
Guidance and Counselling in Teacher Education

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Abstract

Guidance is applicable to all aspects of human life i.e. physical, mental, vital, emotional and spiritual and in all stages of development from infancy to old age. The main objective is to help individual to utilize the basic potentialities to the maximum for adequate adjustment in the environment. India is a democratic country. The success of democracy depends on educated and enlightened individuals who shoulder the responsibilities of running the administration. Guidance is an integral part of education. A great teacher inspires, who is a priest, a counsellor who can help the learners by his conscious power to unite with the real Source. Would the teacher education produce such great teacher! The present scenarios show that teacher education in the world needs guidance service. The Various aspects of guidance and counselling programs like: concept, aims, need, importance, role, principles, in schools and teacher education are discussed in this paper. Hope it will provide an enrich idea regarding the guidance and counselling in education as well as teacher education.

Introduction

“A poor teacher tells
An average teacher explains
A good teacher demonstrates
And a great teacher inspires”

This is a valuable quotation for teachers in the World. We have had inspiration from the great ‘Rishis’ like Valmiki, Vasistha, Viswamitra, Vyasa, Buddha, Swami Vivekananda, Sri Aurobindo and from the great teachers as Socrates, Plato, Froebel, Dewey and Radhakrishnan,. Why! What they had? We have to think deeply. They were not mere in human form only. They signify to great consciousness. They are Teachers for all time. They influence others by their own consciousness and teaching. Then what is consciousness? Simply it is a power achieved from Supreme or God or Divine; whose characteristics are Absolute, Perfection, Truth, Beauty, and Goodness. Is it possible to create such teachers through our teacher education!

Delor’s Commission focused on “Learning to know, Learning to be, Learning to do, Learning to live together” in education of 21st century. How can it be possible! There was a great experience of the Indian seers in the similar word “VasdheibaKutumbakam.” It is possible

only by development of consciousness. The human being who himself is conscious can respect others, love others and gradually he extends his arena from a small family to a larger universe.

‘Learning to know’, philosophically it means first to know thyself. Who knows himself, he knows others, and he can realize the Universe. This is the mysticism of spirituality. Hence becoming a global standard teacher it must be needed to become a good local teacher, a good counsellor.

In education there are three basic elements: God (the source of all Knowledge and Wisdom), learner (who seeks to learn), and teacher (the agent or the communicator of learning). Now a few questions rise in mind that how should be a teacher? What should be his ability? How would be his education? What should be his potentialities? How he can become a global teacher? How can one accept the new challenges? These are fundamental questions! Would the teacher education respond these questions!

Before going to discuss it, it is needed to know what education is. What are the objectives of education? Education is a vast term. It is a common assumption that education is a panacea which can provide knowledge, truth, beauty, power, wealth, peace, security, love and ecstasy. A good teacher is a priest, a counselor who can help the learners by his conscious power to unite with the real Source.

The Present Scenario of Teacher Education

It is observed that the Present system of teacher education in India is not effective. Its quality is diluted. The Verma Commission on (2012) appointed by supreme court of India found that “around 90% of pre-service teacher education institutions are in the non-government sector and most Eastern and North eastern states are facing an acute shortage of institutional capacity of teacher preparation in relation to the demand”. The Committee also said it inspected 291 institutes which prepare teacher in Maharashtra are found only 34 fit to continue. It is also proposed to strengthen of regulatory powers and functions of NCERT, which must develop comprehensive guidelines for innovative teacher education programme. It is also appropriate for other states.

Banarjee committee (2008) reported that, the NCTE (the highest apex body of Teacher Education in India) had moved away from its mandate of ensuring quality teacher education and was preoccupied with sanctioning institutions. There are several criticisms and court cases appear against NCTE. On the whole, the teacher education in India is not healthy. What about other countries?

Singh (1990) says, “The teacher education in UK is in state turmoil. Things are shaping and several new experiments being tried out. A whole range of new courses being offered on

absolutely innovative lines. . But human failings have left their deep impress in their programmes. The universities continue to behave in an aristocratic manner looking down upon those who seek their validation or authority....Open University has posed yet another challenge to the rarefied air of the universities with considerable degree of success.” Teaching career in UK is the last choice available. The high cast people are in best positions of the universities.

