UNIT 5 TECHNIQUES OF GUIDANCE

Structure

5.1 INTRODUCTION

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. A child's natural endowment requires a rich environment and thoughtful nurturing and guidance if the human potential contained in each child is to reach full bloom and contribute fully to improving the quality of human life.

Guidance is one of the means employed by educationists to develop the human potential. The child learns from a teacher not only mastery over a particular subject, but also develops proper values, attitudes and habits.

5.2 OBJECTIVES

After going through the unit, you should be able to:

- explain the term techniques of guidance;
- describe two major techniques of guidance;
- enlist different non-standardised and standardised techniques of guidance;
- identify non-standardised and standardised techniques of guidance; and
- discuss the techniques of guidance in education.

5.3 TECHNIQUES OF GUIDANCE

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

to be responsible for oneself. It is a service that is universal - not confined to the school or 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.

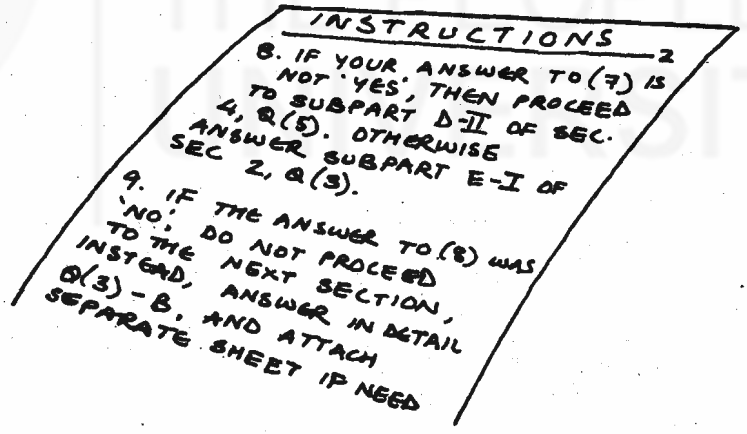
The techniques which are generally employed by guidance workers for collecting basic data about a person are either standardised or non-standardised ones. The non-standardised techniques are interview, ratings, questionnaire, observation, sociometry, biography, cumulative record, anecdotal records. The standardised techniques are tools of measuring interests, intelligence, aptitudes and personality traits. Both the categories of techniques are used in getting primary data. All the techniques are useful. The only consideration which the guidance worker should keep in mind is that the techniques employed should give reliable and objective information. Standardised tests of intelligence, interests and aptitudes provide reliable and valid information. They are reusable, less time consuming and can be scored easily. Non-standardised techniques used in the study of human beings are also helpful, and sometimes give more useful information than that given by standardised tests. For example, autobiography which is a non-standardised technique does provide clues and insights into the emotional problems of a person as well as hopes and aspirations. Similarly, case study helps the counsellor in understanding the whole individual. Interview is the only technique of counselling. The use of a particular technique, however, depends upon what the guidance worker wants to get out of it.

5.4 NON-STANDARDISED TECHNIQUES

Non-standardised techniques are commonly employed for individual analysis by counsellors in various settings. These techniques provide a broader, variable and more subjective approach to data gathering and interpretation for human assessment. There are different types of non-standardised techniques used by the guidance workers. We shall now discuss various non-standardized techniques of guidance.

5.4.1 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? 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.

5.4.2 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.

5.4.3 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?

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.

5.4.4 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. In guidance, structured autobiographics items are given to the individual and he is asked to write them out. The autobiographical material thus obtained is verified by various other means. Since feelings, values and attitude cannot be measured by any other technique, autobiography appears to be the one technique for appraising these characteristics.

5.4.5 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.

Rating scale defined : A rating scale is a selected list of 'words, phrases, sentences, paragraphs, following which an observer records a value or rating based on some objective scale of values'. It is a special kind of checklist in which the items or characteristics checked are rated quantitatively or qualitatively according to the degree of presence or absence of a trait, the degree or perfection of a skill or the degree of completion of a task.

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. For example, seriousness of the problem may be rated as below:

Qualitative Rating	Quantitative Rating	Grading
Never a problem	0	E
Seldom a problem	1	D
Occasionally a problem	2	C
Fairly serious problem	3	B
Serious problem	4	A

Characteristic situations in which rating scales are used are given below. These are the situations when no other technique gives reliable and valid measurements of the individuals characteristics seeking educational or vocational guidance.

1. Areas which cannot be objectively measured, can be easily evaluated quantitatively with the help of rating scales.
2. Rating scales are used to supplement the information collected by standardized psychological tests. Suppose for example, a test of achievement is administered to a class of students. The test results can be verified with the help of ratings the class teacher given to them.
3. In situations when the guidance worker wants to collect information about many things and many students in a short-time, teachers ratings could be obtained.
4. In situations when the construction of standardised tools of studying the individual require special expertise, money and time, information can be obtained through rating scales which are relatively easy to prepare.
5. In guidance and counselling self-analysis, self-evaluation is needed by the individual who has problems. Self-rating scale provides useful information for self-analysis which leads to better self-understanding.

