



INSTITUTE OF DISTANCE EDUCATION
IDE
Rajiv Gandhi University



MAEDN-507

Guidance and Counselling

MA EDUCATION
4th Semester

Rajiv Gandhi University

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GUIDANCE AND COUNSELLING

MA [EDUCATION]

Fourth Semester

MAEDN-507

RAJIV GANDHI UNIVERSITY

Arunachal Pradesh, INDIA - 791 112

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SYLLABUS

Objectives:

1. To familiarize the student teachers with the concept of the guidance
2. To familiarize the student teachers with the concept of the counseling
3. To acquaint students with the techniques of guidance and counseling
4. To enable them to know the importance and utility of guidance and counseling.

UNIT-I. The concept of Guidance and Counselling:

- Meaning. Nature and Need of Guidance
- Principles of guidance
- Types of guidance: Educational, vocational and personal guidance and group guidance

UNIT-II. The concept of Guidance and Counselling:

- **Meaning, nature and scope of counseling.**
- **Types of counseling-directive, non-directive and eclectic counseling**
- Necessary qualities (personal and professional) of a good counselor

UNIT-III. Techniques of Guidance and Counseling:

- Testing Techniques: Test of intelligence, interest, aptitude, creativity and personality.
- Non-testing technique: observation, interview, and questionnaire.

UNIT-IV. Organization of guidance and Counselling services in schools and colleges:

- Guidance Services: Orientation services, pupil information services, Educational services, occupational information services and placement service and follow-up service.
- Counseling Service- Career Talks, career conferences, career tour, career corners.
- Role of career master, counselor, Headmaster/principal, Teacher and parents.

Practicum:

1. Organization of career talks
2. Organization career corner
3. Identification of problems of guidance programme in any school of Arunachal Pradesh
4. Testing the vocational aptitude of secondary school students.

About the University

Rajiv Gandhi University (formerly Arunachal University) is a premier institution for higher education in the state of Arunachal Pradesh and has completed twenty-five years of its existence. Late Srmt. Indira Gandhi, the then Prime Minister of India, laid the foundation stone of the university on 4th February, 1984 at Rono Hills, where the present campus is located.

Ever since its inception, the university has been trying to achieve excellence and fulfill the objectives as envisaged in the University Act. The university received academic recognition under Section 2(f) from the University Grants Commission on 28th March, 1985 and started functioning from 1st April, 1985. It got financial recognition under section 12-B of the UGC on 25th March, 1994. Since then Rajiv Gandhi University, (then Arunachal University) has carved a niche for itself in the educational scenario of the country following its selection as a University with potential for excellence by a high-level expert committee of the University Grants Commission from among universities in India.

The University was converted into a Central University with effect from 9th April, 2007 as per notification of the Ministry of Human Resource Development, Government of India.

The University is located atop Rono Hills on a picturesque tableland of 302 acres overlooking the river Dikrong. It is 6.5 km from the National Highway 52-A and 25 km from Itanagar, the State capital. The campus is linked with the National Highway by the Dikrong bridge.

The teaching and research programmes of the University are designed with a view to play a positive role in the socio-economic and cultural development of the State. The University offers Undergraduate, Post-graduate, M.Phil and Ph.D. programmes. The Department of Education also offers the B.Ed. programme.

There are fifteen colleges affiliated to the University. The University has been extending educational facilities to students from the neighbouring states, particularly Assam. The strength of students in different departments of the University and in affiliated colleges has been steadily increasing.

The faculty members have been actively engaged in research activities with financial support from UGC and other funding agencies. Since inception, a number of proposals on research projects have been sanctioned by various funding agencies to the University. Various departments have organized numerous seminars, workshops and conferences. Many faculty members have participated in national and international conferences and seminars held within the country and abroad. Eminent scholars and distinguished personalities have visited the University and delivered lectures on various disciplines.

The academic year 2000-2001 was a year of consolidation for the University. The switch over from the annual to the semester system took off smoothly and the performance of the students registered a marked improvement. Various syllabi designed by Boards of Post-graduate Studies (BPGS) have been implemented. VSAT facility installed by the ERNET India, New Delhi under the UGC-Infonet program, provides Internet access.

In spite of infrastructural constraints, the University has been maintaining its academic excellence. The University has strictly adhered to the academic calendar, conducted the examinations and declared the results on time. The students from the University have found placements not only in State and Central Government Services, but also in various institutions, industries and organizations. Many students have emerged successful in the National Eligibility Test (NET).

Since inception, the University has made significant progress in teaching, research, innovations in curriculum development and developing infrastructure.

About IDE

The formal system of higher education in our country is facing the problems of access, limitation of seats, lack of facilities and infrastructure. Academicians from various disciplines opine that it is learning which is more important and not the channel of education. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. This will meet the demand for qualitative higher education of millions of people who cannot get admission in the regular system and wish to pursue their education. It also helps interested employed and unemployed men and women to continue with their higher education. Distance education is a distinct approach to impart education to learners who remained away in the space and/or time from the teachers and teaching institutions on account of economic, social and other considerations. Our main aim is to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and Northeastern part of India in general. In 2008, the Centre for Distance Education has been renamed as “Institute of Distance Education (IDE).”

Continuing the endeavor to expand the learning opportunities for distant learners, IDE has introduced Post Graduate Courses in 5 subjects (Education, English, Hindi, History and Political Science) from the Academic Session 2013-14.

The Institute of Distance Education is housed in the Physical Sciences Faculty Building (first floor) next to the University Library. The University campus is 6 kms from NERIST point on National Highway 52A. The University buses ply to NERIST point regularly.

Outstanding Features of Institute of Distance Education:

(i) At Par with Regular Mode

Eligibility requirements, curricular content, mode of examination and the award of degrees are on par with the colleges affiliated to the Rajiv Gandhi University and the Department(s) of the University.

(ii) Self-Instructional Study Material (SISM)

The students are provided SISM prepared by the Institute and approved by Distance Education Council (DEC), New Delhi. This will be provided at the time of admission at the IDE or its Study Centres. SISM is provided only in English except Hindi subject.

(iii) Contact and Counselling Programme (CCP)

The course curriculum of every programme involves counselling in the form of personal contact programme of duration of approximately 7-15 days. The CCP shall not be compulsory for BA. However for professional courses and MA the attendance in CCP will be mandatory.

(iv) Field Training and Project

For professional course(s) there shall be provision of field training and project writing in the concerned subject.

(v) Medium of Instruction and Examination

The medium of instruction and examination will be English for all the subjects except for those subjects where the learners will need to write in the respective languages.

(vi) Subject/Counselling Coordinators

For developing study material, the IDE appoints subject coordinators from within and outside the University. In order to run the PCCP effectively Counselling Coordinators are engaged from the Departments of the University, The Counselling-Coordinators do necessary coordination for involving resource persons in contact and counselling programme and assignment evaluation. The learners can also contact them for clarifying their difficulties in then respective subjects.

UNIT 1 ATTITUDE SCALE

Structure

- 1.0 Introduction
- 1.1 Unit Objectives
- 1.2 Defining Attitude
 - 5.2.1 Measuring Attitude
 - 5.2.2 Significance of Attitude Testing
- 1.3 Method of Construction and Standardization of Attitude Scale
 - 5.3.1 Thurstone Scale
 - 5.3.2 Liked Scale
- 1.4 Summary
- 1.5 Key Terms
- 1.6 Answers to 'Check Your Progress'
- 1.7 Questions and Exercises
- 1.8 Further Reading

1.0 INTRODUCTION

Attitude is the base which determines the success or failure experienced by individuals. People do not differ much in terms of physique or intellect. However, attitude is the factor that makes a big difference. Two individuals can differ in attitudes (one being a pessimist and the other, an optimist) in spite of having the same background, education, skill and intelligence. It is all a matter of different attitudes. One's interests are a reflection of choices and occupations of interest. If people select a profession linked to their interests, they will enjoy doing their work and derive pleasure from it.

In this unit, you will learn about attitude measurement, the purpose behind it and its limitations. You will also learn about Thurstone scale and Likert scale for measuring attitude.

1.1 UNIT OBJECTIVES

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

- Define attitude
- State the importance of attitude scaling
- Describe the methods of attitude measurement
- Discuss Thurstone and Likert scaling

1.2 DEFINING ATTITUDE

L. L. Thurstone, a pioneer in the fields of psychometrics and psychophysics, states that attitude 'is the degree of positive and negative affect associated with some psychological object'. Attitude refers to the predisposition of an individual to evaluate some aspect of his world, including ideologies, objects, symbols, and people. Attitude is the bent of mind that may be positive, negative, hostile or indifferent. One's attitude is reflected in his behaviour. In a nutshell, attitude includes the sum-total of an individual's inclination, feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about something.

For example, somebody's attitude towards Indian culture means the person's positive inclination towards the Indian culture. Social attitudes can be learnt from the society through interaction with the social members. Attitude of an individual changes from time-to-time and it is not an inborn quality, rather it is acquired.

American psychologist Anne Anastasia states, 'An attitude is often defined as tendency to react favourably towards a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus defined, attitude cannot be directly observed but must be inferred from overt behaviour, both verbal and non-verbal.'

Psychologist Frank S. Freeman states 'An attitude is a dispositional readiness to respond to certain situation, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. An attitude has a well-defined object of reference. For example, one's view regarding a class of food or drink (such as fish and liquors), spoil, maths or democrats are attitudes.'

Characteristics

The characteristics of attitude are as follows:

- It is not inborn but acquired
- Differs from culture-to-culture
- Are integrated into an organized system
- Less consistent and can be modified
- Is a position towards outer objects, either 'for' or 'against'
- Are socially learned
- Formed due to the process of differentiation
- Attitudes are complex
- Have readiness to respond
- Has a time dimension
- It has a duration factor
- It is predisposition towards objects
- Observed from overt behaviour
- Is a well-defined object of reference

- It implies a subject—object relationship

Types

The predispositions towards different things create different attitude. Attitude of a person varies from situation to situation and from time-to-time. Some people have positive attitude towards religious thoughts and morality, but some have negative attitude towards it. In general, attitude is of two kinds: (i) positive attitude and (ii) negative attitude. For example, Gandhi was interested in non-violence, so he had positive attitude towards non-violence. On the other hand, he was against violence, so he had negative attitude towards violence. Besides this kind of classification, attitude may be classified into different categories like:

- Acquisitive attitude
- Playful attitude
- Scientific attitude
- Business attitude
- Artistic attitude
- Religious attitude

People who have interest in acquisition of something all the time, they have acquisitive attitude. All the time, they are in search of something. Play attitude refers to the interest in playing. People with playing attitude give importance to playing. Some people are more inclined towards science and technology from childhood and involve themselves in small scientific activities. They have a scientific bent of mind and this is known as 'scientific attitude'. Some people are interested in commerce and business activities. This refers to their business attitude. People with skill in art and craft, have an artistic attitude. They have interest in artistic things, arts and crafts, etc. Religious attitude refers to people having a religious bent of mind and like to involve in religious activities. People with religious attitude believe in different forms of God, and they are known as theists. But people who do not believe in God and religion are known as atheists. They do not like to involve themselves in religious activities.

Determinants

Attitude is not an inborn quality. At the time of birth a child's mind is like a clean slate but gets eventually influenced and moulded according to the society and environment in which they live, interacting with parents, peer group, siblings, neighbours, society and schoolmates a child develops his/her attitude towards an individual or object or anything else. So there are certain factors which determine the attitude of human beings. The determinants are as follows:

- (a) **Cultural or social determinant:** A child acquires everything from culture or the society to which he/she belongs. The cultural ethics, social norms, ceremonies, religious and moral beliefs of the particular society are acquired by the child. His attitude towards something is framed according to that social or cultural framework. For example, a tribal child receives all aspects of tribal culture, language, thinking, education, and other such things from the tribal society in which he lives. For example, if a particular tribe considers that people who do not belong to their tribe are alien to them and they destroy their culture and civilization.

So, the child of this tribe will also develop this kind of attitude towards the people who do not belong to their tribe.

- (b) **Psychological determinants:** One's psychology determines one's attitude. A person who is kind and merciful will have a sympathetic attitude towards the poor. Emotional and personal experiences and social perception contribute towards development of attitude.
- (c) **Functional determinants:** Functional determinants are also known as situational determinants. Sometimes, a situation builds attitude in human minds. For example, when somebody is rebuked and mistrusted by his/her friends in a particular situation contributes to his/her change of attitude towards the friends. Such situational factors are responsible for development of attitudes.

1.2.1 Measuring Attitude

Attitude is a subjective concept which is not absolute but is rather relative. So, when test is prepared for testing attitude, certain dimensions are to be kept in mind. The dimensions are as follows:

- Direction
- Degree
- Intensity

From the direction point of view, there are two kinds of directions: (i) positive and (ii) negative. When an individual has positive bent of mind towards something, it is known as 'positive attitude' and when he has a negative bent of mind towards something it is known as 'negative attitude'. Every student's attitude should be measured in relation to teaching-learning situation.

Every attitude has its degree. For example, a person who sings occasionally has less degree of positive attitude towards singing in comparison to the person whose profession is singing. So at the time of measuring attitude, the degree of predisposition should be taken into consideration. Attitudes also have an intensity dimension.

The methods to be followed for the measurement of attitude are as follows:

- (i) **Thurstone scale:** This scale was developed by L.L. Thurstone. Thurstone's attitude scale is known as equal-appearing interval scale. In this scale, both favourable and unfavourable statements regarding a particular topic are reflected in an eleven point scale. The respondent is supposed to check the point for each item according to his attitude. The median of the judged locations for an item is its scale value. The scale positions are a function of the judges who are chosen.
- (ii) **Likert scale:** This scale was developed by Likert. All the items of this scale are followed by five options. The respondents are supposed to point out the option they like. The decisions are either favourable or unfavourable on the object, or person. Judges are not appointed for this scale, and this scale is known as 'five- point scale'. Likert type scale is less time consuming and economic. Its approach is more empirical because, it deals with the respondent's score directly rather than employing judges. The sum of the item credits is the total score of the individuals, which is interpreted in terms of empirically established norms.

Example of Likert type scale:

2.	‘Science is the soul of present day society’.	Scales	5	4	3	2	1
		Values	SA	A	U	D	SD

Values:

SA	—	Strongly Agree	5
A	—	Agree	4
U	—	Undecided	3
D	—	Disagree	2
SD	—	Strongly Disagree	1

1.2.2 Significance of Attitude Testing

Behind every action, there is purpose. When we go for testing attitude of people or students, obviously there are some purposes behind it. In teaching-learning situation, attitude testing has an important role to play. So the purposes of attitude testing are as follows:

- To assess the entry attitude of the students towards a particular course
- To assess how far the desirable attitudes have been developed in the students during the course and after the completion of the course
- To help students to develop positive attitude towards certain things
- To help students in their career plan
- To help management to make its administration and supervision a qualitative one
- To help teachers to overcome their weakness in the teaching—learning situation
- To help students to check their undesirable behaviours

Limitations of Attitude Testing

Attitude testing has certain limitations which cannot be avoided. The limitations are as follows:

- Attitude is a subjective concept, so it is very difficult to measure attitude quantitatively
- Attitude is such a complex affair that it cannot be represented by any single numerical index
- Attitude is learned not inborn. So it varies from situation to situation and time to time
- In most of cases, it is seen that there is difference between verbally expressed attitudes and attitudes reflected in behaviour

1.3 METHOD OF CONSTRUCTION AND STANDARDIZATION OF ATTITUDE SCALE

While it seems that the easiest way to find out someone’s opinion about something would be to just ask them, it is not always that simple. It becomes complicated because attitude is an outcome and an influence on self-image and social acceptance and people may sometimes resort to dishonesty in order to hide their true nature or just appear likable. In the quest to be socially accepted and desirable, people may give the answers they feel that the questioner wants to hear. Since the truth of

an opinion can never be ascertained, measuring attitude becomes very difficult. Many different approaches have been offered and none of them are foolproof. Usually an attitude test assesses the three different components of attitude-cognitive, affective and behavioural.

