it is difficult to see any problem in isolation without co-relating it with the total programme. For example, educational, vocational and personal-social guidance are interrelated but could be distinguished as different aspects of the total guidance programme.

12. **Guidance emphasizes on code of ethics**: The ethical applications of guidance include respect for the personality of the individuals being counselled.
Check Your Progress

Notes: 

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

3. State whether the following statements are true or false by putting “V” over the appropriate letter (T/F).

   i) Guidance starts at birth and ends at adolescents. (T/F)
   ii) In guidance, emphasis is given on individualization. (T/F)
   iii) Guidance helps the individual only to adjust to himself. (T/F)
   iv) Guidance caters only to maladjusted individuals. (T/F)
   v) Guidance does not respect individual differences. (T/F)
   vi) Guidance is bound with strict rules. (T/F)
   vii) Guidance maintains confidentiality of information. (T/F)
   viii) Guidance workers do not require any special training. (T/F)
   ix) Guidance is an incidental activity. (T/F)

1.4 TYPES OF GUIDANCE

Guidance is a continuous process and it deals with all aspects of life. Hence guidance is needed in aspects of life.

According to W. M. Proctor there are the following types of guidance:

1. Educational Guidance
2. Vocational Guidance
3. Guidance in social and civic activities
4. Guidance in health and physical activities
5. Guidance in the worthy use of leisure time
6. Guidance in character building activities

As per John M. Bremer guidance are of ten types. They are:

1. Educational
2. Vocational
3. Religious
4. Guidance “for home relationships”
5. Guidance “for citizenship”
6. Guidance “for leisure and recreation”
7. Guidance “in personal well being”
8. Guidance “in right doing”
9. Guidance “in thoughtfulness and co-operation”
10. Guidance “in wholesome and cultural action”

Patterson et al. have mentioned five kinds of guidance, the types are:

1. Educational
2. Vocational
3. Personal (including social, emotional, and leisure time guidance)
4. Health guidance  
5. Economic guidance  

From the above we can conclude, the major types are:  
1. Educational  
2. Vocational and  
3. Personal-social  

1.4.1 Educational Guidance  
It is a process of helping the individual to place him/herself continually in the most favourable setting or environment for his/her education. "It is concerned with helping the individual to plan wisely his/her educational programme and to put him/herself in position to carry forward successfully that programme along lines that society considers wholesome both for itself and for him/her". It is primarily concerned with the problems related to courses, curriculum and study.  

1.4.2 Vocational Guidance  
Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. Vocational guidance concerns itself with students in the academic courses in high school, college, in the trade and commercial courses categorises as vocational courses.  

1.4.3 Personal-Social Guidance  
This includes social, emotional and leisure time guidance. It concerns with personal guidance which includes the problems of health, emotional adjustment, social adjustment, etc. Purpose of personal guidance is to help the individual to help him/herself in regard to his/her physical, emotional, social, moral and spiritual development.  

1.4.4 The Other Types  
Recreational guidance can be given to help in choosing recreation which are suited to his/her personal characteristics. Community guidance involves assistance to individual in planning a programme of activities which he/she balances with his/her personality traits and his/her other activities.  

Check Your Progress  
Notes:  a) Write your answers in the space given below.  
        b) Compare your answers with those given at the end of the block.  
4. Fill in the blanks:  
   i) Guidance is a .................................. process.  
   ii) Vocational Guidance assists an individual to choose an ..................................  
   iii) Purpose of personal guidance is to help the individual in .................................. and .................................. development.  
   iv) Recreational guidance assists in choosing ..................................  
   v) Community guidance involves in planning a programme of ..................................  

1.5 GUIDANCE AND ITS RELATION WITH EDUCATION  
Guidance services form an integral part of the total educational programme.  
There was a time 'when guidance services in the sense we are using the term would have been regarded as an extension activity in school system'. It would have been considered
quite extrinsic to and inappropriate for schools. However, comprehensive and appropriate appraisals by educators and by the members of the public have led to an acceptance of guidance services, not as something to be added from the outside, but as central and essential to the educative process.

To say that guidance services are central and integral part of the total educational effort is not to say that these services are identical with or substitutes for either teaching or administration. Guidance services have an identity of their own yet the boundaries between guidance and some aspects of teaching and administration are zones of interrelationships rather than sharp lines of delineation. The good teacher of course performs a number of guidance functions. Among other things, s/he contributes valuable information and helpful insights towards understanding students motivation and difficulties not only in achievement but also in adjustment, s/he creates the kind of classroom atmosphere which makes for mental health, s/he may confer with the student and her/his parents as to educational and vocational plans; or s/he may do a number of other things.

There is also a zone of interrelationship between administration and guidance services. In general, it is the responsibility of administration to provide for guidance services—the authority for carrying out the programme may be delegated by the guidance counsellor.

Guidance services help teachers and administrators. The former by direct participation and the latter by providing for the services.

Education and guidance are closely related. In short, education involves guidance. All guidance is education, but some aspects of education are not guidance. The objectives of both may be the same viz, the development of the individual, but the methods used are different. The latest stress in the field of education is vocationalization of secondary level. Hence vocational education is essential.

**Vocational education** deals with the knowledge, skills and attitudes that present in an individual, for a definite occupation or vocation. It refers to the experience that enables one to carry on successfully a socially useful occupation. Most jobs including most of the semi-skilled occupations will require preparation in terms of skills and technical knowledge for a successful entrance into that occupation. The job in the communication technology age will demand basic background and education in terms of certain specific skills.

There are growing opportunities for employment in service - clerical, technical and professional job areas. All of these jobs, however require education, vocational, technical and professional. The utmost need in our educational system is for drastic changes in the curriculum and direction of our public education programme. Such change represent the only solutions to the social and economic problems that we face today.

### 1.6 LET US SUM UP

We have discussed nature, purpose and scope, need, principles and guidance and how guidance is related to education.

We have come to understand that guidance is given to individuals in making the best possible choices and adjustments. It is also evident that guidance is a life-long process which gives importance to individual differences and is meant for all. There is an absolute need for guidance owing to increase in the number of school going children, social changes, population, explosion, unemployment, changes in the family structure, maladjustments and also for making career choices, etc.

The purpose of guidance is to help an individual to adjust effectively in the society keeping in mind, one's needs and abilities. Major types of guidance discussed here are educational, vocational, personal-social and others. Guidance is an integral part of education which helps the individual to develop an all-round personality.
1.7 UNIT-END EXERCISES

1. Define the term 'Guidance' and state whether or not there is any need for guidance? Give reasons?

2. Locate a school in your locality, which has a guidance unit and prepare a report on the following points:
   a) Vocational awareness among students.
   b) Adjustment problems regarding school/home/peer-group etc.


4. Visit an Employment Exchange and find out about different careers related to Arts/Science/Commerce/Vocational and prepare a report on the same.

5. What are the four principles of guidance?

6. What is the purpose and scope of guidance?

7. Enlist various types of guidance and describe each with examples.

8. Visit Reformatory Home for juvenile delinquents in your area and write a report on what all rehabilitation facilities are being offered to them.