Limitations of Rating Scales

1. Rating scale is an observational technique and has its limitations like other observational techniques. Unless the rater understands clearly the purpose of rating, the data obtained from ratings are not dependable.
2. Rating scales require necessary expertise and understanding on the part of the observers and any one is not suited for this job.
3. Ratings by some raters are too low while by others they are too high. With proper care this shortcoming can be removed.

Types of Rating Scales: Some of the frequently used rating scales include: (i) descriptive (ii) graphic (iii) forced choice (iv) rank order and (v) the paired comparison.

a) **Descriptive Rating Scales :** These are used to assess a personality trait, an attitude or behaviour of a person. The following is an example of a descriptive rating scale to assess the behaviour of an individual. In the first column you have a number of phrases describing varying degrees of helpfulness arranged in order which may be descending or ascending.

	Always	Usually	Occasionally	Never
i) Helpful to others	–	–	–	–
ii) Does what he is asked	–	–	–	–
iii) Likes to try new things	–	–	–	–
iv) Likes to go on trips	–	–	–	–

The above is an example of a rating scale for systematic appraisal of real life behaviour. The rater selects the phrase that applies or comes closer to describing the trait under consideration.

(b) **Graphic Rating Scale :** In a graphic rating scale an attempt is made to characterise degrees of a trait by brief description. The line showing the presence of a trait in an individual is divided into 3, 5 or 7 points.

An example of graphic rating scale is given below which measures persistence of effort.

1	2	3	4	5
Gives up at the slightest difficulty	Leaves after making some trials inspite of difficulties	Tries to do everything possible and then gives up	Keeps trying inspite of repeated failures	Never leaves, persists till the goal is achieved

The teacher places a mark at a point which describes the trait possessed. A check mark may be placed in between if necessary.

c) **Forced Choice Method :** Forced choice rating scale forces the rater to choose between two alternatives. The two alternatives appear to be similar, nevertheless only one statement reflects the presence or absence of the trait. A number of such paired statements are given and the rater has to choose only one of the two from each pair.

When the rater chooses A or B, his exact opinion is sought.

d) **The Paired Comparison Rating Scales :** These scales use as points of reference certain typical students known by those being rated and then a comparison is made. An example follows : Students Shashi, Prabha and Roshan are typical students. The first is highly cooperative, the second is average, the third never cooperates with others. The trait measured is the degree of cooperation.

Never cooperates like Roshan.	Cooperates like Prabha	Always ready to cooperate like Shashi

Rank Order Method: In this method a group of students are ranked according to a certain trait by as many teachers separately as teach them. Then an average rank is obtained for each student.

Check Your Progress

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

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

1. List any three limitations of a rating scale.

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2. How many types of rating scales are there? Describe one of them in brief.

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5.4.6 Anecdotal Record

An anecdotal record contains short descriptive accounts about some events regarding a student. Every account is a report of a significant episode in the life of a student. It is a simple statement of an incident deemed by the observer to be significant with respect to a given student. When such reports describing, on the spot, some incidents are recorded so that they may be of some significance, they are collectively known as an anecdotal record.

An anecdote may be compared to a snapshot of an isolated incident of the behaviour of the student, which suggests some special significance. Just as a camera catches the pose of an individual at a given time, similarly the anecdote should report exactly the behaviour observed. If we accept the uniqueness of the individual as a basic principle of guidance, this word snapshot is of immense significance to us for guidance purposes. An individual's behaviour is always in response to some felt need. For example, desire for affection, or threat to his security may cause him to show certain strange behaviour. A teacher should note it down at once, i.e. he should have a word shapshot.

Such word snapshots taken by as many teachers as come in contact with an individual student, in as many situations as possible, give a true picture of the students' behaviour pattern or his/her personality.

Maintaining anecdotal records: An anecdotal record is the result of observation by a teacher about the specific behaviour of the student in a particular situation. It is written down to get a better understanding of the student because the teacher may forget the incident if it is not written down. The teacher writes down what he observes and does not give any remarks. He may describe the behaviour and say something by way of comment or he may describe the behaviour and suggest possible remedial measures.

What to observe: A proforma is supplied to each teacher to note down his observation. It contains date, place, incident and remarks on the proforma supplied. Directions to the teachers are given indicating that they have to record child's behaviour, clearly to make their statements descriptive and specific to avoid vague/general remarks. Their descriptions should be statements of what happened, for example, came late by half an hour without an excuse for previous day's absence, did not obey instructions and showed defiance.