1.3.1 Thurstone Scale

Thurstone scales are actually a group of activities used to create attitude scales. These activities were one of the earliest systematic techniques formulated to measure attitudes. Louis L. Thurstone, in 1928, developed the law of comparative judgment. This law proved that attitude is measurable even though it is not a tangible entity.

The three different attitude-scaling techniques propounded by Thurstone were the method of equal-appearing intervals, the method of paired comparisons, and the method of successive intervals. Thurstone believed that attitudes were multifaceted and complex and could not be accorded a single static value. They had to be distributed along a range which was dynamic.

This proved that attitude cannot be represented by a single number. In order to identify that range, psychologist Robert Thurstone came up with the method of equal- appearing intervals. This method makes up for the deficiency of the Likert scale by taking into account the strength of individual items when calculating the attitude score and allowing for neutral opinions.

Constructing the scale

Step 1: You should be very sure of what aspect you would like to measure. Then, create sample statements that could be possible opinions about that aspect. The statements should range from highly favorable to highly unfavorable.

For example, the issue under consideration is caste reservation system allowed by the government. Some sample statements could be:

‘It is highly unacceptable for one part of the society to have more privileges than others,’

‘There is nothing wrong with it.’

‘Reservation system provides equal opportunities to the backward classes.’

‘It is a legitimate way of bringing equality into the education system.’

‘It promotes inequality and frustrates the regular youth.’

Step 2: The next step is to evaluate each statement by assigning it a number from 1-11, with 1 being very negative and 11 being very positive. The number would indicate the attitude of the statement. The aim here is to have statements that represent every kind of attitude possible for one chosen issue. After all such statements have been crafted and selected, the rest can be discarded.

So, let’s assume that the average ratings among our judges are as below:

Statement	Average
‘There is nothing wrong with it.	6.8
Reservation system provides equal opportunities to the backward classes.	2.4
It is a legitimate way of bringing equality into the education system.	1.3

It is highly unacceptable for one part of the society to have more privileges than others. 8.4

It promotes inequality and frustrates the regular youth 9.1

After all the respondents have graded the statements, their attitudes can be calculated from their answers. Some issues commonly faced when creating such a scale include (1) it can be very time taking and costly, and (2) It is difficult to identify examples for the mid-points of the scale when the judges are in consensus.

1.3.2 Likert Scale

The Likert scale was introduced by the psychologist Rensis Likert. This scale is psychometric and uses questionnaires to gauge attitudes of respondents regarding specific topics or subject areas.

The difference between these two concepts pertains to the distinction made by Likert between the phenomenon being examined and the means used for recording responses. Since there is a range available for the respondents to choose from, the form is able to capture the intensity of approval or disapproval felt by the responder. Please note that while creating the range, the Likert scale assumes that distances between each set within a range are equal.

In comparison, modern test theory considers the complexity of each item as an aspect to be included in scaling items. Students must remember that there is difference between a Likert item and a Likert scale. The Likert scale is actually the summation of responses on multiple Likert items. Likert items are usually shown along with a graphical analog scale, such as a line on which the range is shown wherein the respondent encircles or ticks the chosen response value. Sometimes, people refer to the items as scales but this should be avoided as it creates confusion. A Likert item is just a statement which the respondent evaluates as per subjective or objective criteria.

The Likert scale is found to be balanced because the range in either direction is uniform. Usually, there are five standard options available, while many experts suggest offering 7 or 9 possible responses. However, recent studies have shown that 5 or 7-point scales produce slightly higher mean scores than the 10-point scale. This difference can make a large difference statistically.

The typical format of a five-level Likert item looks like:

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

When the Likert scale does not offer the neutral option of 'neither agree nor disagree', it is considered a forced choice method. A lot of evaluators feel that respondents use this option when they are unsure of a response and this does not reflect their true opinion.

There is a subtle difference between the responses of 'undecided' and 'neutral'. A study has also found that Likert scales are vulnerable to distortion because respondents may be reluctant to use very strong responses, either favorable or unfavorable and so may go with largely neutral or mildly favorable or unfavorable responses. A respondent may be more intent on portraying himself or

herself in a particular manner rather than being honest and for the sake of social desirability give inaccurate responses. To a certain extent, the acquiescence bias is cancelled out due to the availability of all extreme responses but it is much more difficult to take care of the tendency to be neutral and the desire to be socially acceptable.

Scoring and analysis

In a Likert scale, the scoring can be done by summing up all items together or by analyzing each item separately, once the questionnaire has been completed. However, usually, Likert scales are considered to be summative scales. Also, the scale items are largely random and have no numerical or factual basis. They depend on the researcher's state of mind and insight into the subject. Likert items tend to be assigned progressive positive integer values. A Likert scale would mostly have options ranging from 2 to 10 with 5 being the most common number. When we say that items are progressively numbered, it means that each successive Likert item is considered to indicate a 'better' response than the preceding one.

The second significant aspect is if each successive item category is equidistant from the last. For instance, in the given example, it appears that the 'distance' between categories 1 and 2 is equal to the distance between categories 3 and 4. Obviously, if the distances were to vary, it would signal an inherent bias in the scale and not yield reliable answers. For instance, in an item with options 'Poor', 'Average', 'Good', and 'Very Good', the distance is not equal because there is only one unfavorable response and this weighs the items in the favor of a positive response. At the same time, even if the researcher takes care to create what he feels are equidistant categories, the respondent may not feel so. The quality of a good Likert scale is that it would have symmetrical categories with clearly defined qualifiers, in terms of language. Such a scale is likely to have equidistant categories and will be truly an interval-level measurement. This is an important consideration because otherwise the Likert scale would just be an ordinal scale that would lead to information being lost or being unreliable.

It is only wise to sum up the responses to Likert questions if they all use the same scale and the scale is uniform in terms of distance between the response ranges. In the example, the Central Limit Theorem provides for data to be treated as interval data measuring a latent variable. If the summative responses match up to these assumptions, parametric statistical tests like the analysis of variance may be used. To model binary Likert responses directly, they may be represented in a binomial form.

The chi-squared, Cochran Q, or McNemar tests are common statistical procedures used after this transformation. Non-parametric tests such as chi-squared test, Mann Whitney test, Wilcoxon signed-rank test, or Kruskal-Wallis tests are often used in the analysis of Likert scale data. Consensus-based assessment (CBA) can be used to create an objective standard for Likert scales in domains where there is no universally acceptable objective standard available. CBA may be employed to refine or even corroborate universally accepted norms.

1.4 SUMMARY

In this unit, you have learnt:

- L. L. Thurstone states that an attitude 'is the degree of positive and negative affect associated with some psychological object'.

- Attitude refers to the predisposition of an individual to evaluate some aspect of his world including ideologies, objects, symbols, people, etc. Attitude is the bent of mind that may be positive, negative, hostile or indifferent.
- Anastasia states, 'an attitude is often defined as tendency to react favourably towards a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus defined, attitude cannot be directly observed but must be inferred from overt behaviour, both verbal and non-verbal'.
- The predispositions towards different things create different attitude.
- Attitude may be classified into different categories like:
 - o Playful attitude
 - o Scientific attitude
 - o Business attitude
 - o Artistic attitude
 - o Religious attitude
 - o Acquisitive attitude
- Attitude is not an inborn quality.
- One's psychology determines one's attitude.
- Functional determinants are also known as situational determinants.
- Attitude is a subjective concept which is not absolute but is rather relative. So, when test is prepared for testing attitude, certain dimensions are to be kept in mind. The dimensions are: Direction, Degree and Intensity
- Thurstone scales are a set of procedures used to construct attitude scales. These procedures were among the earliest systematic methods devised to measure attitudes.
- Louis L. Thurstone developed the law of comparative judgement in the late 1920s. This law proved that attitude can be measured despite lacking a physical dimension.
- A Likert scale is a psychometric scale that employs questionnaires for research. It is the most widely used approach to scaling responses in survey research that the term is often used interchangeably with rating scale, or more accurately the Likert-type scale, even though the two are not synonymous.
- The inventor of the Likert scale was psychologist Rensis Likert.
- A scale can be created as the simple sum questionnaire responses over the full range of the scale. In doing this, Likert scaling assumes that distances on each item are equal. By contrast modern test theory treats the difficulty of each item as information to be incorporated in scaling items.

- Likert scaling is a bipolar scaling method which measures either positive or negative response to a statement. An even-point scale is used sometimes, where the middle option of ‘Neither agree nor disagree’ is not available.
- Each item of the Likert Scale can be analyzed separately or in some cases item responses may be summed to create a score for a group of items after the questionnaire is completed. Hence, Likert scales are often called summative scales.
- Responses to several Likert questions maybe summed provided all questions use the same Likert scale and that the scale is a defensible approximation to an interval scale.

1.5 KEY TERMS

- Attitude: It refers to the predisposition of an individual to evaluate some aspect of his world such as ideologies, objects, symbols and people
- Thurstone scale: This scale was developed by Thurstone, which is also known as equal-appearing interval scale
- Likert scale: A Likert scale is a psychometric scale that employs questionnaires for research
- Functional determinants: They are also known as situational determinants which helps to mould attitude of people

1.6 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. An attitude is the degree of positive and negative affect associated with some psychological object.
2. The three important attitudes are: (a) acquisitive attitude, (b) play attitude, and (c) scientific attitude.
3. The determinants of attitude are: (a) cultural or social determinant, (b) psychological determinant, and (c) functional or situational determinant.
4. Thurstone scales are a set of procedures used to construct attitude scales. These procedures were among the earliest systematic methods devised to measure attitudes. Louis L. Thurstone developed the law of comparative judgement in the late 1920s.
5. The inventor of the scale was psychologist Rensis Likert.

1.7 QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the different characteristics of attitude?
2. State the purpose of attitude testing.
3. What are the limitations of attitude testing?
4. Explain with the help of an example how society is a determinant of attitude.

Long-Answer Questions

1. Describe the process of measuring attitude.

2. Explain Thurstone scale.

3. Write in detail about Likert scale and state its drawbacks.

1.8 FURTHER READING

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UNIT 26 CONCEPT OF GUIDANCE AND COUNSELLING

Structure

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2.0 INTRODUCTION

Since life is constantly changing in its dynamics and demands on us, we need to be guided, in terms of home life, professional life as well as education. Some people need less guidance than others. But everyone feels the need for guidance and counselling at some point in time. To meet this need, guidance and counselling has gradually developed into a well-planned and scientific subject. Before we go into the more advanced aspects of guidance as a science, it's important to study in detail and various aspects of guidance. In this unit, you will learn about the meaning of guidance, its aims and objectives, its needs, assumptions, nature, principles and scope.

2.1 UNIT OBJECTIVES

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

- Explain the meaning, function and role of guidance
- Describe the principles of guidance and counselling
- Identify the types of counseling
- Discuss the role of a teacher in guidance and counseling
- Understand the meaning and types of counselling
- Discuss the goals and importance of counselling
- List the qualities of a good counsellor

2.2 MEANING OF GUIDANCE

The term ‘guidance’ represents a concept that is neither simple nor easily understood. Guidance is not simply giving directions to someone, and neither does it mean making decisions for an individual because every individual needs to take their own decisions. Guidance also does not mean carrying other people’s burdens, but rather, to support and encourage a person to an extent where they are able to develop their own opinions, have an individual point of view and deal capably with life’s challenges. Guidance is assistance made available by professionally qualified and adequately trained men and women to individuals of all ages.

Guidance is an old concept but is still developing. It is still largely an unorganized and informal process in many places, such as when guidance is sought from parents, grandparents, astrologers, palmists, numerologists and so on. However, lately, schools have begun employing a professional guidance counselor who comes in every day and all students are encouraged to take their problems to him/her. Sometimes, teachers may recommend a particular student to consult the school counselor. Thus, recently, the school guidance programme has become an integral part of any planned education activity. Before professional counsellors came into the picture, teachers used to

fill the role of providing awareness and encouragement to their students to help them overcome problems faced during learning and adjustment. The guidance was informal and case-specific, and was similar to ‘suggesting’ and sometimes ‘ordering and prescribing’. This is similar to the ancient times when it used to be the responsibility of teachers to provide guidance to their students. It was normal for the students to be open with the teacher.

Slowly, it was realized that guidance should only be provided as personalized assistance by a trained professional who is qualified in this capacity. Guidance and counselling came to be respected as a separate field, with adequately sophisticated methodology and theories based on actual research. The field has gradually become distinct from teaching-learning and education in general.

Now, guidance counselling follows certain set methodology that includes important techniques like observation, testing, interviewing, keeping records, studying case studies and making assessments. Now guidance counselling is focused on the discovery of talents with regard to the available opportunities.

In this sense guidance is a continuous process of helping every individual through his own efforts and interest to discover, release and develop his potential for his own individual prosperity within the society. The purpose of guidance is more than finding jobs for the youth. Although at the outset of the guidance profession, the vocational aspect was given main importance, the science of guidance counselling has now gone far beyond this. It is now concerned with the growth of a person in entirety. Meaning of guidance

The term guidance can be defined in two ways:

- **General meaning of guidance:** In general, guidance is the act of showing the possible paths in learning. It is process by which the individuals are assisted in making adequate adjustments to life’s situations with regard to their educational, vocational and personal problems. It is an organized service which aims at helping the individuals understand themselves which means enabling them to know their abilities, aptitudes, interests, perceptions, needs, purposes and their assets and limitations.
- **Specific meaning of guidance:** The term ‘guidance’ has been defined in a specific manner in the words of Jones, ‘Guidance is the personal help that is given by one person to another for developing life goals, in making adjustments and in solving problems that confront him in the attainment of goals’. In this manner, guidance can be classified as a kind of personal assistance.

This authoritative definition brings out clearly the salient feature of guidance. It points out that guidance is neither dictation nor directions. It is actually friendly advice and personal help offered by a competent individual, known as the guide or guidance expert, to one who is in need of such assistance. The guidance enables the person to understand his problems and to overcome them. Lack of guidance is liable to lead an individual to inadequate thought and behaviour, wrong decisions and to maladjustment.

2.2.1 Definitions

The term guidance has been defined by several psychologists. Some important definitions have been provided below:

- **According to Ruth Strong:** Guidance is a process of helping every individual through his own efforts, to discover and develop his potentialities for his personal happiness and special usefulness.
- **According to Brewer:** Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations.
- **According to Wordsworth:** Guidance helps an individual to develop his personality fully and enables him to serve the society to the best of his capabilities and talents.
- **According to Carter V.:** Guidance is a process of dynamic interpersonal relationship designed to influence the attitudes and subsequent behavior of a person.
- **According to Crow & Crow :** Guidance is the assistance made available by properly qualified and adequately trained men or women to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burdens.
- **According Dr. K. G Rama Rao:** Guidance is essentially an educative process; the outcomes of which are mental and educational preparedness for some of action centered round the basic functions of men, especially those pertaining to vocational, recreational and community service fields.
- **According to C. S. Office of Education:** The process of acquainting the individual with the various ways including special training in which he may discover his natural endowment so that he makes a living to his own best advantage and that to society.
- **According to Secondary Educational Commission 1952-1953:** Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of the factors that can be mastered themselves and about the world in which they are to live and work.
- **According to the Education Commission (1964-66):** One of the main functions of guidance at the secondary level is to aid the identification and the development of abilities and interests of adolescents.

The above definitions lay emphasis on the following facts:

- Guidance is personal assistance whether given individually or in a group and it aims to render personal help or assistance.
- To render guidance is not everybody's job. It is the work of most competent and able persons, such as career masters, psychologists and counselors etc.
- Guidance can be rendered to any person of any age who is in need of it. In this way its scope is very wide. It covers different individuals of varying ages, tastes and temperaments.
- Guidance aims at developing in an individual the capacity for self direction. It helps him to become independent and self-reliant for solving his own problems and carrying his own

burdens. It should not therefore, be understood as synonymous to direction. So, it is important to note that the person who gives guidance does not make an individual dependent on him or does not impose his will. The person who is guided is free to accept or reject the advice given to him/her.