Teacher education in USA has several problems. According to Singh (1990), “The problems range from an ever increasing number of teacher’s strike, school indiscipline, subject of incompetence of teacher in teaching. Lawrence A. Cremen has brought to the people’s notice the ‘decline quality in teacher training’.” Teaching is perceived one of the poorest jobs. Hence, a few learners come to this profession. There is shortage of competent teachers in new areas along with poor quality of teachers in English language and literature appeared. The above scenarios show that teacher education in the worldneeds Guidance service.

What Is Guidance and Counselling?

The term guidance is used in so many different ways. The true significance of the work of guidance in the school is often overlooked. The chief aim and purpose of guidance is to help the child, youth or adult, to understand himself, his needs and his environments. “Guidance is helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs.”(Hamin and Erickson) Respect for the individual should be the basis of all guidance work. Guidance services are meant for all pupils at all stages. This work should be done prior to a child’s entrance in to school and should continue throughout his school life. In some cases guidance services continue even after graduation.

According to Artur J. Jones (1970), the purpose of guidance has been “to assist the individual through counsel to make wide choices, adjustments and interpretations in connection with critical situation in his life in such a way as to insure continual growth in ability for self-direction.” Guidance is also described as counselling service to assist the individual in achieving self-direction and educational vocational and personal adjustment and to take positive steps in the light of new orientations(Rogers)

Counselling is a personal face to face relationship between two people, in which counsellor by means of relationships and his special competencies, provides a learning situation in which the counselee, a normal sort of person is helped to know himself and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society and further, can learn how to solve further problems and meet future needs.(Tolbert1959) While guidance is the overall framework personal services within the school, counselling(interviewing) is only one

particular service. The counsellor is the key figure in the guidance program but he performs many other duties besides counselling as he discharges his guidance responsibilities.

The two words guidance and counselling generally take on different meanings. The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work (LaiYeung, 2014). The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Gysbers& Henderson, 1994; Yuen, 2002; Lai-Yeung, 2014). Hence guidance and counselling is a very necessary therapy to school children. Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realize their full potential in preparing for adult and working life, (O'Concubhair, 1981). Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour. According to Oviogbodu (2015) counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes. Counselling is an interaction or relationship between two or few individuals, the client counsellor relationship of trust (Geshinde 1991; Adebowale, 2012; cited in Oviogbodu, 2015). Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally, (Egbo, 2013). In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School. Counselling is a person-to-person process in which one person is helped by another to develop, increase in understanding and ability to solve his or her problems. Sometimes it could involve a group of two or more persons.

Why Guidance and Counselling?

The increase in population, industrialization and westernization have created number of problems for our adolescents who are facing frustration, conflict, tensions, and other stress and strain in the present days. Innovative rapid development of science and technology has created a momentum in the modern world. Hence, the present condition of society is so much complex that, where choosing a profession is very difficult. Now a days the pupils are baffled at the vast complexity of courses and institutions to choose from. This is leading to confusion and anxiety if not properly tackled at the right moment.

The varied abilities and aptitudes which boys and girls have, their multiplicity of interests are another factor adding to the complexity of the problem. The multicultural institutions are creating more challenges, those are identified. A heterogeneous class structure creates the challenges that have to overcome. The teacher's responsibility therefore, apart from the parent's in shaping the future of such boys and girls is very great indeed. In all one class there are future leaders, followers and various types of delinquents reading. How does the educational institution provide assistance to each individual; needs rigorous training, that may be supplemented by teacher education.

With the digitalization and technological innovation in the present time, the 21st century world has become more competitive and fast pacing. Technology and digitalization has impacted all spheres of human lives. Hence, life skills become an important requisite to deal with the challenges posed in front of us, the skills we need to deal effectively with the challenges in everyday life, whether at school, at work or in our personal lives. Children and youth who are able to understand and use these skills, along with their educational qualifications, will be better placed to take advantage of educational and employment opportunities. In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. To cope with the above scenario guidance and counselling is barely needed.

Aims and Objectives of Guidance and Counselling

Through the guidance program a student must be achieved:

- To understand himself;
- To make the most of his capacities, interests and other qualities;
- To adjust himself satisfactory to the varied situations within his total environment;
- To develop the ability to make his own unique contribution to society to the fullest possible extent.

The present day concept of guidance is to lay emphasis on individual and his all-round development as a person rather than his intellectual or vocational training alone. Further the individual is considered as a part of his groups. The individual's contribution enhances the group's outputs. In order to promote the maximum output by each individual and by the group as a whole, the teacher with guidance point of view tries to know each student, his abilities, attitudes and motives.

The aims of guidance and counseling service in schools is to assist the student in fulfilling his / her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011). The purpose of guidance and counselling therefore provides emphasis and strength to educational programs.