Areas to be noted down: A mere haphazardly noting down of bits of information serves no purpose. Hence, in the proforma supplied, areas are clearly marked, on which observations are to be made. An anecdotal record is a record with a purpose. For example, a boy's interest in industrial work may be exhibited by his article on the visit to a local factory. A girl's interest in a literacy magazine may be indicative of her literary taste. A teacher can find a number of such occurrences in the life of his students, of which he has to make a note. For example, a boy's comment on a radio newscast is a good item for an anecdotal record if he is interested in studying the taste for current history. A boy's comment on some recent scientific invention may show his interest in science. An anecdotal record is of special interest in understanding social and emotional behaviours. If a boy is found sitting alone when all are rejoicing and making merry in a holiday excursion, shows that he has some emotional problems.

Longitudinal Approach : Only those anecdotal records are of any help to the guidance worker, in which behaviours of an individual are described over a long period of time. Longitudinal anecdotal records maintained from the nursery school to the high school are very useful. The anecdotal record file should not contain irrelevant material. The file should be scrutinised from time-to-time and irrelevant material may be removed. Anecdotal records pertaining to all aspects of life should be maintained.

Every teacher in the school should be provided with forms to write down the incidents about students as and when they occur. A few basic considerations to be kept in mind are given below:

1. The form should be short and informal.
2. Reports should be of some significant episodes. The episode described should show a marked tendency from the norm of the individual or the group.
3. The anecdotes should be written about all students and not just about the model or the problematic ones i.e., stereotypes.
4. The anecdotes should be the reports of the actual observations and written just after the events.

5. A single incident is of no value.
6. Bias should not enter. Both positive and negative incidents of behaviour should be noted down.
7. We should know what to look for, where to look for and how to recognise.

Uses of anecdotal records

1. Anecdotal records supply useful information about the individual, his personality characteristics, his reactions to different situations, his interests in studies, in vocation and in other human beings. They give a realistic picture of students' personality.
2. Anecdotal records are of special value in indicating social and emotional situations.
3. Anecdotal records are very useful in fields where formal measurements are very difficult. Such means are very useful, for example, in judging sociability, social alertness, social behaviour, attitudes, acceptance of personal responsibility and work habits.
4. A healthy teacher-pupil relationship is established when teachers are asked by the school organisation to write down anecdotal reports.
5. Systematically kept anecdotal records provide an exceedingly valuable information to the counsellor.

Check Your Progress

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

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

3. Write any four considerations you would like to keep in mind while maintaining anecdotal records of students.

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5.4.7 Case Study

A case study is defined as a collection of all available information - social, physiological, biographical, environmental, vocational - that promises to help explain a single individual. A case study is a comprehensive collection of information with the help of all available tools and techniques of data collection. It is the most important technique and the best method of studying the whole individual. Its purpose is to say positively and with confidence that, as far as possible, all sources of information have been tapped and all kinds of data have been gathered from them. In the case study this information about the individual is so organised and combined into a whole that the individual studied is viewed as a dynamic one trying to adjust himself to the environment in which he is. The main object behind a case study is to observe the individual as a whole.

But why are we required to observe the individual? It is because he has some problem. The problem studied in a case study is not a problem of ill-health. The problems of ill-health are defined and their causes are searched out in medical practice also. But that is a case history. A case history is a record of the history of somebody suffering from a disease, social or mental trouble. In a case history also facts are collected objectively but no interpretation is made on their basis about the development of the child. In the case study, an opinion is made about the individual as a total person. An explanation is given as to what has made him what he is, and the counsellor says what is good for the person in the light of these findings.

A case study, since it is used in solving only serious problems, is limited in its scope. In a case study attention is focussed to only those aspects of behaviour which require diagnosis and treatment.

Behind a case study there is always a large developmental view. The counsellor is interested not only in diagnosing the problem and suggesting suitable remedies, but he is also interested in bringing about a better adjustment. A detailed case study is conducted for the purpose of

bringing about a better adjustment of the person who is the subject of investigation. The counsellor looks for the strengths and weaknesses, abilities and disabilities in order to plan possible ways of development and proper growth of the individual.

Facts to be collected in a case study

The individual who seeks guidance has to be first identified to know what he is. But investigations also are to be made regarding the environment which has made him what he is. Therefore, an adequate case study about a person presents basic information on the following topics :

a) the physical, socio-economic and cultural environment

b) the history and present status of the family

c) his own development and present status.

a) The physical, socio-economic and cultural environment: The physical environment– It includes the neighbourhood in which the individual has grown up and now lives, the area, rural or urban, slum or a good residential place, home - whether in large building with apartments for the use of many families at low rents or a separate house or an estate.

The socio-economic environment - The society in which the individual is brought and its condition regarding material prosperity. Are the people among whom the individual lives farmers, businessmen, or professional people? Does the community provide playground facilities and youth activities?

Cultural environment - What are the ways of life, ideals and points of view of those among whom one lives? Are they well educated and prosperous?

b) Family: Its history and present status - A number of pieces of diverse information about the family have to be collected to understand his constitutional characteristics.