- Guidance is a process that helps people to adjust to themselves and to others and to their own peculiar environment. First of all it renders help to people in understanding themselves. Then it helps them in acquaintance with the things and world around. Then finally it helps a person to seek harmony between personal needs and ambitions keeping individual peculiarities of their environment.
- Guidance aims to prepare individuals for their future. It helps them to acquire essential abilities and capacities for the tasks to be accomplished in future. It also helps the individuals in the selection of the correct future profession and role in the society and enables them to play their role effectively.

2.2.2 Nature

After going through the various definitions and their analysis, let us focus on the nature of guidance.

- **Guidance with regard to individual:** Guidance cannot be considered independent of an individual. The main objective of this exercise is to help in the growth of an individual while also considering the societal boundaries and requirements.
- **Guidance is a continuous process:** This means that the process of guidance and its implementation by the individual is not one-time. It is a dynamic exercise. Herein, an individual gains insight into himself or herself and becomes aware of how they can best utilize their abilities, interests and strengths. With continued guidance, an individual continues to learn how to adjust to newer situations and take the best-possible decisions in various circumstances.
- **Guidance directly related to day-to-day life:** The guidance process is related to an individual's day-to-day life. Guidance contributes in both formal and informal ways because in life, one encounters both formal and informal circumstances. While informally, guidance is taken from parents, friends etc., formal guidance is taken from the school counselor or a professional therapist.
- **Guidance promotes capacity development:** The aim of guidance is not to spoon feed the individual with the right answers, but rather to allow the individual to develop in such a way that they can realize their potential in the best possible way. From this potential then emerge other skills and a more positive self- image.
- **Guidance is individual assistance:** Guidance is mostly given to individuals and not groups, and is customized as per the needs of that individual.
- **Task of trained persons:** Not just anybody can provide formal guidance. Only trained psychologists, counselor and therapists who are qualified to do so should provide guidance. This is so because providing guidance is a complicated, tricky and multifaceted job.

- **Wide scope of guidance:** An individual of any age, background and personality may require guidance at any time and regarding any problem. Therefore the scope of guidance is required to be wide and cannot be bound within limits.
- **Helpful in adjustment:** Usually, an individual seeks guidance when they are facing a particular problem. Guidance helps them to adjust to the problem state and also find solutions. Positive guidance can energize a person and give them fresh hope to deal with problematic circumstances.
- **Helpful in developing the ability of self-guidance:** After talking to a professional for a length of time, the person may gain enough insight to be able to self-guide during future difficulties, without anyone's help. Also, the hope and energy provided by guidance may transform a troubled individual into a confident and dynamic human being.
- **No imposition of one's viewpoint:** The guidance counselor must at all times, refrain from imposing his or her own opinions and viewpoint on the person seeking guidance. The counselor can only suggest or lead the person to exploring possible options, but the final decision should be taken independently by the person seeking counseling, if the individual wishes, he or she may reject the recommendations of the guidance worker.
- **Helpful in preparing for future:** Guidance helps prepare a person for his future, so that he/she may arm himself for herself against future problems, besides dealing with the current issues.

2.2.3 Objectives

Guidance process is purposeful process. Without determining the objectives, this process cannot be conducted. Due to the variations in the scope, guidance has a variety of objective changes at each and every stage and level of education. The objectives of guidance can be classified into two types:

1. Objectives of guidance at primary stage

The person providing guidance at the primary stage aims at making the child independent. Also, a guide organizes his activities in such a way so as to create a feeling of co-operation among children.

1. To coordinate the functions of all those providing guidance, such as the teacher, school staff members of medical service and social service workers and the activities of the person providing guidance.
2. To assist children in developing physical and emotional stability.
3. To help develop better attitude to school activities, education and school regulations.
4. To identify problems regarding adjustment in the school and to control them.
5. To develop the ability to make decisions wisely and solve problems independently.

2. Objectives of guidance at secondary stage

At the secondary stage the scope of guidance becomes more comprehensive as compared to the scope of guidance at primary stage. Secondary stage guidance becomes more important due to multiple reasons, because at this stage each teacher addresses only one particular subject and therefore children do not spend much time with any individual teacher, unlike primary school where

one teacher covers all subjects. So, the personal, social and vocational problems of the children are not very obvious and solution of these problems becomes all the more necessary:

The objectives of secondary stage are as follows:

1. To assist children in coping with extra load of studies
2. To help children in selecting the right subjects
3. To fulfill the needs related to students health
4. To provide information regarding co-curricular activities in the school
5. To create the feeling of cooperation in the children.

The main objective is creating an environment in accordance with the adolescent stage and motivating in order to acquire higher education.

3. Objectives of guidance at college and university stage

At this stage students are also very serious about their studies because they know the meaning of success and failure. However, sometimes they may not be able to deal with the transition from school to college. In such situations, the objective of college guidance programme is that the needs of such students should be looked into immediately. In college, the objective of guidance services should also be helpful to the pupils in selecting the subject so that they can acquire specialization because such specializations help the pupils in their future vocational plans.

The guidance objectives at college and university stage can also be summarized in the following manner:

1. To make available information regarding admissions to college and university
2. To help pupils selecting subjects so that they may achieve their future goals
3. To provide information regarding co-curricular activities in the college
4. To make aware the pupils regarding the existing hostel facilities so that the problems of their boarding and lodging can be removed
5. To provide vocational information to the pupils so that they may take decision regarding their career
6. To arrange for evaluating the pupils
7. To help the children deal with their financial difficulties

6.2.4 Principles of Guidance

Principles of guidance can be defined as a set of guidelines for conducting a guidance process. Principles explain how something should be done. In order to run a guidance programme successfully, it is essential to understand the principles, along with the meaning of guidance upon which the guidance process is based. After understanding these principles, it becomes much simpler and more convenient to run this programme.

According to Jones, the principles of guidance are as follows:

- Principle of individual differences
- Principle of specific abilities that are not innate
- Principle of need of assistance in solving the problem of the individuals
- Principle of developing self-guidance
- Principles of important role of school in providing guidance

Principles according to Crow and Crow

Authors D. Crow and Alice Crow have laid down the following principles of guidance:

- **All round development of the individual:** The basic principle of guidance is primarily concerned with the all round development of individual i.e. physical, mental, social, emotional and psychological. This guidance should be conceptualized as the school's provision for enabling students to create meanings in their lives. The individuals should be given complete freedom to shape their personality and guidance should be provided whenever the individual needs it.
- **Evaluation of guidance programme:** To provide guidance service intelligently, a programme of individual guidance should be planned. The guidance programme should be evaluated in terms of its effectiveness and improvement. Evaluation is essential in a never ending cycle of formulating goals, meaningful progress towards them and determining the goals which emerge as result of new conditions.
- **Principles of individual differences:** Individuals differ to a great extent in their physical, mental, social and emotional development. No two individual are alike and guidance recognizes these differences amongst individuals and works towards their development by understanding the unique characteristics, needs and problems of individuals.
- **Responsibility of skilled workers:** Parents and teachers have great responsibility in the execution of the work of guidance. The responsibility for the administration of guidance programme should be given to a qualified and adequately trained head of guidance centre, working co-operatively with his assistants and other guidance agencies.
- **Principle of expert opinion:** Specific and serious guidance problems should be referred to persons who are trained to deal with particular area of adjustment for their expert opinion.
- **Principle of continuity:** Continuity is the main factors for guidance so it should be regarded as a continuous process of service to an individual at different stages of his life.
- **Principle of extension:** Guidance service should not be limited to only the maladjusted individuals but it should be provided to all types of children. It will be of great use to develop normal and superior children for making an attempt to stimulate their intellectual growth.
- **Principle of flexible programme of guidance:** Guidance services are becoming more and more important as the variations among the needs of an individual and society are increasing. Hence, keeping in view these variations, the guidance programme should be very flexible so that necessary change can be brought about.

- **Principle of connection with every aspect of life:** The life of a social being has various aspects, therefore, the guidance programme should be relevant to all these aspects of life. The various aspects of life include an individual's physical and mental hygiene, his family, school, social needs and vocational needs etc.
- **Principle of elaboration:** The basic principle of guidance is primarily concerned with the all round development of individual. Curriculum materials and teaching procedures should be elaborated according to the viewpoint of guidance.
- **Principle of development of self guidance ability:** In the guidance process, an individual is to be made capable of solving his own problems himself Through such guidance, ability to understand different situations can be developed and he can differentiate between right and wrong and his own limits on the basis of his judgement.

2.2.5 Need for Guidance

The need for guidance from various perspectives is there in each area of life and each area needs varying degrees of guidance at different points of time for various individuals. Without guidance, a particular aspect of life may remain untouched by progress.

Need for guidance

Social Need of guidance	Psychological Need of guidance	Pedagogical needs of guidance
1. Changes in home environment	1. Psychology of individual differences	1. Selection of curriculum
2. Changes in the pattern of industry and labour.	2. Proper adjustment with environment	2. Solving the problem of wastage and stagnation
3. Growth of population.	3. Adequate emotional development	3. Overcrowded classrooms
4. Changes in social values.	4. Adequate personality development of the pupil	4. Student indiscipline

With the development of science and technology, agriculture and industry in India have developed at a great speed. This situation has created many social and political problems like population explosion, increase in the number of school going children, problem of educated unemployed and underemployment which spark the need for guidance. The need for guidance may be discussed under the following heads.

(1) From the sociological point of view

A group of individuals living together is called a society. Society can progress only when the individuals living in the society are able to constantly uplift themselves. For example, in India today, the joint family system is breaking up and nuclear families are the order of the day. The main reason for this is that since the people of India are in constant contact with people from different countries of the world, multiculturalism has taken over the modern Indian society, wherein independence, self-sufficiency and personal space are important concepts. In such a changing

situation, the family support of the old days is absent and individuals are highly stressed as a result of their corporate jobs and thirst for money. In such a situation, people frequently break down emotionally and need professional guidance and counselling.

- **Changes in home environment:** In ancient times, industry in India was largely domestic in nature. Children then were learning different arts and crafts in their young age and parents, especially mothers, acted as their trainers and teachers. But owing to social change, the responsibility of teaching and training has been shifted to the educational institutions. Educational institutions face the problem of identifying individual capabilities of children for undertaking different activities on the basis of their capacity. Therefore, there is a need for proper guidance.
- **Changes in the pattern of Industry and labour:** In the past, Labour and industry were hereditary by nature. Children were engaged in different industrial work on the basis of their family tradition. But in modern society, things are put in the reverse gear. There is a demand of specialization in several occupations. Therefore, people are to master different subjects to progress in life. In this state of affairs, there is a need for ability grouping. For this purpose, guidance is needed.
- **Huge growth in population:** India had the total population of 548 million as per the census of 1971. The average density of population was 178 per sq. km. The total land area is about 3.29 million sq. kms. The latest estimated population is over 640 million. The total area of land is 2.31 per cent of the total world area, in which India has to sustain nearly 15 per cent of the world population. At present the total world population is estimated to be 3,500 million.
- The percentage of young population of in the age-group of 0-14 is very high. It was as much as 42 per cent of the total population of India in 1971. The aggregate number of eligible couples in the reproductive age group is about 108 million. The above statistical data shows that the dimension of the population problem in India is very great and severe. Therefore such increase in population and change in the desires and aspirations of people have led to the need for guidance.
- **Change in social values:** Social change in India is making the people of this country more and more materialistic and the old values and traditions are being gradually forgotten. Today there is undue emphasis on knowledge-oriented education which pays attention to the intellectual development of the pupils. This makes the educational process one sided and results in the development of lopsided personalities. The moral, religious and spiritual values of the great Indian tradition are being pushed back into oblivion. Consequently, in the modern man there is no harmony between the outer life of action and the inner life of emotions. We also find that there is a crisis of character owing to deterioration in values in social, economic, cultural, moral and religious spheres of a person.

(ii) From the psychological point of view

Curiosity in man had led him to explore his surroundings, which mainly included nature and fellow human beings. There is always a desire to know what something is, what is the background, what is it made of, what are the associated factors and in what way can it be useful to oneself? Each question will lead to more questions, and human psychology drives man to answer all the questions

that emerge. Why do we feel lonely? Why do we forget? How do people learn? What makes someone creative? Why do we become angry? What happens when we take drugs? What makes someone help other? and so on. If the younger generation of the society achieve adjustment at home, at school, and in society, they are more likely to adjust well on the job too. Therefore, from the formative years, in the development of habits, trustworthiness, responsibility and social usefulness, they should begin their careers with proper behaviour patterns which will be powerful aids to success. Proper behavior adjustment is possible, when the needs of the individual are satisfied. Psychology is a subject which can help in the adjustment of behaviour in the following way:

- **Psychology of individual differences:** It is a common mistake made by almost all parents and teachers—they think of children of the same age as being alike, and consequently, expect similar behaviour from them. They also expect what works' with one child to automatically 'work' with another child. But it should be remembered that though the pattern of development is similar for all children, the way and rate of development differs. Some children develop in a smooth, gradual, step-by step fashion, while others move in spurts, some show small spurts, while other show wide ones. All children do not, therefore, reach the same point of development at the same age. In other words, all children of the same age cannot be expected to behave in the same way. A child from a socially backward environment cannot display the same ability in reading and writing as a child coming from an educationally conscious environment. Another example is that a child reared through authoritarian control shows differences in his sociability from a child reared up in a democratic set-up.
- **Thus individuals differ in many different ways.** Every individual is born with some degree of physiological and biological similarity. The process of development from birth to death is more or less alike in all individuals. Some common qualities are found in almost all persons. Every person is endowed with a head, two arms, a nose, two ears etc. to make survival possible on this planet. All have intelligence up to a certain minimum limit and emotional, physical and mental process occurs in all in the same way. In this way individuals display a great deal of similarity as human beings. In spite of these it is a proved phenomenon that no two persons are alike, even if they are born to the same parents, or even if they are twins. Therefore we will see that like so many similarities, there is also much dissimilarity among individuals. An individual has his own style of living, his own personality and his own way of understanding the world. One thing must be clear that the differences found in men are quantitative, not qualitative. This means physical, cognitive, moral and social traits are found in different quantities in different persons. Hence, individual difference is of degree not of kind. This fact can be made clear amply with the help of guidance. People are born with different abilities and potentials. To develop these potentialities in a socially desirable manner, guidance is necessary.
- **Proper adjustment:** For the progress of the individual and the society, social, educational and occupational adjustment is necessary. It is the first and foremost duty of education to provide the child with the knowledge of his personal, social and financial problems and train him on solving them. Most of the activities of an individual are with the aim of adjustment to his vocational, social and financial problems. To adjust with different situations is the very nature of man. As man wants to lead a problem-free, satisfied and happy life; he tries to adjust with his environment all the time.

- An individual can be a well adjusted person only when he gets a job or joins a course of studies or a social group on the basis of his abilities, talents, motives, attitudes and capabilities. Guidance and counselling play an important role here by helping them in adjusting better.
- **Emotional problems:** The magic word that makes human life dynamic and makes him multifaceted within the society is 'emotion'. Emotions can be compared to a battery charged by nature in an organism that provides him with primeval forces of great power to adjust and cope with the environment. Emotions add colour, spice, lyric and adventure to our lives. Along with this, they connect the mental and physical activities of man. Between the hide and seek game of happiness and sorrow, human life becomes a daring adventure. Emotions control most of our activities. The best achievements as well as the worst deeds of human beings are the product of different emotions at different times. History is sufficient proof that starting from the war of Mahabharata and up to the wars of today, the root cause of all the destruction is nothing but human emotions, while some emotions make our life awful, others make it happy. Hence, all the individuals living in the society have to take the help of guidance in some form or another. As a result of which they can experience proper emotional adjustment.
- **Personality development:** It is perhaps the most complex and mysterious than any other topic in psychology. Psychologists, even after putting in their best efforts to decode the human personality have not seen much success in clarifying the intricacies of personality. It is true that scientists and explorers have become successful in unveiling the mysteries of nature and going successfully into outer space, they have however, failed miserably in giving a true and universally acceptable explanation of their own personality.