Some specific aims of the school guidance and counselling program includes the following (Gibson, 2009 cited in Lunenburg, 2010): The Role of Guidance and Counselling in Effective Teaching and Learning in Schools RAY: International Journal of Multidisciplinary Studies 41

- a. To Provide for the Realization of Student Potentialities;
- b. To Help Children with Developing Problems;
- c. To contribute to the Development of the School's Curriculum;
- d. To Provide Teachers with Technical Assistance; and
- e. To Contribute to the Mutual Adjustment of Students and the School.

Principles of Guidance Service

The principles related to basic assumptions should be broad and meaningful. Gilbert Wren and Willis Dugan have given the following as some of the specific principles of guidance.

- Guidance is concerned with the 'whole' student, not his intellectual life alone;
- Guidance is concerned with all students, not only with 'special' or 'problematic' students;
- Guidance is concerned primarily with prevention rather than cure;
- Guidance is more than just activity of a specialist;
- It involves the whole school components;
- Guidance is concerned with choices and decisions to be made by students;
- It develops student's self-understanding and self-determination;
- Guidance is counsel-not compulsion
- Guidance is a continuous progress throughout school life of each student.

What Are the Role of Guidance and Counselling in Schools?

The roles of guidance and counselling is to bring about the maximum development of human potential for the benefit of the individual and society. Makinde (1984) observes that the school counsellor is concerned with facilitating the optimum development of students. This is supported by Bennars (1994); Mutie and Ndambuki (2000) and Ndirangu (2007) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially. Guidance and counselling is therefore aimed at assisting students to harmonize their abilities, interests and values, thereby enabling them to develop their potential fully. In schools, there is need for students to make proper subject and career choices. Borrow (1983) observes that it is the role of guidance and counselling programme to provide the students with the necessary information about the courses availability and the qualifications required for each course. Such information will assist students develop realistic self-concept according to their academic capabilities. Most secondary school students are in the adolescent stage. According to Robert and Elizabeth (1983), during this time, adolescent experience alienation which is a syndrome comprising of distrust, anxiety, pessimism, egocentrism,

meaninglessness, normlessness and powerlessness. They observe that guidance and counselling is therefore needed during this adolescence stage to assist them understand their developmental stage and adjust to school life. Guidance and counselling also help students choose and pursue achievable careers. According to Borrow (1983) the world is highly complex and dynamic which makes career choice very difficult. He reckons that time change, people change, technology progresses and these challenges everyone to change to new ways of living and working. The students need guidance and counselling programs to inform them about various jobs and openings available, the qualification required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals. The programme also plays the role of intercepting and assisting disadvantaged students and also checks on school drop-out. Makinde (1984) observes that one of the roles for school counsellor is to help students who are experiencing difficulties. Students from disadvantaged families of the society have many problems and needs which, are to be dealt with in guidance and counselling programme. Lindsay (1983) argues that such students may experience difficulty in adjustment with peers, teachers and the environment thus guidance programme helps such students to adjust and utilize the guidance facilities available fully.

Role of Guidance and Counselling in Effective Teaching and Learning

Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need school for the counsellor to assist the child in moulding their future through counselling therapy. The school counsellor is seen as a role model and highly respected by students. The counsellors by their training are expected to be friends with the school child, listen to the child's complains, short comings and proffer guidance to the child in a quest of moulding the child in the right part to take in their life pursuit. Egbo (2013) stated that "the total development of a child can only take place in an environment conducive for teaching and learning". It is in realization of the above that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counselling services are among the school educational services. It is believed that guidance and counselling services in school shall develop, assess and improve educational programmes; enhance teaching and improve the competence of the teacher and reduce cost for the children. The school children are undergoing some of the most difficult periods of life. The transition from childhood to adulthood is a difficult one, even for the most balanced child. Apart from the influence of the family, the other major influence on the young person's life is the school and the school environment. The most that other influences can attempt to do is to help each young person to cope with the changes and wrought associate with adolescence, to develop a sense of responsibility, to make definite and considerable personal decisions. In short, families and schools have a duty to assist young people in their self-growth towards becoming a self-fulfilled and well-adjusted adult. Counselling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as

therapy for individuals with specific personal problems, or it can be the foundation of a more general “life skills training programme” for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives (Stokes, 1986). Hence, the Role of Guidance and Counselling has more significance in effective teaching and learning in schools for the child future success.