What is the status of health and physique of the family members - father, mother, brothers and sisters? Are most of these members vigorous or lethargic, strong or frail?

What about the abilities of the family members – educational or occupational? What are their special abilities or disabilities?

Is there harmony in the family or is it a broken family so that the individual lacked proper care and security? What has been the attitude of the parents towards the individual – affectionate, indifferent, dominating or interfering?

What about the emotional adjustment of the family members? Are they moody, cheerful, short tempered, aggressive, timid, reserved, uninhibited? Is there any conflict in the family?

What about the social status of the family? Is it a leading family? Is it on the make or on decline? Is it famous or little known as isolated? Is it wasteful or economical? Has it fallen into disrepute or is held in high esteem?

c) The history of the individual under study: The study of the individual is to be made in a similar way. The topics under study are similar to those treated under family history.

Individual's physical health - Has the physical growth been normal as shown by height, weight measurements or by age, of walking, talking and reaching puberty? Has there been some illness or physical defects, for example, those of hearing and vision? Is the individual by appearance active, vigourous or ailing? What are the findings of the medical check-ups?

Individual's abilities - Has the individual been given tests of intelligence? What is his ability? Has his mental development been normal or has he developed certain faculties earlier than normal? Has he done well or poorly at schools?

Emotional development - Is he emotionally mature or emotionally unbalanced? Does he show strong antagonisms, jealousies, affections? Is he timid, anxious, worried, nervous or withdrawing? Is he bad-tempered or hard to control? Is he good-natured and overconfident?

Social development - What is his position is the family? Is he the only child, a favoured child or the eldest child? How does he get along with his classmates? Is he shy or retiring? Is he a leader, follower or isolate? Is he a bully who uses his strength or power to hurt others? Does he show manners which are disliked by his companions? Is he in the habit of antagonizing others?

Ideals and attitudes - Is he a person who believes in ideals? Has he sophisticated tastes? Has

he ever been a delinquent? Has he ever created troubles in the home, in the school and in the community?

Above stated are some of the many details which should be secured before the case is diagnosed. The data about the individual so collected should be interpreted keeping in view his total picture. In the perspective of all the information about the environment the family and his own development, an appraisal is made of the total person. An explanation is given as to what has made him what he is and recommendations are offered as to what should be the most appropriate action in the light of these findings.

The recommendations should be practical and helpful to the individual in solving his problem. The suggestions offered should take into consideration the needs of the student.

Difficulties in making a case study - Making a case study is not easy. It is too complicated and time consuming. It may also become too subjective if the person who prepares the case study is not skilled. Preparing a complete case study for each child is also not feasible in the classroom. A teacher may take up one or two cases for the purpose of studying them. A counsellor may need to make more cases with a purpose of studying them. A counsellor may need to make more case studies but he should guard against errors which creep in unknowingly.

These are as follows:

i) The case study should penetrate into the problem under study. It should not be superficial.

ii) Parents should be contacted. Medical opinion should be sought. All those who come into contact with the individual should be approached. The study not be one sided.

iii) All possible details should be gathered and not even the slightest detail should be overlooked.

Check Your Progress

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

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

4. List the three main topics/headings you would collect information in a case study technique.

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5.4.8 Cumulative Record

It is a record of information concerned with the appraisal of an individual student. The information which is obtained periodically through various sources, techniques, tests, interviews, observations, case study and the like, is assembled in a summary form on a cumulative record card, so that it may be used when the student needs our advice for the solution of some educational or vocational problem.

The cumulative record has been defined as "a method of recording, filing and using information essential for the guidance of students". A cumulative record card supplies information on points such as the following:

a) **Personal:** (i) name, (ii) date of birth, (iii) place and evidence of birth, (iv) sex, (v) colour, (vi) residence.

b) **Home:** (i) names of parents, (ii) occupations of the parents, (iii) parents alive or dead, (iv) economic status, (v) number of siblings, older or younger, (vi) language spoken in the home.

c) **Test scores:** (i) general intelligence, (ii) achievement, (iii) other test scores, (iv) personality traits.

d) **School attendance:** (i) days present or absent each year, (ii) schools attended with dates.

e) **Health:** record physical disabilities, vaccination record, diseases suffered from.

f) **Miscellaneous:** (i) vocational plans, (ii) extra curricular activities, (iii) employment during studies, (iv) counsellor's note.

If we analyse the items recorded on a cumulative record card, we find that only such items are included as are recorded in a case study. Data collected through non-standardised techniques like checklists, questionnaires, autobiographies do not find a place in the record card file. It must be remembered that recording and filing of information are not so important as using the information.