Human personality expresses itself in such divergent ways that its analysis and findings differ from time to time, place to place and person to person. It is like a bunch of tangled thread, of which if one end is pulled out, the whole bunch turns to a knot. The more we study it, the deeper becomes its complexity.

Some psychologists define personality in terms of social stimulus value, by which an individual can influence other persons he meets on his way. Using this definition we can evaluate a person, from his appearance and mode of talking. We can gather an idea of whether he is impressive or repulsive, dominating or submissive, and so on, from the impression he leaves on us by his physical appearance, clothing, conversation and etiquette. So while selecting candidates for various jobs and courses, the interviewers stick to this definition of personality.

The second group professing a summative approach defines personality as the sum total of different process and activities of the individuals, for example, habits, impulses, emotions and innate dispositions.

The third group advocates an integrative approach and defines personality as the integrative organization of all cognitive, affective, conative and physical characteristics of an individual as they manifest themselves in focal distinction from others. In this regard, Mark Sherman, in his book, Personality Inquiry and Application has defined personality as 'the characteristics pattern of behaviours, cognition and emotions which may be experienced by the individual and/or manifest to others.'

Some psychologists profess that personality is the sum total of inherited and acquired traits, desires, inspirations and nature.

Human beings always adjust themselves to their environment. Every individual has his own way of adjustment. This factor is championed by G.W. Allport who defined personality as ‘the dynamic organization within the individual of those psychophysical systems which determine his unique adjustment to his environment.’

J.B. Watson, the eminent behaviourist, developed a definition that reads ‘our personality is the result of what we have lived through. It is the ‘reaction mass’ as a whole.’

In this way we see that the definition and views advocated by various psychologists are blended and varying. The root cause of this may be that personality differs from individual to individual to a high degree. Personality develops in different ways in different environments. Apart from this man gains knowledge from his experience. And experience and present environment are two factors in one’s life between which the individual has to make adjustments. For such adjustment, man needs guidance. Thus, this subject can help them in suitable adjustment to their environment, and this, in turn, will lead to the development of personality traits.

(iii) From pedagogical point of view

The term pedagogy means the study of methods and styles of teaching, and pedagogy is concerned with the application of the teaching methods and skills in the teaching- learning situation. It is nothing but philosophy of teaching in action. Philosophy of teaching provides knowledge about ways, means and techniques of teaching and pedagogies make it practical and fundamental to recognize that each student brings his/her own unique frame of reference to the classroom. The pedagogue or the teacher, through pedagogical actions, creates opportunities for the students to organize what he/she is learning. In this situation the teacher takes the help of guidance. From pedagogical points of view, the need of guidance is felt on the following points:

- **Selection of curriculum:** Education is concerned with three important factors— the ‘Why ‘How and ‘What’. The term ‘why’ is concerned with the objectives of education. Education should be imparted in such a manner that these objectives can be realized. So, this factor refers to the goal of education. The second factor refers to the methods of teaching, and is concerned with how the instruction is being given, what methods of teaching are being used, and so on. The third factor refers to the curriculum. Curriculum is considered as the heart of the educational enterprise. Within the twentieth century, the curriculum of schools and of colleges has been defined in several ways—some people have called the curriculum the accumulated tradition of organized knowledge contained in school and college subjects. Other persons have considered it to be the modes of thinking and inquiring about the phenomena of our world. Still others have called the curriculum the experiences of the race.

To fulfill the objectives of education, curriculum plays an important role. It works as a means for the development of attitudes, formation of habits, developing proper knowledge and skills in different areas and application of skills and abilities in different situations. Students in modern location study science, arts, commerce, agriculture, home science, different types of technical and vocational courses and fine arts. This led to the problem of selection of courses. For the selection of different courses a student has to take the help of guidance.

- **Problem of wastage and stagnation:** Allied problems which obstruct the efforts to universalize education in India are the double arrows of wastage and stagnation. In the past, the term 'wastage' was used to denote all kinds of waste in the field of education. But now it is used in a restricted and technical sense. At present it denotes the cases where a child drops out of school without acquiring a stable literacy level which is the goal of primary education or elementary education. For example, a child who has passed the third class of a elementary school and spent about a year in the fourth class generally acquires a stable literacy. Consequently, every child who leaves school before completing this course is held to be case of 'wastage' because he is not likely to receive any lasting benefit from such schooling. Wastage is defined by the Auxiliary Committee popularly known as the Hartog Committee as 'the premature withdrawal of children from schools at any stage before the completion of the elementary course.'

The second important evil of the present system of primary education is 'stagnation'. The students at every stage of education are expected to pass examinations. But it has been found in general practice that many students are not able to pass the examinations in one class or in more than one class within the prescribed period. Thus they stagnate in the same class. This phenomenon is technically known as stagnation. John and Pathak viewed the term as follows, 'The most popular use of the word 'stagnation in education means the detention of a student in class for more than one year on account of his unsatisfactory progress.'

These two problems arise for want of proper guidance to the parents and the students. Therefore, to overcome these problems there is a need for guidance.

- **Overcrowded classrooms:** Indian Government has made provision for free and compulsory education at the primary stage. Therefore, a large number of students from different socio-economic backgrounds, having great individual differences are flocking to schools. Thus, classrooms are becoming overcrowded. This situation becomes a challenge for the teaching community since putting together the gifted, the slow-learners, the socially backward and the handicapped children creates a lot of problems for the teachers. To overcome this problem, the teacher has to take the help of guidance.
- **Student indiscipline:** The word 'discipline' can have a varied meaning. It may be viewed from two perspectives: (a) narrow and (b) wide. In olden times, discipline in education meant subjection to authority, obedience to law framed by others and keeping students under strict control. From a broader or modern point of view, it means the training of mind, manners and attitude, development of instincts, formation of right habits and the development of character.
- For the point of view of an individual, 'discipline' means to bring under control his instinctive urges. For the whole society it is a source of developing a social sense in an individual, so that he identifies himself with the society and tries for the betterment of the same.

Formerly discipline was forced by means of corporal punishment. That type of discipline was the external one. It was believed that an individual himself is not interested in keeping a check on his behaviour. He is merely a beast who always thinks of his own pleasures and requirements. So, it is natural that his interest will come in conflict with the interests of the society at large. Discipline was the means of checking him from harming the society.

2.3 TYPES OF GUIDANCE

There are as many types of guidance as there are problems confronting any youth. No list can be complete and there is always overlapping between the various types so much so that in practice, it is not always possible to separate one from the other. The Central Bureau of Educational and Vocational Guidance in Delhi have suggested three kinds of guidance. These are—personal guidance, vocational guidance and educational guidance.

2.3.1 Personal Guidance

Personal guidance deals with the issue of personal adjustment in different spheres of life, such as health, social, psychological, civic sense, etc. These problems can be found with the youth, who undergo the process of growth, but are mostly more acute for the adolescents who generally get worried about their development process i.e. physical mental, emotional, social and development sexual roles. It has been rightly said by Dr. S.S. Chauhan that adolescence is a period where an individual searches for economic, social and emotional independence. It is the time for the individual to utilize at a more natural and complex level, the ability to give, as well as to communicate with others and to trust them and to learn from them what is harmful and what is good for themselves and others.

Meaning and concept of personal guidance

The term 'personal guidance' refers to the help given in the development of the individual as a person, not merely as worker or a student but as a growing or developing personality that works in an integrated pattern of life. It is based on the democratic concept of the worth of the individual.

Following are a few well-known definitions of personal guidance:

1. **According to Hopkins:** Personal guidance is that guidance which is concerned with the problems of health emotional adjustment and social adjustment of as individual. It also includes his recreational and time problems.
2. **According to Wilson:** The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual developments and adjustment.
3. **According to Ruth Strong:** Personal guidance is the assistance given to an individual to solve his personal problems, such as emotional and social adjustment, economic and social relationship and problems connected with his Physical as well as mental health.

An analysis of the definitions given by various experts reveals that personal guidance is concerned with all kinds of personal adjustment problems of an individual and giving assistance to solve those problems.

Need for personal guidance

1. To help the individual in solving all problems of their life
2. To help an individual in increasing his/her ability to discover the difference between situations where it is wise to surrender and avert a misfortune or to keep on with persistence to achieve a goal

Objectives or function of personal guidance

The following are some of the important objectives of personal guidance:

- To assist the students to realize that it is natural to experience periods of turmoil
- To assist students to enter into the mental activity with renewed interest and vigour as they approach maturity
- To help students to overcome the awkward years of physical development
- To encourage students to continue the health, safety and physical education activities
- To help students to move gradually from dependence on others to independence of judgment and action
- To help students to work to the limit of their capacity with full knowledge that they may not be as capable as other students
- To help students to develop control over their emotions

Scope of personal problems

Following are some of the individual problems needing personal guidance:

- Problems related to health and physical development
- Problems related to emotional behaviour
- Problems related to home and family relationships
- Problems related to sex, courtship and marriage
- Problems related to religion, morals, ideals and values
- Economic problems
- Problems related to social relationships

Many problems faced by school students are of personal and social nature. These problems are related to an individual's sense of self. Problems of educational and vocational guidance are concerned with things which occur in the environment outside of an individual. Personal problems are concerned with something which occurs within the individual. These are personality related and behaviour related problems. Factors for these problems may be environmental and external factor, but the phenomena of problems are internal appearing in the form of feelings, emotions, and attitudes expressed quite often in the forms of behaviour such as aggression, sulking and unwillingness to participate in activities. Everyone in the school contributes to the development of the students by fulfilling special guidance responsibilities. In most of the schools, the class teacher plays an important role in school guidance services, therefore, the cooperation between the Headmaster, the classroom teacher, the parents, the community and the school administration is essential.

Principles of solving personal problems through guidance

Following are the basic principles for solving personal problems:

- Human personality is complex. It is unit of body and mind

- All problems are inter-related to other problems
- Each of the personal problems is always based on some cause
- Every personal problem is connected with the intensity of emotions
- Fundamental problem lies with an individual's understanding of self concept
- Individual's insight becomes helpful in solving problems

Steps of personal guidance

1. **Collection of all information about the individual:** The essential information or data concerning the individual, who needs personal or psychological guidance, should be collected. It may be concerned with his physical, intellectual, social and emotional development, academic or scholarly achievement, personality characteristics, interests and aptitudes, family and school background and other environmental conditions.
2. **Diagnosis of the causes of the problem:** After collecting the data the problem of the individual is analysed in relation with the collected information. The problems underlying the individual are detected. For having a correct diagnosis, a personal interview or other techniques may also be adopted and more information is gathered.
3. **Chalk out the remedial measures:** In view of the detected possible causes, the remedial measures are chalked out. The guidance worker now thinks about the personal guidance that may be provided for the individual for getting rid of his problems.
4. **Rendering personal guidance:** By first establishing proper rapport, the guidance counsellor makes the individual realize the main cause of his difficulty. Sometimes on this basis, he is made to realize or even think about the possible change in his behaviour or attitude. For this purpose so many valuable techniques like suggestion, imitation sympathetic, affectionate advice, sublimation or catharses can be used. Psychoanalysis or other psychological theory can be adopted because the sole purpose of such guidance is to help or assist the individual in getting rid of his difficulty either by modifying his behaviour or bringing some changes in his environment.
5. **Follow-up service:** After rendering personal guidance to an individual it is essential to evaluate the progress of such guidance through personal guidance contact or any other suitable technique. It is such follow up programmes that help in identifying the strength and weakness of the administered personal guidance. It may also suggest the need of further guidance to him.

2.3.2 Vocational Guidance

Vocational guidance is guidance given to a person chiefly on vocational problems. It had its beginning in Parsons' vocational study which was completed by him in 1908 at Boston in America. He was the one who used the term 'guidance' for the first time.

The term was originally used for the activity of helping the youth select their vocations and guidance was only considered occupational advice. However in the 1930s and 1940s, state governments in America started to recognize guidance as a profession and implemented various programmes related to guidance. After the Second World War, guidance services gained popularity

in America rapidly and U.S. office of Education and U.S. Employment Service played a major role in increasing their popularity.

Historical development of vocational guidance in India

In India, guidance movement started as an academic discipline and according to Pasricha, the first Indian university which included guidance in its course was Calcutta University, in its department of Applied Psychology in 1938. In fact, the discipline of vocational guidance also finds its roots in the same course because it included an analysis of some key occupations. The course also included classification of major occupations into four categories, on the basis of level of intelligence and the abilities needed to complete these jobs.

In 1941, a retired accountant, Batlibol, set up the Batlibol Vocational Guidance Bureau in Bombay, with the purpose of providing vocational guidance to individuals. It was a unique concept in India at the time. Just four years later, in 1945, Patna University launched the Department of Psychological Services and Research. The department aimed to support students in career decisions, as well as sorting out social and personal concerns. A similar notable landmark was the Parsi Panchayat Vocational Guidance Bureau, which was set up in Mumbai in 1947 with assistance from the Indian Institute of Education and Headmasters Association of Bombay. In 1947 itself, the Government of Uttar Pradesh established a Bureau of Psychology at Allahabad, based on the recommendations made by Acharya Narendradeo Committee Report on Education. A key aim of this report was to facilitate educational and vocational guidance for school-going children and also other troubled youth. It also had branches in various smaller regions and districts which gradually faded out. Eventually such guidance bureaus came up in West Bengal (1953), Orissa (1955), Bihar, Gujarat and Madhya Pradesh (1965).

In 1954, Central Bureau of Educational and Vocational Guidance was established by the Central Government at Delhi. In 1950, the Bureau of Vocational Guidance in Bombay had been set up, which focused on providing occupational information and vocational guidance. Different from these institutes was the U.P. Bureau of Psychology which focused on programmes of educational guidance and development of psychological tests. The name of Vocational Guidance Bureau of Bombay has now been changed to Institute of Vocational Guidance. Apart from these institutes, the National Employment Service also offers guidance to the youth who are looking for employment. The Service also collects occupational information and broadcasts it through its various units. In 1961-62, it started a programme of employment service for university students. Besides this, the Directorate of Employment and Training, a department of the Central Government has established guidance sections in many employment exchanges.

Thinkers in the field of guidance have defined vocational guidance in different ways:

1. **National Vocational Guidance Association (USA, 1937):** Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter into it and progress in it. It is concerned primarily with helping individuals to make decisions and choices involved in planning a future and building a career, decisions and choices necessary in affecting satisfactory vocational adjustment.

2. **General Conference of International Organization:** Vocational guidance is assistance given to an individual in solving problems relating to occupational choice and progress with due regard for individual's characteristics.
3. **Myers:** Vocational guidance is fundamentally an effort to conserve the priceless native capacities of youth and the costly training provided for youth in the schools. It seeks to conserve these honest of all human resources by aiding the individuals to invest and use them where they will bring greatest satisfaction and success to themselves and greatest benefit to the society at large.
4. **Super:** Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to society.
5. **Technician and Vocational Education (UNESCO, 1974):** This comprehensive term embraces those aspects of educational process that are involved in addition to general education the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Such an education would be an integral part of general education and a means of preparing for an occupational field and an aspect of continuing education. Technical and vocational education should further contribute to the achievement of society's goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of the individuals for active participation in the establishment and implementation of these goals. It should lead to an understanding of the scientific and technological aspects of contemporary civilization. In such a way that men comprehend their environment and are capable of acting upon it while taking a critical view of the social, political and environmental implications of scientific and technological change given the necessity for new relationship between education, working life and community as a whole, technical and vocational education should exist as a part of system of lifelong education adapted to the needs of each particular country.

All this will make it amply clear that it is impossible to separate the vocational aspect of guidance from educational and personal aspects of life.

In fact, vocational guidance is needed because of the situation which arises from the differences amongst individuals and differences amongst occupations open to them. Vocational guidance helps in reducing the number of misfits and to increase the national rate of productivity. It will also help to eliminate frustration, tension and sense of failure from the life of workers.