Guidance Service for Teachers

Apart from subject teaching, teachers are entrusted with many responsibilities nowadays. Guidance and counseling are some of their major duties. In the guidance and counseling literature, these two words generally take on different meanings. The former refers to helping students’ whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counseling is more of supportive, remedial work. The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Gysbers& Henderson, 1994; Yuen, 2002).

The Hong Kong Education Department provided guidelines for guidance teachers, who are full-time teaching staff, to deliver student guidance at school on top of their teaching duties. The document also discussed the importance of a cooperative, teamwork approach in the delivery of student guidance. This laid the groundwork for a whole school approach to guidance, which was implemented in the 1990s with the recommendation of the Education Commission report. This approach emphasizes the involvement of all school personnel to create a caring and inviting environment for students to grow and realize their potentials for whole-person development (Hong Kong Education Commission(1990). In 2002, the government has further extended the whole school approach to encourage comprehensive student guidance service as an integral part of education. This means that schools have to integrate their various subsystems and all staff members need to work collaboratively at schools and with parents and the community at large to help students achieve all-round development and life-long learning (Hong Kong Education Department, 2012). The government has stepped up resources to promote comprehensive student guidance service in recent years.

Since all teachers are involved in student guidance and counselling at school to varying degrees, there is a definite and important need for guidance and counselling training for all teachers. Some guidance teachers have indeed demanded such training for all teachers. They even thought this was “the basic requirement of a teacher” (Yuen, 2002, p.175). However, a search in the literature about teachers’ training needs in guidance and counselling showed a scarcity of research in this topic. Most studies focused on peripheral topics such as

qualifications and mode of training for guidance personnel (McCarthy, 2001), or the training needs of career guidance personnel (Patton & Burton, 1997; Patton, 2000).

Researches show that, training is needed for all the teachers. Their perceived training needs included not only knowledge and skills related to guidance and counseling, but also life skills. They demanded training in communication skills, interpersonal skills and ways to deal with their own issues. If training programmes are to be a satisfying experience, the training contents should match trainees' needs. Day (2002) argued that teacher development programmes which do not match teachers' needs were unlikely to arouse their motivation. In Law's (2000) in-depth interviews with teachers about their views towards guidance training, five out of eight interviewees gave negative comments about the training courses offered by the government. They criticized the training as being too general, imparting only fundamental guidance knowledge and could not arouse their interest.

Besides training needs, the training programmes can include experiential, reflective exercises and in-class discussions for trainees to examine and work on issues of personal qualities and prejudice which they consider most hindering. Hence, during designing of teacher training or education programmes, training approaches which are experiential, reflective and interactive are recommended to match teachers' training needs and enhance trainees' motivation and interest in training. These strategies have found some support in the literature. One such example can be seen in Heppner and O'Brien's (1994) work. In evaluating a multicultural counseling course, they found that an increased awareness and interpersonal exchanges in class were most helpful in facilitating change.

What Are the Benefits of the School Counseling Program for Students?

The following are benefit of counselling to students in schools:

1. Prepare students for the challenges of the 21st century through academic, career, and personal / social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides advocacy for students.
10. Encourages facilitative, co-operative peer interactions.
11. Fosters resiliency factors for students.
12. Assures equitable access to educational opportunities.

What Are the School Guidance Counsellors' Areas of Work?

In 1981 the Cork branch of the Institute of Guidance Counsellors produced a job description for school Guidance Counsellors listing their areas of work. The School Guidance Counsellor:

1. Counsels individual students and provides group education and vocational guidance.
2. Assists individual students with personal problems; social, emotional etc.
3. Assists with personal development.
4. Advises on study techniques.
5. Advises on job applications and interviews.
6. May engage in psychological testing and other testing.
7. May refer students to other agencies.
8. May co-ordinate a school system of pastoral care.
9. Is responsible for the compilation and availability of occupational information.
10. Enjoys freedom and flexibility in the organisation of counselling activities according to the needs of the school. (I.G.C. Journal, Spring 1981).

Conclusion

Guidance is applicable to all aspects of human life i.e. physical, mental, vital, emotional and spiritual and in all stages of development from infancy to old age. The main objective is to help individual to utilize the basic potentialities to the maximum for adequate adjustment in the environment. India is a democratic country. The success of democracy depends on educated and enlightened individuals who shoulder the responsibilities of running the administration. Guidance is an integral part of education. Guidance and Counselling also help students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. The education of a child needs constant mentoring hence guidance is inimical to their growth and development in a complex society that we are today.

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