Need and Importance of Cumulative Record

The cumulative records about students provide useful information to teachers, counsellors and administrators. The need and importance of cumulative records in guidance are given below:

Importance in Guidance

i) The basic principle and assumptions of guidance take into consideration the individual differences. Every individual differs from the other in some psychological character, quality or trait. For example, no two individuals are alike. They differ from each other as far as interests, aptitudes and abilities are concerned. Cumulative records reveal such individual differences and indicate the nature and amount of professional assistance needed by individual students at various stages of their development.

ii) The cumulative record is a permanent history of the educational development of the individual student. It indicates his attendance, health, achievement and various other aspects of school life. Hence it is useful in analysing the future needs of the individual student and proper educational and occupational guidance can be offered on the basis of his needs. For example, if it indicates the weaknesses in the physical development of the student, steps to remove those weaknesses can be suggested.

Importance in Teaching

i) The cumulative record of an individual student suggests the teacher whether the attainments are in proportion to his/her mental abilities. If the student is under achieving he/she can be guided as to what steps he/she should take to remedy the defect.

ii) The cumulative records of different students help the teacher in classifying students in accordance with scholastic aptitudes and mental abilities.

iii) The cumulative records of different students of a class help the new teacher in understanding the needs of students.

iv) They are diagnostic tools to analyse a behaviour problem or an educational one. For example, why is a student backward in the class? What steps can be taken to remove his/her backwardness?

v) Cumulative records indicate the students who need individual attention.

vi) Cumulative records helps the teachers in writing reports about individual students, and the principal in writing a character certificate most objectively.

vii) Teachers can locate problem children and children needing special help and adjust the teaching accordingly.

viii) For making case studies the cumulative record are very useful to teachers, because there is some similarity of items collected.

Importance to Administrators - Cumulative records give enough information to the juvenile courts, probation officers for understanding the delinquent behaviour of a particular student.

The cumulative record is needed by teachers - counsellor for the same reason that a cumulative record is maintained by a physician who is famous for treating patients. Just as his patients record maintained over a long period of time tells a story of the growth and deterioration. Human beings are human and hence not always at the peak of their ability. A students' past, if it has been second rate, should be a challenge to his teacher who should help him in achieving success in some other direction.

Characteristics of a Good Cumulative Record

The following are the characteristics of a good cumulative record :

1. Information gathered should be complete, comprehensive and adequate so that valid inferences may be drawn. It should be more comprehensive than the progress report. Since the record is a permanent history of the educational growth of a student it should give all

types of relevant information needed by a teacher or a guidance worker. For example, it should indicate the vocational plans, the vocational choices, the assets and liabilities of the student needed in vocational guidance.

2. Information recorded should be true and valid. Any information received second-hand may have limited validity and reliability. Before preparing a comprehensive model of a cumulative record, for example, for a high school student who needs the guidance for a job, it should be decided what items are needed for such a schedule. Like other tools of measurement, a cumulative record can be valid only when it measures what it intends to measure.
3. Information to be reliable should be collected by a number of teachers and then pooled. The reliability of a cumulative record depends upon the caution with which information on different aspects of student growth are gathered and assembled. All information so collected should come as a result of personal contact with the student, not by one teacher but by a number of teachers, who come in close contact with the student. Information received second-hand should be verified.
4. A cumulative record should be re-evaluated from time-to-time.
5. A cumulative record should be objective and free from personal opinions and prejudices. If bias, likes and dislikes enter in the collection of data, the record will be unreliable.
6. It should be usable. A cumulative record to be usable may be card types, folder type or booklet type. The folder type of cumulative records are more popular because they permit the inclusion of comprehensive information about the student.

Check Your Progress

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

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

5. Discuss in brief the importance of cumulative records in teaching.

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5.4.9 Interviews

An interview is a conversation with a purpose. According to Bingham and Moore, it is a serious conversation directed toward a definite purpose other than satisfaction in the interview itself. The purposes for which interviews are arranged are introductory, fact finding, evaluative, informative and therapeutic in nature. Another characteristic is the relationship between the interviewer and the interviewee. The occasion should be used for a friendly informal talk, The interviewee should be allowed to talk in a permissive atmosphere with confidence and freedom.

Different Types of Interviews

Interviews differ with respect to the purpose that is kept in view. If the purpose is to select a candidate for a post, it is an employment interview, but if the purpose is to gather some facts or verify them it will be called a fact finding interview. So the interviews are classified on the basis of purpose. Interviews are categorised also on the basis of the nature of relationship between the interviewer and the interviewee. If in the interview the dominating figure is the counsellor, it is a counsellor centered interview and if it is the client, then the interview is client centred. Sometimes it is the form of the interview that determines its type.

The following are the major types of interviews :

1. **An Employment Interview:** The purpose behind such an interview is to assess the fitness of a person for the job. The interviewer talks too much and the interviewee too little. He simply answers the questions asked.
2. **A Fact Finding Interview:** The purpose of a fact finding interview is the verification of facts and data collected from other sources.
3. **Diagnostic Interview:** The purpose of a diagnostic interview is remediation. An effort is

made by the interviewer to diagnose the problem of the interviewee and find out symptoms. Necessary information is collected to help the interviewee in solving a problem.