After reviewing and analysing the various definitions, the meaning of vocational guidance becomes more distinct in term of the following characteristics:

1. To assist the pupils in selecting those vocations that are according to their capacity, interests and abilities
2. It helps him to identify his own strengths and limitations
3. It helps him to make wise decisions regarding his occupation

4. After entering into a vocation the individual is further helped by vocational guidance in his vocational adjustment
5. It helps the individuals to acquaint them with all such opportunities. 'It aims to stop the huge wastage and misuse of the time, money and labour that may occur in the preparation or training of the pupils for a particular profession

Need for vocational guidance

1. **Individual differences:** It is needed because of the guidance situation created by two sets of differences i.e., differences among individuals and difference among courses of action open to them.
2. **Financial loss of an individual:** We notice that many of our youth obtain B.Ed. degrees and join clerical job, learn trades and join as peons and guards. This wastes both time and money of the individuals, society and the nation. Vocational guidance reduces such placements.
3. **Financial loss of the employers:** When an electrician apprentice decided to leave his job and becomes an automobile mechanic the employer is to replace him. The new worker takes time to gain proficiency to the point attained by one who had left. The quality and the quantity of work suffer. The time spent on the selection and appointment of the previous work is also wasted. The trend is more with the younger than old workers.
4. **Financial loss of the society:** D.D. Eisenhower has said, 'the wealth of the world is created by the work of skilled hands on raw materials.' Because of the loss of individual and employers due to non-availability of guidance services, the cost of finished goods goes high.
5. **Health point of view:** Wrong choice of occupations affects adversely the health and mental health of the workers. Sometimes nervous system is put under strain due to continual efforts to maintain a speed of production beyond one's capacity and other such professional stress factors.
6. **Personal and social values:** Failures in one's occupation has a greatly demoralizing effect on an individual. 'Each failure in the experience of a young worker increases the probability of another'. Myers writes, 'a frustrated worker is a curse for himself and society. It hampers his personal growth and decreases contribution to the human growth and social values'. In the words of Super, 'Occupation is not merely a means of earning a livelihood but also a way of life, a social role'.
7. **Utilization of human potentialities:** The society loses much through its failure to discover potential genius. The identification of the genius and his proper development helps in the utilization and development of human resources. It is in fact, the genius, who contributes for the utilization and development of human capital.
8. **Complex nature of society:** We require scientists, engineers, technicians, technologists and other such experts in order to organize our industrial and commercial establishments etc. Many new occupations are also coming to the forefront. Ours is an expanding economic structure and this fact intensifies the need for the help of complex nature of our society.

9. **Growing diversified information concerning individuals:** The new method of studying the individuals helps us to understand them in a more scientific and comprehensive way, a factor which is of great assistance to a guidance worker in guiding an individual in the matter of making a choice of occupations.

Main objectives

1. Introducing the pupils to social importance of various vocations
2. To develop the capability and ability of analysing the information related to vocations in the pupils
3. To introduce the pupils to various vocational training centres
4. To introduce the pupils to the types of persons required for particular vocations and what type of vocation suits a particular type of personality
5. To provide facilities to observe different vocations
6. To provide various opportunities to the pupils in order to make their interests comprehensive
7. To explain to the pupils how they can render social service through vocations
8. To tell the pupils how they can acquire self satisfaction

Stage-wise objectives of vocational guidance

The objective of vocational guidance at school level of education is not to help children in choosing a vocation, but to develop favorable attitudes towards and insight into the world of work. The objectives of school level vocational guidance are as follows:

1. To provide enough opportunity to pupils for developing understanding about the world of work
2. To provide the students vocational information that meets their needs
3. To provide the occupational information that is integrated with the curriculum

Objectives of vocational guidance at college level

The process of vocational guidance at this stage has been constituted of the following activities according to Moser and Moser.

- Testing and interpreting test scores for the students
- Encouraging students to read about and explore suggested occupations
- According personal interviews with the students and discussing with them the tentative decision made by them, the aim being to increase the level of familiarity with tentatively chosen field of occupation

There are some other aims and functions of vocational guidance which are as follows:

- To help the students to relate their studies to the vocations that are open to them at the end of the college career
- To help them to make a comprehensive study of the career which they would like to pursue

- To help the pupils to acquaint themselves with avenues for higher studies
- To help the pupils to know about the various programme for improving their prospects

Principles of vocational guidance

Given below are principles of vocational guidance:

- Client centered principles
- Personnel centered principles
- Organization centered principles
- General public centered principles

1. Client centered principles

- Making guidance service available without interruption
- Guidance covering all clients
- Making guidance programme client centered
- Guidance services meeting the varied and extensive need of the individual
- Leaving choice-making to the client

2. Personnel centered principles

- Allowing field workers to undertake follow-up studies
- Offering placement services
- Providing in-service training and maintaining professional efficiency
- Observing a strict watch on the conduct of professional ethics and collecting more information about the clients
- Using innovative methods and techniques
- Making provisions for individual and group guidance programme

3. Organization centered principles

- Seeking cooperation from similar organizations
- Providing adequate supply of materials, space and budget
- Responsiveness to guidance programmes, i.e., individual as well as group guidance
- Offering placement services, adequate staff and adequate supply of material

4. General public centered principles

- Mobilizing public opinion
- Making public receptive to guidance programme
- Making public conscious of the careers of young members of the society
- Cooperation to the guidance workers

- Identifying their needs and bringing these to the notice of the guidance personnel

Procedure

In order to understand the procedure of vocational guidance it requires two categories of information to be collected—the first concerning indispensable information about the individual and the second pertaining to knowledge of the industrial or occupational aspect.

1. **Study of individual:** For vocational guidance, some adequate information concerning their education as indicative of level of intelligence, mental abilities, aptitude, interests, physical development, health, nature, personality, characteristics and economic status must be gathered because variation in any them will necessarily require change in guidance.
2. **Study of professional world:** Having collected all the necessary and desired information about the individual under consideration, it is necessary to turn to another aspect of vocational guidance, that of studying the professional world. While the psychologist must necessarily have enough information concerning the person to whom he is imparting vocational guidance, it is equally important that he be well informed about its professional and occupational aspects only then can he provide proper and effective assistance. It is enough for the psychologist to know the number and kinds of professions but also the kinds of education training, mental ability, interest aptitudes, personality, qualities etc. In this manner, vocational guidance will involve the following steps:

- Orientation talk
- Psychological testing
- Collection of data from the school
- Collection of data from the family
- Interview
- Formation of profile
- Achievements

2.3.3 Educational Guidance

The various classifications of guidance have assigned an important place to educational guidance, because educational process is closely related to a person's life and guidance is an integral part of educational process.

Educational guidance is a specific area of guidance which takes care of students' problems which contributes to their educational progress and experiences. Educational guidance is a process of creating favourable conditions for the pupil's development or educational progress. From this point of view, educational guidance is required at each level during a pupil's education.

The term educational guidance consists of two words — education and guidance. Considering education as a process of development, John Dewey has also defined education as 'education is the development of all those capacities in the individual which enable him to control his environment. Guidance is a continuous process of helping the individual to develop to the maximum of his capacity in the direction most beneficial to himself and to society'.

- **Meaning of educational guidance:** Educational guidance is a vital area, which has been defined by various experts of the field of guidance. The following facts regarding the nature of educational guidance have come to light after analysing some definitions.
 - (a) Educational guidance is a comprehensive process.
 - (b) Various types of educational problems can be discussed in educational guidance, such as how to study. Adjustment of school life with other activities, regular attendance in the school, to complete the given task, interview, conversation, sitting in examinations, use of libraries, use of common devices regarding learning, capacity of making decision in life etc.
 - (c) Educational guidance is important to help students to choose appropriate courses and to make the maximum progress.
 - (d) Educational guidance helps the students to develop their potentialities by providing opportunities.
 - (e) Educational guidance is appositive developmental programme meant for exploring the educational needs of students.
 - (f) The process of educational guidance involves knowledge of students' abilities, interests, awareness of educational opportunities and counselling.

Need of educational guidance

Educational guidance is needed for the following reasons:

1. **Due to individual differences:** Guidance is needed because individuals differ in intellectual abilities, interests, motivation and also in their level of aspirations. To cater to the needs of individual students, educational guidance is needed to be imparted in schools.
2. **Due to need for selecting subjects:** In many circumstances pupils are not aware which subject they should select in order to enter some specific vocation. For solving these subject selection related problems, the educational guidance services are very significant.
3. **For adjustment of pupils in school:** The problem of adjustment is very deep. No one can make desirable progress in any field without proper adjustment. Whenever a pupil enters a new school he has to face adjustment problem, due to school language medium, (Hindi or English) school environment, and teaching methods etc. Hence, the need of educational guidance cannot be denied because it is required to know their problems, analysing them and to suggest some remedy.
4. **To check wastage and stagnation in education:** In Indian educational field, the problem of wastage and stagnation has taken a very serious turn. As a result of this problem, the pupils drop out of school without completion of a semester or they stagnate for years at one level. The reason may be any, such as illiterate parents, narrow attitude of parents, unsatisfactory economic condition of parents, shortage of sufficient schools, lack of favourable environment in school etc. The problems of wastage and stagnation are more frequent in rural areas as compared to urban areas. In the Indian constitution, there is a provision for compulsory school education for the children of 6-14 age group, but this objective could not be achieved due to

one or the other reason. The pupils, their guardians, and the teachers wish to control these problems by knowing the causes of wastage and stagnation, by analysing them and by applying some remedy to solve them. In order to achieve this objective, educational guidance services can play an appreciable role.

5. **For information regarding future education:** The behaviour of students must be studied in order to progress from one level to another level. Once these behaviours are identified properly, only then the students can be guided adequately for their future education. The key area where students need guidance usually is that they are not able to decide whether they should expand their academic achievements or if they should prepare for competitive exams in order to enter a vocation or should they learn some particular skill. Sometimes students restrict their future education by making a wrong decision. This may lead to them suffering throughout life. Also, they have to face the problem of maladjustment. Hence, in order to provide knowledge regarding future education, educational guidance is needed.
6. **For guiding exceptional children:** Educational guidance is most essential for different categories of exceptional children because generally, in our schools, the teaching proceeds with the average student in mind, with the result that the gifted, the slow learner, deaf and mentally and physically handicapped are clubbed together in one class and end up not benefitting at all from classroom teaching. Guidance counselling helps to recognize the extraordinary talents of children and make their parents aware of their child's special capabilities, so that the best possible opportunities can be explored for utilizing these talents.
7. **For a change in school administration and teaching methods:** On one hand, content of education and its scope has expanded in the field of education, while on the other hand, important changes have taken place in school organization, administration and teaching methods. In educational administration, narrow- mindedness has been replaced by broad-mindedness these days. Earlier, education was merely a process of intellectual development but these days, education is considered the means of solving individual and social problems. Similarly, traditional teaching methods were not too well-developed, but today, a change has occurred in the teaching methods as well. At present, child-centered teaching methods are more popular than traditional methods— based on the principles of individual differences, school administration and teaching methods are selected. In this selection too, educational guidance is most essential.
8. **Due to the increasing percentage of delinquents:** When a person deviates from the social norms, he is termed a delinquent. This type of anti-social behavior causes friction between the individual and society. The society gives birth to these delinquents and it is the same society which is responsible for providing the opportunities to this person. Providing these opportunities is only possible when there are means of proper guidance in the educational system.

Objectives or Functions

Educational guidance has its own aims and we can classify them into two parts:

1. Main objectives of educational guidance
2. Stage-wise objectives of educational guidance

1. Main objectives

The main objectives of educational guidance in school are as follows:

- To help students understand their strengths and weaknesses in particular subjects
- To provide consideration and solution of failures at examinations
- To develop students' individual potentialities according to ability
- To enhance the accuracy of the pupil's self perception
- To identify the students who are gifted or mentally or physically deficient and make special arrangements for them for creating custom education programmes

Education Polices commission of the National Association USA has laid down the following objectives of educational guidance:

- The objective of self realization
- The objective of human relationship
- The objective of economic efficiency
- The objective of civic responsibility

2. Principles

The principles of guidance can be defined as a set of guidelines for conducting any guidance and counselling activity. They are to be followed in order to do something efficiently and effectively. They explain how something should be done. Principles of educational guidance mean those well-accepted ideas or guidelines which should be kept in mind when the guidance worker attempts to acquire and use the knowledge of its various operations involved in the application of the knowledge to a student's life.

- **Principles of using standardized tests:** On entering high school or shortly thereafter, the students should be given standardized tests that will be prognostic in nature, for one or more courses.
- **Principle of relationship with school and parents:** In educational guidance there should be a close relationship with the school and parents. In the absence of this relationship, educational guidance programme can not be termed as complete.
- **Principle of educational guidance for all students:** It is believed generally that guidance is for selected categories only but it is not right because guidance is needed at every step of education for students. This principle must be essentially considered because all pupils do not have similar abilities. Every student feels the need for educational guidance at every step so educational guidance should be made available for all.
- **Principles of proper and relevant information:** For any type of guidance, proper and relevant information is a must otherwise the guidance programme cannot help the students. Therefore, guidance should be provided on the basis of relevant information. Educational guidance is necessary to solve the problems of the students.

- **Principles of follow-up study:** The objective of educational guidance is to guide the students to select subjects according to ability and interest, so it is important to evaluate the success of educational guidance.

3. Educational guidance at various stages

There are various stages of education. At each stage students face different problems. Different methods therefore have to be applied to solve the particular problems of every stage.

- Educational guidance at primary level
- Educational guidance at secondary level
- Educational guidance at college level

Education guidance at primary school level: Primary school stage can be classified into stages.

- Guidance at kindergarten level
- Guidance at primary stage

Educational guidance at kindergarten level

At the kindergarten stage, the main aims of educational guidance are:

- To help the child adjust to the new life of the school
- To help the development of the personality of the child
- To develop social behaviour of the child
- To solve the problems concerning learning
- To help children adjust to the new environment

Educational guidance at primary level

- It helps the students to make a proper beginning
- Aiding students to plan intelligently
- Aiding students to get the best out of their education
- Preparing students to enter the secondary school
- Making categories according to the needs of the students
- Providing the opportunities to the mentally retarded and highly intelligent children according to their needs
- Helping the maladjusted and handicapped children

Educational guidance at secondary level: At the secondary stage, a well organized guidance programme is essential. Educational guidance can be provided through the following activities:

- Aid in the identification and development of the abilities and interests of adolescent students
- Help students understand their own strength and limitations

- Help them to make realistic educational choices and educational plans which should be based on consideration of all relevant factors
- Help the headmaster and teachers to understand their students as individuals and to create situations in which the students can learn more effectively

The activities at this level are as follows:

- Aiding students to orient themselves to the new purposes of education
- Aiding students to orient themselves to the needs for good planning
- Aiding students to adjust themselves to their education by making wise choices of the subject of study
- To make students aware of the nature and the objectives of higher secondary school curriculum
- To make the students aware of professional importance of various curriculum
- To provide help to the students in assessing their abilities, aptitude, skills and interest
- Aiding students to make progress in their education by removal of subject difficulties and development of good study skills
- Aiding students to build proper motivation for study

Educational guidance at the college level: At the college stage, the personality pattern of the children gets matured and most students start realizing their responsibilities. Some are very serious towards their studies and they understand the meaning of success and failure but there are some students who enter college without any appreciation of what college education means. They enter college only because that they are not aware of all the options available. As a result, they have to face many difficulties. At the time of admission to the college, if educational guidance is provided to the students, many of them can be diverted towards more useful courses and career paths.

4. Techniques for imparting educational guidance

We can divide the process of educational guidance into two parts:

- Techniques for individual guidance
- Techniques for group guidance

Techniques for individual guidance: In this method guidance is given by meeting the students personally for solving their problem. For this, the following procedure is followed:

Initial interview: In this initial interview, all the relevant information should be collected by the education guidance worker. Information is usually about family circumstances, educational and vocational plans and leisure time activities of the student. Initial interviews aim to establish rapport between the pupil and the person who will be giving guidance.