4. **Counselling Interview:** The purpose of a counselling interview is to provide an insight, a suggestion, or a piece of advice to the interviewer. The counselling session begins with the work of collecting information and proceeds with guidance and finally ends with psychological treatment of the problem.

5. **Groups Vs. Individual Interviews:** When several persons are interviewed in a group such an interview is known as a group interview, but basically all group interviews are individual interviews because it is not the group that is interviewee. The purpose behind a group interview is collecting information and the knowledge of common problems facing the group. In the individual interview the emphasis lies on the problems faced by the individual.

   Carl Rogers holds a divergent view about an individual interview. He says that in an individual interview it is not the problem faced by the individual which lies in the centre. The focus is on the individual himself. The aim of an individual interview is not to solve one problem, but to help the interviewee to grow so that he may cope with the present and with problems that may arise in future in a better integrated manner.

6. **Authoritarian Vs. Non-authoritarian Type:** In the authoritarian types of interview, the client and his problems are submerged and the interviewer dominates the interview because of the elevated position that he holds. The non-authoritarian rejects the authoritarian role. The interviewee may still regard the interviewer as a man of authority, but the interviewer does not act as an authoritarian. He accepts the feelings of the client and does not reject them. He uses a variety of techniques during the interview such as suggestion, persuasion, advice, reassurance, interpretation and giving information.

7. **Directive Vs. Non-directive Interviews:** In the directive interview the interviewer directs, shows the path through advice, suggestion, persuasion or threat. But in a non-directive interview it is assumed that the interviewee has the capacity to grow and develop. He has complete freedom to express his feelings and emotions. The interviewer does not try to probe into the past of the client, makes no suggestion. He does not try to re-educate or change the climate.

8. **Structured Vs. Unstructured Interviews:** In the structured interview a definite set of questions is predetermined. The interviewer confines himself to only those points which he decides to discuss in the interview. In a structured interview definite questions are asked. In an unstructured interview there is no such restriction. The interviewer is free to give expression to his ideas. The subject to be discussed is not determined in advance. The unstructured interview sometimes provides an information which on the face of it, may appear to be trivial, but is extremely useful when an interpretation is made.

General Principles of Interview Counselling Situation

The following are the guidelines to make an interview successful :

1. Interview situation should offer a good listening by one who has greater experience and training.
2. The counsellee should feel the need of interview and counselling.
3. The counsellor should have all relevant data about the client before he starts counselling.
4. A rapport should be established between the counsellor and the counsellee. It is a sort of personal relationship of mutual trust and respect based on the feelings of confidence and security.
5. Interview should start with cordial and pleasant greetings and should not indicate that one has authority over the other.
6. Discussion should be restricted to issues at hand.
7. When the counsellee expresses himself he should be accepted. The counsellor will gain nothing by antagonising or embarassing the counsellee.
8. Interview should aim at helping the counsellee gain insight into the problem and reach conclusions.
9. The counsellee should be allowed to take the lead in making decisions.
11. The interview should end with a constructive note.

Advantages of an Interview

An interview is a non-standardised technique used for studying the individual. Interview is commonly used in counselling. It is a technique without which no counselling is possible. It is a valuable technique for obtaining information, giving information to a group, selecting a new employee and helping the individual in the solution of an adjustment problem.

The following are the advantages of interview as a technique of guidance and counselling:

1. It is a widely used technique in guidance because it has certain advantages which are not possessed by other techniques of guidance. For example, much personal data can be more easily collected in much shorter time by using this technique.
2. It is very flexible. It is useful in almost all situations and with all people having different backgrounds.
3. It serves a variety of purposes. You may determine your purpose and have an interview for that purpose. Arrange a fact finding interview and interview one's parents, friends, relatives, teachers and anyone that comes in close contact with one.
4. It has a great therapeutic value. An interview establishes a face-to-face relationship between the interviewer and the interviewee. The direct relationship gives a great insight into the problem faced by the client. The interviewer gets about the client knowledge which has a great therapeutic importance.
5. Interview is helpful in diagnosing a problem. It is very helpful in revealing the causes of a problem faced by the client. Hence some psychologists regard interview a very useful technique for diagnoses and remediation.
6. The face-to-face contact gives very useful clues about the client's personality. The facial expressions, gestures, postures convey meaning and reveal feelings and attitudes indirectly.
7. Interview is useful to the client also because it enables him to think about the problem and about his 'self'. It is the most useful situation in which the client gets a better understanding of his 'self', his abilities, skills, interests and also of the world of work, its opening and their requirements.
8. Interview provides a choice to the client and the counsellor to exchange ideas and attitudes through conversation.

Limitations of Interview as a Technique

1. An interview is a subjective technique. It lacks objectivity in the collection of data about the client. The bias and the prejudices of the interviewer enter into his interpretation of the data collected through an interview.
2. The personal bias makes the interview less reliable and valid.
3. The results of an interview are very difficult to interpret.
4. The usefulness of an interview is limited. The success of an interview depends on the personality qualities of the interviewer, his preparation for the interview and the way in which he interviews. If the interviewer monopolises talking or does not listen patiently to what the client says, the interview loses value.

Check Your Progress

Notes: i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the block.

6. List any five non-standardised techniques you would like to use in your school.

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5.5 STANDARDISED TECHNIQUES

There are four types of standardized tests. These include achievement, interest, aptitude and personality testing. There is some overlap in these categories, especially in interest and personality. Let us examine these one by one.

5.5.1 Aptitude Tests

Aptitude may be defined as a trait that characterizes an individual's ability to perform in a given 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 cannot 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 counsellors and others because (1) they may identify potential abilities of which the individuals is not aware; (2) they may encourage the development of special or potential abilities of a given individual; (3) they may provide information to assist an individual in making educational and career decisions or other choices between competing alternatives; (4) they may serve as an aid in predicting the level of academic or vocational success an individual might anticipate; and (5) they may be useful in grouping individuals with similar aptitudes for developmental and other educational purposes.

Special Aptitude Tests - You might have seen or heard about clerical aptitude test, numerical ability test, etc. Special aptitude tests usually refer to those that seek to measure an individual's potential ability to perform or to acquire proficiency in a specific occupation or other type of activity. Tests that measure special aptitudes are sometimes referred to as single aptitude tests because they only secure a measure for one specific aptitude. Counsellors, most frequently use standardized tests to measure a single aptitude in areas of mechanical, clerical, or artistic abilities. Single aptitude tests have also been developed for use in various graduate and professional schools. Aptitude tests are also available for particular school subjects.

Vocational Aptitude Batteries - Multiple aptitude tests typically consist of a series of subtests that relate in varying combinations to a series of occupations or occupationally related activities. Commonly used multiple aptitude batteries are the General Aptitude Test Battery (GATB); the Differential Aptitude Battery (DAT); the Flanagan Aptitude Classification Test (FACT); and the Academic Promise Test (APT).

Scholastic Aptitude Test - Scholastic or academic aptitude tests measure one's potential for performing in academic situations. Such tests are those that comprise the SAT and PSAT batteries have much merit in so far as predicting academic performance at higher educational levels. However, a more appropriate label would be academic achievement, because they tend to predict future academic achievement on the basis of past learning, rather than on the basis of native ability.

Check Your Progress

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

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

7. Name three types of aptitude tests.

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5.5.2 Achievement Tests

You have been using these tests to assess student's performance in school subjects. All unit, semester and terminal examination tests are nothing but achievement tests. These tests focus on skills or abilities that are traditionally taught in the schools. Therefore achievement tests may be defined as tools designed to measure the degree of student learning in specific curriculum areas common to most schools, such as Mathematics, English usages, etc.

Achievement tests 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 weakness in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

Check Your Progress

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

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

8. Write the importance and need of achievement tests in school in brief.

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5.5.3 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 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 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 testees 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,

unhappiness and disappointment in the lives of the individuals and increase productive capacity of individuals.

Methods of Measuring Interests

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 Counsellor: We can know the interests by knowing the expressed interests of the individual, in a subject, activity, object or vocation. Verbal claim can be an indicator 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. Interest inventories provide information about the student's preferences which are more stable than the verbally claimed interests. The latter 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.

Advantages of Interest Inventories

Interest inventories are useful in many ways :

1) They are well-adapted to vocational counselling - 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 counsellor 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 counsellor'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) They provide excellent preliminary information either to further group study of careers or to individual counselling.

6) They assist counsellor in dealing with many other student problems.

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.

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.

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 traid 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.

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.

Check Your Progress

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

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

9. Write any two advantages and limitations of interest inventories.

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5.5.4 Personality Tests

Personality is inclusive of everything about one's physique, socio-emotional and personal characteristics. Therefore, personality is the sum total of an individual behaviour in social situations. Behaviour includes you as whole person and everything about you, your face, hair, teeth, eye, your way of walking, standing, talking, mannerism, characteristics, habits, thinking and everything else about you.

Purpose of Personality Testing - Personality testing is necessary to achieve the following purposes :

i) 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.

ii) 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 individual's mental conflict is diagnosed, it may be possible for him to solve his problem in his own way.

iii) It helps the teacher and the counsellor. Personality testing through various techniques will help the teacher and counsellor to get this information and help the individual on the basis of this information.

iv) It helps the employer in proper selection of the personnel.

v) It helps the clinical psychologist. A clinical psychologist can use personality assessments to help choose the best therapy for his clients.