Cumulative record of the students: Important information records related to the students are called cumulative records. This cumulative record includes the following information: intelligence quotient, interests, aptitude, information related to health and physical development, special mental

abilities, educational achievements, family background and economic conditions, basic information about the parents of the friends of the students and information about neighbours. All this covers the various aspects of the student's personality.

These above mentioned information can be collected with the help of questionnaires and socio-economic status scale.

- **Psychological testing:** For educational guidance, it is necessary to study Psychological aspects of the pupils. These can be studied by psychological tests. These test are — Intelligence test, aptitude test, interest inventories, achievement test, personality test etc. These tests can be administered individually in group.
- **Collecting information regarding schools or colleges:** After collecting information regarding the various aspect of the pupil's life, it is essential to collect information regarding the school and colleges. This information includes available subjects, curricula and other facilities provided in schools and colleges. Using this information, a pupil can select a subject and school according to their capacities and abilities.

2.3.4 Group Guidance

Group guidance refers to all types of activities carried out with a groups of people seeking specific guidance. This may include orientation, occupational information courses and even seminars and lectures. Group guidance methods are as follows:

Orientation talk: In order to provide guidance to the students in groups, the counsellor explains the importance of educational guidance and encourages them to think about various educational problems in depth.

Psychological testing: After orientation talk, students are made to take psychological tests in order to assess their personality types, aptitudes, interests and bent of mind.

Collecting information from school regarding students: In educational guidance, it is a must to collect information about students because without frill information, good guidance cannot be provided. Cumulative records, maintained in the school, are one of the most helpful sources for this activity. Besides this, interviewing teachers about a student's interests, habits, personality traits and co-curricular activities can be useful.

Collecting information from family: The family is a child's first friend, school and society. Parents know the most about their children, naturally, and know the most about habits, interest, aptitudes, personality and future educational and vocational plans. All this information can be collected by correspondence, or meeting the parents personally.

Interview with the students: By interviewing students, interests towards various subjects and vocational plans etc. can be known. At the time of interview, a self-inventory would be helpful.

Construction of profile: While taking the interview and collecting information, a profile of the student should be made so that any information about pupils can be easily viewed at anytime. In short, a profile is like a snapshot of a pupil's life.

Conference: After taking information from profile, a conclusion is placed before ‘educational guidance workers’ group’. All the experts take interest and jointly make a decision about the pupils. This stage is very important because this decision would affect the future of the students.

Report writing: Educational guidance workers’ group should make a report on the decision taken during the conference. The report should also be submitted to the parent, teacher and school authorities. Students should act upon on this report.

Follow-up activities: Follow-up activities are very essential to gauge the effectiveness of guidance. It is also important to assess the extent to which the students have gotten their queries and concerns resolved. If the guidance worker sees unsatisfactory results, which means that little or no improvement is seen, he/she will again analyse the information related to the pupil and make certain changes accordingly in his report and guidance to the student.

2.4 MEANING OF COUNSELLING

Counselling involves discussions and interactions between a person who has a problem that needs to be solved, and a person who helps him identify ways in which to solve the problem. This section deals with various fundamental features of counselling, such as its meaning functions, goals and importance.

Good (1945) defines counselling as an ‘individualized and personalized assistance with personal, educational, vocational problems, in which all pertinent facts are studied and analysed, and a solution is sought, often with the assistance of specialists, school and community resources, and personal interviews in which the counselee is taught to make his own decisions.’

Pepinsky and Pepinsky (1954) define counselling with an emphasis on interaction: ‘Counselling is that interaction between two individuals to find a solution to the problems, which have an emotional angle, of one individual. Such a solution usually includes behavioural change in the individual whose problems are being discussed.’

Smith (1955) defines counselling in a similar way but focuses on a range of issues. According to him, counselling is ‘a process in which the counsellor assists the counselee to make interpretations of facts relating to a choice, plan or adjustments which he needs to make.

Hahn and Maclean (1955) maintain a similar view in general terms. For them, counselling is ‘a process which takes place in a one-to-one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.’

Wrenn (1951) views the process of counselling as a dynamic one, which involves the participation of two parties on a discussion of their differences of approaches and expected outcomes: ‘Counselling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of students’ needs, but in which there is always mutual participation by the counsellor and the student with the focus upon self-clarification and self-determination by the student.

Burks and Steffire (1979) differed with the earlier views by saying that counselling may involve more than two persons: ‘Counselling denotes a professional relationship between a trained counsellor and client. This relationship is usually person- to-person, although it may sometimes

involve more than two people. It is designed to help clients to understand their self determined goals through meaningful resolution of problems of an emotional or interpersonal nature.'

2.4.1 Nature

Although all these definitions are based on certain commonalities, their approaches differ. These definitions suggest that counselling implies a number of characteristics, given as follows:

- In most cases, it is a dyadic situation that involves two persons, nominally a counsellor (a person who gives advice) and a counselee (person who needs advice). Sometimes, it may involve more than two persons.
- A counselling session involves the exchange of ideas and the expression of feelings. Thus, it is an act of communication and introspection.
- The problems may relate to either the counselee's job or his personal life or both. Either of the two problems can have an effect on an employee's performance.
- Most problems that require counselling have an emotional aspect.
- The aim of counselling is to solve the problem under discussion.
- The discussions that take place during a counselling session are confidential. The idea is that the employees should feel comfortable to talk candidly about their problems.
- It helps improve organizational performance because the employee becomes more cooperative and worries less about personal problems. Hence, it gives the employee an opportunity to improve in other ways.

Need for counselling

The need for counselling arises from a variety of problems such as:

- Stress
- Insecurity
- Peer pressure
- Mental unrest
- Undergoing depression
- Emotional and physical challenges

2.4.2 Scope

The scope of counselling is wide. The counselling objectives are achieved through one or more of the following functions shown in Table 6.1. Some types of counselling perform one function better than another.

Table 6.1 Functions of Counselling

Advice	Telling a person what you think should be done; coaching
Reassurance problem	Giving people courage and confidence that they are capable of facing a

Communication	Providing information and understanding
Release of emotional tension	Helping a person feel free from frustration and stress
Clarified thinking	Encouraging more coherent, rational and mature thought
Re-orientation	Encouraging an internal change in goals, values and mental models

We will now examine how these six functions help in increasing the scope and achieving the counselling objectives.

1. Advice

People usually tend to view counselling as an advice-giving activity. But in reality, giving advice is only one of the several functions that counselling performs. Providing a 'solution to a problem' is an important outcome of counselling. However, one question that is often debated is: 'Should counsellors give advice to arrive at a solution or should they allow a counselee to come up with his or her solution?'

Those experienced in the art of counselling are not in favour of giving advice. To give useful advice, a counsellor has to make judgements about a counselee's problem and decide a course of action. This is both difficult and undesirable because of the following reasons:

- Understanding another person's problems is complicated and not easy.
- Telling the person to do something which is appropriate to the counselee and the situation is not that simple. It is difficult to know the future implications of a solution.
- Advice giving may breed a relationship in which the counselee feels inferior and dependent on the counsellor.

In spite of all these disadvantages, advice occurs in routine counselling at work because workers expect it and managers like to provide it.

2. Reassurance

Counselling can help reassure people and give them the courage to face a problem and instil a feeling of confidence that they are pursuing a suitable course of action. Reassurance is represented by such remarks as 'You are making good progress' or 'Don't worry, this will come out all right.' Reassurance is not without its drawbacks and fails under two situations:

- **Lack of trust:** Counselees do not always trust the counsellor even if he may have the right solutions for their problems.
- **Weak mind:** People with a weak mind may initially accept reassurance and show confidence. But their temporary self-confidence may fade as soon as they face problems again. Their false sense of self-confidence may even lead them to make poor personal decisions.

Though reassurance has its weakness, it is useful in some situations. Further, some counselees, especially those undertaking new assignments, look for reassurance and some managers feel like providing it.

3. Communication

Counselling improves interpersonal relationships in an organization. It can be a means to improve both upward and downward communication.

- **Upward:** Counsellors become aware of emotional and rational problems of employees and they can communicate the same to the top management. Of course, this should be done keeping individual names confidential.
- **Downward:** Counsellors, in the process of counselling, can interpret the top management's approaches, values, goals and policies to employees.

4. Release of emotional tension

Some problems are real; some are simply mental ghosts.

- When the problems are real, people tend to get an emotional release from their frustrations through counselling. They become more relaxed and capable of thinking rationally and speaking coherently. Hence, their thinking is more constructive and they are able to work out a solution to the situation at hand.
- In some cases, people have no real problems, only perceived ones, which are actually products of their imaginations. In such cases, the release of mental tension itself is the solution.

5. Clarified thinking

Some people tend to magnify minor incidents and jump to drastic conclusions. Clarified thinking tends to be a normal result of emotional release, The counsellor serves as an aid to the emotional release and refrains from telling the counselee what is right.

Clarified thinking is a gradual outcome, which may not necessarily take place while the counsellor and counselee are interacting. It can be the result of post- counselling reflections.

6. Reorientation

Reorientation involves a change in the employee's self through a change in basic goals and values. Counselling can help people recognize and accept their own limitations and also identify their hidden potential.

2.4.3 Types of Counselling

Counselling can be classified in different ways.

1. Based on the counsellor's direction

Counselling involves direction by a counsellor to a client. Based on the degree of direction, a continuum of counsellor direction can be developed. A third type can be considered to be in between.

(i) Directive counselling

Directive counselling is counsellor-oriented. The process requires the counsellor to listen to a person's problem, decide with the person what he/she should do and motivate accordingly. This is a quick way to find solution to a problem.

(ii) Non-directive counselling

Non-directive counselling is at the opposite end of the continuum and is client-centred. This process requires the counsellor to skilfully listen to the counsellee and encourage him or her to determine the appropriate solution. The unique advantage of non-directive counselling is its ability to cause a person's reorientation as it emphasizes changing the person instead of dealing only with the immediate problem.

(iii) Participative counselling

Participative counselling falls between the two extremes of directive and non-directive counselling and is known as the middle ground type. It is also called cooperative counselling.

A contingency view

A counsellor's decision to use directive, participative or non-directive counselling with a counsellee depends on the specific situation. It should not be a blind, isolated and hurried decision. The following contingency factors may be kept in mind:

- **Nature of problem:** If a person's problem appears to be his inability to focus on facts and the need is for a timely, logical solution, a directive approach works best. If the problem is caused by personal feelings and emotions, then a non-directive approach is recommended.
- **Time and effort:** When the counsellor is willing to devote time and effort, non-directive counselling should be used. Otherwise, directive counselling is recommended.
- **Preferences of counselees:** When counselees seek a nurturing role, participative or non-directive methods of counselling should be employed. When they seek someone with job-related expertise or problem-solving skills, the directive approach works best.

2. Based on focus

Depending on the circumstances, different kinds of counselling are used.

(i) Problem-solving counselling

Problem-solving counselling is concerned with solving specific problems that may arise in the life of a person. This involves identifying and understanding the problems and then offering problem-specific solutions. These solutions are tried and then reviewed.

(ii) Interpersonal counselling

Interpersonal counselling is used for interpersonal relations, be it at the employee's home or workplace. This too involves identifying a problem and then finding and identifying ways to rectify it.

(iii) Psychodynamic counselling

Psychodynamic counselling focuses on the client's past experience or other unconscious processes to interpret current behaviour. Understanding such behaviour gives insights into the client's relation and other behavioural patterns.

3. Based on medium

In addition to face-to-face counselling, today, we also have telephone and online counselling methods. Demerits of these methods are as follows:

- They do not offer the counsellor any visual information based on the counselee's body language, which can provide many leads and clues for understanding the nature of the problem.
- Difficulty in establishing a relationship with the client. The telephone/online counsellor needs to put in extra effort to make the client comfortable enough without any eye contact, so that the client feels safe and confident and can open up to the counsellor.

Telephone counselling, nevertheless, has its own merits.

- It can be as constructive and supportive as face-to-face counselling. As distractions are kept to a minimum, it is easy to maintain concentration.
- Some clients are able to express themselves more freely over phone as they have a sense of anonymity and feel that they are maintaining confidentiality. Some people find telephone counselling safer than seeing a counsellor in person.

Similarly, the counsellor also finds it easier to terminate the session if they feel the client is not being honest enough.

- Since telephone counselling keeps the focus entirely on the problem, it is much sharper and can work better than counselling sessions in person do.

Despite their shortcomings, telephone and online counselling are popular. Online counselling is also becoming increasingly available and accessible, Telephone and email support may be more conducive in certain situations like when a client wants to:

- Discuss ways of resolving a problem
- Find the energy and courage to address a problem
- Understand the psychological aspects of a situation better
- Discuss ways to modify his or her behaviour
- Discuss ways to modify the behaviour of others in certain situations
- Find new ideas or gain new insights
- Access specialist knowledge and guidance
- Build on progress already made in sessions conducted by a counsellor in person

(iv) Eclectic counselling

Lazarus (1981) offers a multi-modal approach which includes an evaluation of the therapy procedure that is thought to be both relevant and applicable to stress management. (Palmer and Dryden, 1991, 1995)

Assumptions

Behaviour therapy has not always been successful as some important factors were not taken into account during the evaluation of the therapy outcome.

Role of counsellor

The framework of this approach comprises the following seven modalities:

- Behaviour
- Affect
- Sensation
- Imagery
- Cognition
- Interpersonal: This blueprint is known by the acronym BASIC ID and is used for the basic assessment of clients. During the assessment, the different modalities are examined by asking questions similar to the following:
 - B— What do you wish to do/ not to do?
 - A— What makes you happy, frustrated, sad, etc.?
 - S— What do you like/dislike to hear, taste, etc.?
 - I— What do you wish to do in the future?
 - C— What are the main ethics and principles you live by?
 - I— How do you get on with others?
 - D— Do you consume any intoxicants? Do you take any medicines? Do you suffer from any chronic ailments? How is your physical well-being?
- Drugs/Biology

In order to optimize the therapeutic process and the time required for it, clients are given a questionnaire on their life and history and are asked to fill it in at home. The questionnaire also asks the client about the kind of approach he would like the counsellor to take and, based on the response, the counsellor identifies the approach to be taken for the therapy. The techniques most frequently used are in Table 6.2.

Table 6.2 Multi-Modal Therapy

Modality	Techniques
Behaviour	Behaviour rehearsal, Exposure programme, Modelling, Reinforcement programmes, Self-monitoring and recording, Shame attacking, Empty chair, Fixed role therapy, Psychodrama, Response prevention/cost Stimulus control, Paradoxical intention
Affect	Anger expression, Anger/anxiety management, Feeling identification
Sensation	Bio-feedback, Hypnosis Relaxation training, Threshold training, Meditation, Momentary relaxation, Sensate focus training, Relaxation response, Massage

Imagery	Coping imagery, Time projection imagery, Anti-future shock imagery, Mastery imagery, Positive imagery, Thought stopping imagery, Aversive imagery, Associated imagery
Cognitive	Biblio-therapy, Cognitive rehearsal, Disputing irrational beliefs, Problem solving, Challenging faulty inferences, Constructive self-talk, Thought stopping
Interpersonal	Assertion training, Contingency contracting, Fixed role therapy, Communication training, Friendship/intimacy training, Social skills training, Role play, Graded sexual approaches, Paradoxical intention
Drugs/biology	Lifestyle changes, Stop smoking programmes, Diet, Weight control, Exercise, Medication, Referral to specialists

Once the client's problems and the objectives required to be achieved are identified and evaluated, appropriate techniques of counselling are discussed and selected with the client's consent.

2.4.4 Goals and importance of Counselling

Counselling is an important function both in the society and in organizations because people face various problems as students, employees and family members. When problems arise, the resulting emotions may cause instability and confusion, leading them to do things that are harmful to their own best interests and those of the organization. Emphasis on counselling helps the organizations to become more humanistic and responsive to the concerns of others.

Counselling can be general or specialized, depending on the nature of the problem. Therefore, counselling can be performed by both non-professionals and professionals.