Techniques of Testing Personality

A number of techniques are used for testing personality. The techniques are:

- Interview
- Observation
- Self Ratings and Personality Inventories
- Checklists
- Rating Scales
- Situational Tests or Behavioural Tests
- Projective Techniques
- Anecdotal Records
- Autobiography
- The Daily Diary

Interview, observation, rating scales, anecdotal records and autobiography have already been discusssd under Non-standardized Techniques of Guidance in Section 5.4. The description of other techniques has been given here.

Checklists : An important approach to the study of personality is the inventorying of the felt problems of students. They have been used as aids in counselling or in surveying the concerns of the student body. For the second purpose they may be filled out anonymously. A problem checklist or inventory consists basically of a list of problems which are common to a population of the age being studied. The student doing the inventory indicates which of these problems are bothering him. Although a student, for a variety of reasons, may not be willing to admit that a problem is concerning him, these checklists, if interpreted properly, furnish interesting and helpful data for counsellors. They may reveal unsuspected problems and in many cases, their hidden causes. Their greatest value is as a basis for a counselling interview.

Projective Technique : In contrast to the previous measurement techniques, the global approach to the appraisal of personality attempts to study personality as a whole. This method is often called the projective technique because the individual is stimulated to project his personality into the test exercises. The stimuli used in projective techniques attempt to arouse responses

that are a projection of the innerself or motives and personality traits that are usually hidden and often even unsuspected by the individual himself. The subject may be asked to respond to series of pictures, inkblots, or similarly ambiguous stimuli. The interpretation of the responses requires a long period of training and should be done only by those who are specially qualified.

Self Rating and Personality Inventories (Paper and Pencil Personality Tests): An individual's written account of the past behaviour, feeling and wishes can be a good source of information about his personality. Self-ratings can be done through personality inventories and paper and pencil tests. Both of these serve as an excellent basis for later interviews.

Limitations of Paper and Pencil Personality Tests

i) Majority of the question in these inventories deal with personal matters.

ii) Subjects' unconscious resistance also affect his responses to a great extent. According to Phillip E. Vernon, "People literally do not know themselves well enough to answer many of the questions correctly; their responses are only too likely to be rationalizations or unwilling self-deceptions." It is very difficult to get valid and correct information.

iii) Suggestion is another important factor which tampers with validity. Our recollections of emotionally toned experiences are liable to be false. Moreover, it is quite easy that suggestive questioning may lead us to accept experiences as our own which never really occurred.

iv) The influence of temporary mood, optimism, worry, etc. might also affect test responses,

Situational or Behavioural Test

It is a test in which the behaviour of the individual is evaluated in action by judges or by his peers or he is confronted with the situations related to his own life, in response to which he gives expression to his feelings for other persons. The subject reveals some of his personality traits through his preference for or against certain contacts with others and through his spontaneous methods of dealing with life-situations that confront him. Psycho-drama and socio-drama are the two techniques of this type.

According to Jennings, "Socio-drama" is an intensive, vivid, living through experience of common concern to the group members' experience which may have been cut short in life and blocked from full expression, leaving unresolved buried emotional impact. The process aids the individual in mobilizing his resources for behaving spontaneously and discovering his potentialities of expression. Psycho-drama involves the "staging of a situation in which selected members of the group are the spectators."

As the word psycho-drama implies, the individual has to play a role spontaneously in a specified situation. His behaviour is observed by trained observers. It is assumed that individuals project their inner feelings and conflicts in the role they play.

The Daily Diary

The daily diary maintained by students can also serve as a device for the measurement of personality. The diary, being of a very personal nature, can contain the record of such events, thoughts and feelings as are of great importance to the student. The diary, if properly maintained and made, can serve as a useful medium of throwing light upon many aspects of the personality of the individual. It being an hour by hour record of the individual, is valuable for showing the general pattern of a student's life, the activities in which he is currently engaged regularly, and some of his special interests.

Check Your Progress

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

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

10) Briefly describe any two purposes of personality testing. List any five techniques of testing personality.

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5.6 LET US SUM UP

The aim of all guidance is to assist the learner to acquire sufficient understanding of himself and of his environment to be able to utilize most intelligently the educational opportunities afforded by the school and the community. Guidance is the assistance given to individual in making intelligent choices and adjustments in their lives. The ability to make wise choices is not innate; it must be developed. The fundamental purpose of guidance is to develop in each individual up to the limit of his capacity the ability to solve his own problems and to make his own adjustments. The techniques which are generally employed by guidance worker for collecting basic data about the individual area are either standardised or non-standardised. The non-standardised techniques include interview, ratings, questionnaire, observation, sociometry, biography, cumulative record, anecdotal records. The standardised techniques are tools of measuring interests, intelligence, aptitudes and personality traits.

5.7 UNIT-END EXERCISES

1. Administer a questionnaire on a subject suitable for secondary students, in10 students of secondary levels. Go through their responses. Write a report highlighting the need and importance of questionnaire in school education.
2. Discuss in detail the use of achievement and aptitude test in classroom teaching. Give suitable examples.