The objectives of counselling are many. Some of them are as follows:

- To solve problems
- To support people to grow in self-confidence, self-direction and self-control
- To foster positive interpersonal relationships
- To create a climate of assurance and high morale for peaceful cooperation

These objectives are consistent with the latest transformational, collegial and system models of management leadership that require setting up of systems for mentoring, coaching and counselling.

2.5 QUALITIES OF A GOOD COUNSELLOR

To be successful, a counsellor should possess some special capabilities. We will now discuss the essential qualities of a counsellor

1. Social skills

The relationship between the client and counsellor is certainly professional but it requires a human touch to be fruitful. A person-to-person relationship can be a basic foundation for an effective counselling process. As such, counsellors need social skills to establish working relationships. The three most important requirements for counsellors are —credibility, confidentiality and attention.

(i) **Credibility:** Credibility is an important consideration in choosing a counsellor. It implies two things:

- Enhancing expertise by study and practice
- Creating trust by maintaining integrity in relationships

A counsellor will be successful only when he can apply knowledge of behavioural sciences to the art of counselling and guidance.

(ii) **Confidentiality:** Counselling takes place in privacy with an assurance of confidentiality. Confidential issues are fully discussed before embarking on the first session. Here, the parts of the discussion which cannot be revealed will be made clear to the counsellor. Counsellors are obliged not to reveal them to other professionals, friends or family members.

In the beginning, many people are nervous and evasive. Some may be wrought with inferiority complex. Social skills are required to make interactions smooth and pleasant. The idea is to make clients ready to face and work with their issues. At the end of the counselling process, they should feel liberated, selfempowered and stress free. As a part of social skills, encouragers are to be used.

(iii) **Attention:** Attention can be indicated by verbal messages and non-verbal signs. ‘Hello! Please come in’, ‘How-do-you-do’-like greetings supported by statements like, ‘Well! We will now examine your problems’, or ‘I am interested in knowing your mind or thoughts going on in your mind right now’, can help create warmth in the ensuing relationship.

Learning skills: Counselling is a process of learning about the client’s situation and extending help. Each counselling instance is a case study to be added to the knowledge base and a source of new experience in learning.

Sensory skills: This refers to the sensitivity with which one has to grasp information. Endowed with five senses, we receive a lot of information from the environment and the people with whom we interact. Counsellors have to sharpen their five senses in order to receive information from different perspectives. Some people have extra-sensory perceptions and some counsellors develop them. It means seeing beyond the obvious. It provides an unusual insight of others’ views and enables interaction with them.

Perceptual skills: Perception is the way we see things. It is the process of understanding messages without gathering further information. Perceptual blocks reduce the ability to understand information correctly. It results in misinterpretation of the client and his issues. Forming quick impressions, stereotyping (women are weak, so Sujata is also weak), taking a neutral stance in evaluation (central tendency— not caring extreme points), attributing one quality to all other observations (he is good in mathematics, so he must be good in all other subjects), etc., are perceptual problems. It is important to check perception by cognition, to establish the right images or impressions. For instance, a client may appear to be rough and tough at first sight, but during interaction the counsellor may discover that he is soft and timid by nature.

Cognitive skills: Cognition is a process of learning. It is a process of asking why, what, where, who, when and how to know the different dimensions of a subject chosen for understanding. It is a process of reasoning to establish logical understanding of the phenomenon. The analytical thinking

process goes like: I am unhappy because my boss has shouted at me. Why am I unhappy? Is it because I could not finish the work, or because my boss shouted at me, or used insulting words?

Reflexivity: It is to do with the ability to adapt to the mode of explanation of the client. As the client changes his or her ways of construing events, so too must the counsellor. The counsellor has to be involved in a reflexive process, seeking to make his or her own interpretation explicit by interaction with the client.

Suspension: A counsellor has to develop the skill of suspending his own judgement and construing events so as to subsume the client's reality.

Use of suspension is also found in reconstruction of what the client has said. A specific experience or event that does not fit in the structure of understanding may be suspended for a while. It is kept in memory to be used if found relevant in the reconstruction process at a later stage.

Dilation and constriction: These terms refer to re-organization of construing systems when dealing with incompatibilities.

Dilation: The client can dilate the perceptual field in the following ways:

- Behave aggressively and widen his areas of interest
- Jump from topic to topic and see possibilities everywhere
- Start seeing things as being related to his problem

Constriction: This is a process of limiting issues. It helps in dealing with chaos and anxiety by avoiding incompatibilities. It helps shrink the world to a manageable size.

Observation: In the interaction process, words and actions are related to the articulated and observed frame of reference in a flexible manner. Observation of the client's body language is important to make meaningful interpretation of messages. A counsellor needs meta-communication skills to 'see through' what the client says:

Client: (loud, quick and harsh tone): My boss should not have spoken like that in front of my team members.

Counsellor: Your voice suggests that you are very irritated.

Client: Yes. You got me right. When I think of the incident, I experience a surge of anger.

Counsellors make notes of the discussion. This should not, however, interfere with the observation. If need be, a pause may be taken while making notes. Skill is necessary to balance observation and note taking.

Communication skills: Communication is at the core of counselling. A counsellor should be effective in oral and non-verbal communication. He or she should be good in speaking and listening.

Attention: This is the most important skill required of a counsellor. If the counsellor does not pay attention to the client from the moment he enters the room, he feels unworthy of attention and develops anxiety. The counsellor's verbal and nonverbal messages together send powerful message of welcome to the clients. It should be like this when interpreted: 'Welcome. I am interested in you

and in what you would say. I am willing to listen to your problems, understand your feelings and share your concerns.’

Non-verbal signals: The supporting non-verbal signals can be:

- **Posture:** Sit upright and relax. Do not slouch in the chair.
- **Eye contact:** Maintain direct eye contact, occasionally looking away from the client. The counsellor should not stare at the client; his looks should be comforting and invite the client to talk.
- **Facial expression:** The counsellor should smile with affection and show concern by remaining calm and observant, and not laugh.
- **Seating:** A distance of 3, 5 feet is appropriate. The chairs should be of equal height. They should be at 90 degrees to give freedom to the client to look at the walls or the counsellor.

Encouragers: A client may find it hard to continue talking and become silent. The role of the counsellor is to interpret the silence and if necessary break it. Some clients expect encouraging words of appreciation or inquiry to go on. So there is a need to use ‘continuers’.

Continuers or encouragers can be verbal or non-verbal. They mean precisely that the counsellor is interested. Non-verbal expressions include smiles and grimaces, nodding the head, leaning forward, making sounds like ‘umm, ahh’, etc. The support can be expressed as follows:

- *Assertive:* ‘I am listening’, ‘I am with you’, ‘I follow you’, with a smile, nodding of the head, looking at the client and jotting down what the client is saying.
- *Permission:* ‘I want to listen, please go ahead’, with a curious expression on the face, eyes searching, head nodding and leaning forward.
- *Request:* ‘I want to understand more about your experience’, with an open posture, sitting upright and talking in a gentle voice.
- *Direction:* ‘Can you tell me more about the incident that angered you last week...?’ Or ‘I’m curious about

2. Listening skills

Listening in the context of counselling is called credulous listening. It starts with the belief that whatever the client is construing is true. However, that does not mean accepting the client’s views without further questioning.

Listening is a complex activity because the human brain is a limited processor of information. The cognitive view of learning sees listening as a process with ‘pre’ activities, ‘while’ activities and ‘post’ activities.

A pre-listening task gives listeners the opportunity to use what they already know—their prior knowledge—to help them do the task. Prior knowledge is organized in schemata (the plural form of schema), also called internal frame of reference. It consists of abstract, generalized mental representations of our experience that are available to help us understand new experiences.

We process the information we hear in both top-down and bottom-up ways.

- *Top-down* means using prior knowledge and experiences; we know certain things about certain topics and situations and use that information for comprehension.
- *Bottom-up* processing means using the information we have about sounds, word meanings and discourse markers like first, then and after that to assemble our understanding of what we read or hear, one step at a time.

Counsellors need both bottom-up and top-down processing skills in listening. They must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they have just heard before something new comes along. At the same time, listeners use their background knowledge (top-down processing) to determine meanings with respect to prior knowledge and schemata.

Listening can be done in two ways: listening for main ideas and listening for details. ‘What’s the most important idea in this conversation? What is the main thing they are talking about?’ Speakers do not always say what they want to say. Sometimes they do not have clarity in their thoughts.

Listening is purposeful. Post-listening questions like ‘what, how how much’ can be useful to check whether purposeful understanding is achieved.

Feedback in the form of questions, paraphrasing, re-stating etc., is necessary to make listening effective. The reasons are as follows:

- Listening is a real time activity. There is no second chance unless, of course, the listener specifically asks for repetition.
- Listening involves understanding all types of reductions of sounds and blending of words. The listener needs clarifications.
- When there is a gap in understanding, listeners tend to ‘fill in the blanks’ with contextual guesses using their prior knowledge.

People do not always say exactly what they mean. That is, important aspects of meaning are sometimes implied rather than stated. Listeners have to ‘listen between the lines’ to figure out what really is meant.

Some listening problems arise due to individual learning approaches. These are as follows:

Problem of selective reception: Receiving requires not only an attentive ear but also an open mind. People tend to select the information that they think is useful and listen to that extent. In choosing what to receive, counsellors have to be careful. Key ideas are to be captured and listening should be done in a way to enhance their understanding.

Filtering: Understanding is influenced by filtering. People tend to wear coloured glasses of their choice and see the world through them. Such interpretations may be based on their own experience, and biases may be misleading. Care is necessary before establishing understanding.

Responding to the client’s questions

In the process of interaction, clients may raise some questions and expect counsellors to respond appropriately. The questions may be about the client’s own personality, behaviour or thoughts and the counsellor—client relationship. Some typical questions are as follows:

Client: Do you think I am a timid person?

Client: What do you think about my joining the new organization? Did I make a mistake?

Client: Am I troublesome, demanding more from you?

The counsellor has to think carefully before answering such questions. The nature of response depends on the following needs:

- *Need for assurance or sympathy:* In the early stages of counselling, the client views the counsellor as an expert and seeks guidance at each and every step; that is, his or her dependence is high. What the client needs perhaps is an encourager and not a specific answer to the question. In such cases, instead of answering a question, encouragement should be provided.
- *Need for advice:* Some clients look for an informative answer. As a part of counselling, expert advice of the counsellor is sought. In such cases, answers that extend professional help should be provided.

3. Spoken skills

Good communication is essential to counsellors. As you can see, each stage of the counselling process paves the way for another-providing a base for progression from ambiguity to clarity. As you move through each stage, you will gain an understanding of the problems, perspectives and insights. Counselling is essentially a communication process and counsellors should be good communicators.

4. Empathy

Empathy is the skill of listening to someone and understanding his feelings. It also helps clients understand themselves better and act accordingly. Table 6.3 shows the skills associated with empathy.

Empathy involves two major skills: perceiving and communicating

According to Carl Rogers, 'To be with another in this way (empathetic) means that for the time being you lay aside the views and values you hold for yourself in order to enter another's world without prejudice. In some ways it means you lay aside yourself.'

To be empathetic is not an easy task. Here is a short check list to evaluate your abilities:

- Can I enter the private world of the client and see things as he or she does?
- Can I give up my temptation to evaluate and judge my client's views?
- Can I extend my understanding of the client's inner feelings as felt by him, without distortion?
- Can I sense the client's inner feelings which are dimly seen or mixed in confusion?

Table 6.3 Skills Associated with Empathy

S.No.	Skills	Explanation
1	Attending,	Showing verbal and non-verbal indications: eye contact, smile, sitting upright, etc.

	acknowledging	
2	Re-stating, it.	Repeating what the client has said and building a question or a remark on it.
	paraphrasing	
3	Reflecting	Inquiring based on feelings, experiences or content that the client has expressed.
4	Interpreting	Offering a tentative interpretation about the other's feelings, desires or meanings.
5	Summarizing, further.	Synthesizing feelings and experiences to gain focus on what to explore further.
	synthesizing	
6	Probing doubts	Questioning softly and intelligently to secure more information, clearing doubts and opening new vistas.
7	Giving encouraging	Sharing information to indicate attention and understanding, and encouraging
	feedback	exploration and problems solving.
8	Supporting	Showing warmth and care to create confidence and affection.
9	Checking completeness	Evaluating to establish significance, relevance, accuracy and completeness
	perceptions	of information for decision-making.
10	Being quiet think	Not to push the client. To be a sounding board for the client to reflect and think about issues for a while.

Source: A modified version of Pickering Marie Sue, 'Communication' in *Explorations*, Journal of Research of the University of Maine, Vol. 3, No. 1, Fall, 1986, pp. 16-19.

Subsuming: This is more than empathy. The counsellor actually strives to move along those inner pathways of the client's experience for a short period of time to gain understanding.

2.6 SUMMARY

In this unit, you have learnt that:

- All of us get to learn life lessons from the older and more mature people around us. Since life is constantly changing in its dynamics and demands on us, we need to be guided, in terms of home life, professional life as well as education. Some people need less guidance than others. But everyone feels the need for guidance and counselling at some point in time.
- The term 'guidance' represents a concept that is neither simple nor easily understood. The complexity of human nature, developmental differences even among off-spring of the same

parents, personal and social problems associated with changing environmental conditions and cultural mores—all require that for various guidance approaches to be utilized.

- Guidance is an old concept but is still developing. It is still largely an unorganized and informal process in many places, such as when guidance is sought from parents, grandparents, astrologers, palmists, numerologists and so on. However, lately, schools have begun employing a professional guidance counselor who comes in every day and all students are encouraged to take their problems to him/her.
- Guidance cannot be considered independent of an individual. The main aim of this process is to assist in the development of an individual keeping in view the societal boundaries and requirements.
- Guidance is both a specialized and generalized service in which a teacher, parents and counselor, all play important roles. But, like other services, guidance service also needs trained staff so that this process may work smoothly.
- Principles of guidance can be defined as a set of guidelines for conducting a guidance process. Principles explain how something should be done. In order to run a guidance programme successfully, it is essential to understand the principles, along with the meaning of guidance upon which the guidance process is based.
- Some psychologists define personality in terms of social stimulus value, by which an individual can influence other persons he meets on his way. Using this definition we can evaluate a person, from his appearance and mode of talking. We can gather an idea of whether he is impressive or repulsive, dominating or submissive, and so on, from the impression he leaves on us by his physical appearance, clothing, conversation and etiquette.
- There are as many types of guidance as there are problems confronting any youth. The Central Bureau of Educational and Vocational Guidance in Delhi has suggested three kinds of guidance. These are— educational guidance, vocational guidance and personal guidance.
- The term ‘personal guidance’ refers to the help given in the development of the individual as a person, not merely as worker or a student but as a growing or developing personality that works in an integrated pattern of life.
- Vocational guidance is guidance given to a person chiefly about vocational problems. It had its beginning in Parsons’ vocational study which was completed by him in 1908 at Boston in America.
- Educational guidance is a specific area of guidance which takes care of students’ problems which contributes to their educational progress and experiences. Educational guidance is a process of creating favourable conditions for the pupil’s development or educational progress.
- Counselling involves discussions and interactions between a person who has a problem that needs to be solved, and a person who helps him identify ways in which to solve the problem.
- Counselling can help reassure people and give them the courage to face a problem and instil a feeling of confidence that they are pursuing a suitable course of action.

- The counsellor serves as an aid to the emotional release and refrains from telling the counselee what is right.
- Counselling can help people recognize and accept their own limitations and also identify their hidden potential.
- Non-directive counselling was developed concurrently by two groups: Elton Mayo Roethlisberger and others at Western Electric Company and Carl R. Rogers and his colleagues.
- Counselling is an important function both in the society and organizations because people face various problems as employees and family members.
- The practice of counselling is as old as the human civilization.
- Counselling gained momentum in the early part of the twentieth century as a guidance function and, within a short span of six decades, emerged as a profession of significance.
- Counselling, as an individual field of study and activity, has evolved over the years and has incorporated important findings of personality theory, social psychology, counselling psychology and therapeutic techniques.
- Rational behaviour is positive as it produces desirable productive outcomes and happiness or satisfaction.
- The counsellor encourages his clients to play an active role and apprises them when they act responsibly and indicate disapproval when they do not.
- The role of the counsellor is to identify and restore the damaged ego and develop the client's capacity to use all ego states appropriately, especially that of the adult, which is needed to govern one's life.
- Therapist assists the client towards self-integration and towards learning to utilize his energy in appropriate ways to grow, develop and actualize.
- There are various methods which can be used to communicate. These are oral communication, written communication, verbal communication and non-verbal communication.
- An oral communication is known as face-to-face communication and may be in the form of direct talk and conversation or public address.
- The relationship between the client and counsellor is certainly professional but it requires a human touch to be fruitful.
- Research shows that at the workplace, on an average, personnel spend about 32.7 per cent of their time listening, 25.8 per cent of their time speaking and 22.6 per cent of their time writing.

2.7 KEY TERMS

- **Personal guidance:** The term 'personal guidance' refers to the help given in the development of the individual as a person, not merely as worker or a student but as a growing or developing personality that works in an integrated pattern of life.

- **Vocational guidance:** It is guidance given to a person chiefly about vocational problems.
- **Educational guidance:** It is a specific area of guidance which takes care of students' problems which contributes to their educational progress and experiences.
- **Re-orientation:** It is a change in the employee's self through a change in basic goals and values.
- **Problem-solving counselling:** It is concerned with solving specific problems that may arise in the employee's personal or professional life.
- **Psychodynamic counselling:** It focuses on the client's past experience or other unconscious processes to interpret current behaviour.

2.8 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Guidance is assistance made available by professionally qualified and adequately trained men and women to individuals of all ages.
2. Before professional counsellors came into the picture, teachers used to fill the role of providing awareness and encouragement to their students to help them overcome problems faced during learning and adjustment.
3. One of the objectives is to assist children in developing physical and emotional stability.
4. According to Jones, the principles of guidance are as follows:
 - Principle of individual differences
 - Principle of specific abilities that are not innate
 - Principle of need of assistance in solving the problem of the individuals
 - Principle of developing self-guidance
 - Principles of important role of school in providing guidance
5. Psychological needs are as follows:
 - Psychology of individual differences
 - Proper adjustment
 - Emotional problems
 - Personality development
6. These are— educational guidance, vocational guidance and personal guidance.
7. Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter into it and progress in it.
8. One of the needs is to check wastage and stagnation in education.
9. While taking the interview and collecting information, a profile of the student should be made so that any information about pupils can be easily viewed at anytime. In short, a profile is like a snapshot of a pupil's life.

10. Counselling can be defined as a process that involves discussions and interactions between a person who has a problem that needs to be solved, and a person who helps him identify ways in which to solve the problem.
11. Interpersonal counselling is used to identify the problem area and identify the ways to rectify it.
12. Counselling can help people recognize and accept their own limitations and also identify their hidden potential.
13. A person-to-person relationship is the basic requirement for an effective counselling process.
14. The three most important qualities of a counsellor are as follows:
 - (i) credibility
 - (ii) confidentiality
 - (iii) attention
15. Sensory skills refer to the sensitivity with which one has to grasp information.
16. Cognition is a process of learning. It is a process of asking why, what, where, who, when and how to know the different dimensions of a subject chosen for understanding.

2.9 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Define guidance. Why guidance is important in today's world?
2. Write at least two popular definitions of guidance and analyse them for meaning.
3. List the objectives of guidance.
4. Define personal guidance and outline the procedure of personal guidance.
5. Outline the role of teacher in guidance and counselling.
6. Outline the role of guidance for the community in general.
7. State the functions of counselling.
8. What are the qualities of a good counsellor?
9. Differentiate between verbal and non-verbal communication.
10. Write down the goals of counselling.

Long-Answer Questions

1. Explain the nature of guidance.
2. What are the principles of guidance and counselling?
3. Write about need for guidance from a sociological point of view.
4. Explain the meaning and need for vocational guidance.
5. Provide the definition, objectives, and need for educational guidance.

6. Explain the types and importance of counselling.
7. Describe the growth process of counselling.
8. Discuss in detail the different approaches to counselling.
9. What are the advantages and disadvantages of verbal and non-verbal communication? Explain.
10. Has counselling become a necessity in today's lifestyle? Give a logical answer.

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UNIT 3 TECHNIQUES OF GUIDANCE AND COUNSELLING

Structure

- 3.0 Introduction
- 3.1 Unit Objectives
- 3.2 Testing Techniques
 - 3.2.1 Aptitude
 - 3.2.2 Interest
 - 3.2.3 Intelligence
- 3.3 Personality and Creativity
 - 3.3.1 Personality
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 - 3.4.3 Interview
- 3.5 Summary

- 3.6 Key Terms
- 3.7 Answers to ‘Check Your Progress’
- 3.8 Questions and Exercises
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3.0 INTRODUCTION

Sometimes, we take the three concepts aptitude, skill and proficiency, as synonymous. However, there is difference between these. From intelligence test, we cannot judge the aptitude of an individual because intelligence is a general ability, whereas aptitude is a specific ability. So, when we predict the future of an individual, we should go for aptitude testing rather than intelligence testing. Interest and aptitude both have positive correlation but it does not mean that attitude and interest are the same. An individual with interest and aptitude for teaching will get success in profession life, but if only interest is present without aptitude, the question of success will arise.

Human behaviour is a reflection of psychological traits. A person’s behaviour determines his personality and personality is an expression of his aptitude, intelligence, motivation and interest. The person’s success in life is mostly determined by his interest in it. Interest includes all the psycho-physical dispositions, which distinguish one individual from another. One’s interest determines his educational and vocational achievement, utilization of leisure hours, interaction with the society and interpersonal relations.

In psychology, intelligence remains, till date, one of the most widely discussed areas of inquiry. As there is no one definition of intelligence, several researchers and theorists have attempted to define and understand its functioning. While some insist that intelligence is a single ability, others believe it contains a range of aptitude, skills and talents.

In this unit, some of the most commonly used tools or techniques for data collection like observation, questionnaire and interviews are discussed. Each of these tools differs in their nature and scope. The researcher has to bear in mind the suitability of these tools, i.e., relevancy and effectiveness depending upon the type of problem under consideration.

3.1 UNIT OBJECTIVES

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

- Explain the uses of aptitude test
- Describe different methods of measuring interest
- Comprehend the different ways in which general intelligence is measured
- List different methods for assessing personality
- Describe the concept of creativity and its theories
- Evaluate the methods of testing creativity
- Discuss the importance of various tools of educational research like observation, questionnaires and interviews

3.2 TESTING TECHNIQUES

Testing techniques should be aimed at providing accurate and comprehensive information about an individual. Going forward we would see the areas where such techniques are used.

3.2.1 Aptitude

Bingham defined aptitude as ‘a characteristic or set of conditions that are symptomatic to the individual’s ability to acquire with some specified training, some knowledge or skill or a set of responses in a given field’. Aptitude refers to a special capability of an individual, which makes him distinct from others in an achievement field. It signifies the potentialities with an individual at present with future predictive reference. The word ‘aptitude’ is derived from the Latin word ‘aptos’ which means ‘fitted for’. Aptitude of an individual towards some work fits him in the work like round peg in the round hole and square peg in the square hole. The concept of aptitude does not have the good or bad value judgment. It only bothers about the degree of aptitude like high aptitude or low aptitude. It just means that an individual fits into the requirements of one profession better than into another. For example, Kavita performs well in singing without any formal training, but after a rigorous training she does not perform well in teaching profession. So, here Kavita has higher degree of aptitude in singing than teaching.

Traxler states: ‘Aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge, understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language.’ Freeman stated that ‘an aptitude is a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as the ability to speak a language, to become a musician to do mechanical work’. According to Warren, ‘aptitude is defined as a condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some specified knowledge, skill or set of responses such as the ability to speak language, to produce music etc.’.

Characteristics

The characteristics of aptitude are as follows:

- Aptitude is an ability to learn
- Aptitude is an integral part of personality
- Degree of aptitude determines one’s success in particular work
- Aptitude predicts the future of an individual
- Aptitude is a present condition with a future reference
- Aptitude is the product of heredity and environment
- Aptitude of an individual is relatively stable
- There is inter- and intra-individual difference in aptitude
- An aptitude must be developed by practice and training to become an ability

- Aptitudes are normally distributed
- Aptitude can be measured quantitatively and qualitatively

Types

There is individual difference in aptitude. Everybody has different kinds of aptitude. Two individuals may have aptitude of one kind but the degree of aptitude will be different. So there are different kinds of aptitude which are as follows:

- Mechanical aptitude
- Clerical aptitude
- Aptitude in music
- Aptitude in law
- Teaching aptitude
- Aptitude in medicine
- Aptitude in art
- Aptitude in science
- Aptitude in engineering
- Manual aptitude
- Aptitude for military career
- Aptitude for research

Aptitude test

According to F.S. Freeman, 'An aptitude test is one designed to measure a person's potential ability in an activity of a specialized kind and within a restricted range.' Aptitude of an individual can be measured with the administration of test. Aptitude tests measure the ability of individual's to learn new tasks. Aptitude tests assess the degree of an individual's inclination towards something. Aptitude tests help the individuals in their selection of courses and careers. These tests are also helpful in provision of guidance and counselling and predicting the future development of an individual. An aptitude test of high validity, reliability and objectivity clearly predicts an individual's future.

Types of aptitude tests

Aptitude tests are divided into three types according to their quality of testing. The three types are as follows:

1. **General aptitude tests (GATs):** General aptitude tests are also known as scholastic aptitude tests. GATs measure the general intelligence, mental ability and learning ability of individuals. This type of test predicts the future progress of an individual to a lesser extent. This test is known as scholastic aptitude test because it predicts student's academic achievements in schools. This type of test is divided into four types:

- (i) Tests of vision and hearing
- (ii) Tests of reading and writing
- (iii) Tests of remembering and forgetting
- (iv) Tests of understanding

Minnesota Paper-Form Board is a good example of General Aptitude Test.

2. Specified aptitude tests (SATs): This type of tests generally concentrates upon the assessment of an individual's ability in a special field. Through this test, an individual's area of special aptitude is known with the degree or level. Upon the result of this test, students are given educational and vocational guidance. Mechanical aptitude tests, musical aptitude tests, teaching aptitude tests, etc., come under specified aptitude tests. Seashore Measures of Musical Talent and Horn Art Aptitude Inventory are good examples of Specified Aptitude Tests.

3. Differentiated aptitude tests (DATs): Differential Aptitude Tests are developed for measuring the fundamental intellectual abilities within individuals. The first edition of the DAT battery was published after World War II, by the Psychological Corporation.

The widely used Differentiated Aptitude Tests are as follows:

- (i) Armed Services Vocational Aptitude Battery (ASVAB)
- (ii) General Aptitude Test Battery (GATB)
- (iii) Aptitude Classification Tests (ACT) and others

The most important DAT is developed by American Psychological Corporation. The battery of tests developed by Bennett Seashore and Wesman under GAT are given as follows:

- (i) Verbal Reasoning Tests of 30 minutes
- (ii) Language-spelling and Sentences Test of 35 minutes
- (iii) Clerical Speed and Accuracy Test of 6 minutes
- (iv) Numerical Ability Test of 30 minutes
- (v) Abstract Reasoning Test of 30 minutes
- (vi) Mechanical Reasoning Test of 30 minutes
- (vii) Space Relation Test of 30 minutes

Let us explain some of the important aptitude tests with their widely used tests.

1. Mechanical aptitude tests: Mechanical aptitude of an individual refers to his psychomotor activities. It involves manipulation of objects and tools with a mechanical bent of mind. According to Bingham, factors in mechanical success are space relations, mechanical comprehension, perceptual acuity and manual dexterity. Engineers and machine designers have high levels of mechanical aptitude. Persons having high degree of mechanical aptitude get success in engineering than the others. In this field, machinists or technicians are at the

lower ebb and engineers at the higher ebb. Some widely used mechanical aptitude tests are as follows:

- (i) Bennet Tests of Mechanical Comprehension
- (ii) S.R.A. Mechanical aptitude test
- (iii) Minnesota mechanical assembly tests
- (iv) Stenquist mechanical aptitude tests I and II
- (v) Sharma's mechanical aptitude test battery
- (vi) Jayendra's mechanical aptitude test

2. *Clerical aptitude tests*: According to Bingham, clerical aptitude also involves several specific abilities like perceptual ability, intellectual ability and motor ability. In the words of Super, clerical aptitude refers to 'the ability of routine clerical work'. According to Bills, 'Clerical aptitude includes the gathering, classification, and presentation of data of all sorts, analysis and use of these data in planning, executing and determining the results of operation'. Clerical aptitude includes noting, drafting, continuous routine work, knowledge of language, perceptual speed and accuracy, arithmetical calculations etc. Some widely used clerical aptitude tests are as follows:

- (i) Minnesota clerical aptitude tests.
- (ii) Detroit clerical aptitude examination.
- (iii) A test of clerical aptitude by T.P. Lele and others.
- (iv) A battery of clerical aptitude tests by Kiran Gupta.
- (v) Clerical ability test by Central Bureau of Educational and Vocational Guidance, Delhi

3. *Teaching aptitude tests*: Teaching aptitude of an individual is known by his interest in communication interaction, expression, creativity, listening, speaking, reading, writing, imagination, interest in both curricular and co-curricular activities, research bent of mind etc. A person of high teaching aptitude becomes a good teacher. Some important teaching aptitude tests are as follows:

- (i) Teaching aptitude test by R.R Singh and S.N. Sharma
- (ii) Teaching aptitude test by Jai Prakash and R. P. Srivastava

4. *Tests of scholastic and professional aptitudes*: In order to set the students in right place, some tests are developed. These tests help in the selection of students for admission to different academic and professional courses like MBA, MCA, Medical, Engineering, etc.

Some of the tests of scholastic and professional aptitudes are as follows:

- (i) Minnesota engineering analogical test
- (ii) Stanford scientific aptitude test by D.L. Zyve
- (iii) The American Council of Education Scholastic aptitude test

5. *Scientific aptitude tests*: Scientific aptitude refers to the aptitude in deduction, induction, analysis, synthesis, judgment, understanding, logical thinking, convergent and divergent thinking etc. A scientist always looks a thing from scientific angle. The falling down of apple from the tree towards the earth is a general concept for a common man, but Newton's scientific attitude helped him to think about it which resulted in the gravitational force of earth. Men of scientific aptitude are very much creative. In order to assess the scientific aptitude, the tests used are as follows:

- (i) K.K. Aggarwal's Scientific Aptitude Test battery
- (ii) Scientific Knowledge and Aptitude Test by S. Chatterjee and M. Mukherjee
- (iii) Science Aptitude Test, Department of Science Education, NIE

6. *Musical aptitude tests*: Musical aptitude refers to the aptitude for singing, playing musical instrument, listening music etc. For success in the musical profession, a couple of things are necessary like manual skill in playing instrument, clear and sweet voice, creative imagination, emotion for music, knowledge of rhythms, etc. Renowned musicians have high degree of musical aptitude. Some examples of musical aptitude tests are as follows:

- (i) Seashore Measure of Musical Talent
- (ii) Lundin's Battery of Five Tests
- (iii) The Wing Standardized Tests of Musical Intelligence

All the tests include Chord analysis, Melodic transposition, Pitch change, Rhythmic accent, Phrasing, Loudness, Tonal memory etc.

Merits of aptitude tests

Aptitude test has the underlined uses:

1. it helps in providing guidance and counselling to the students
2. It helps the students in selection of their career and profession
3. It helps in admitting candidates for various types of academic and professional courses
4. It properly anticipates the future progress of an individual
5. It helps the students in development of special traits
6. It helps the students to become efficient personnel in their working field
7. It helps to diagnose the inter- and intra-individual difference

3.2.2 Interest

Interest motivates the individual towards success. It is an expression of one's likes and dislikes or attraction and aversions. Interests vary with time to time and place to place. In a nutshell, interest is not static; rather dynamic and shaped by both heredity and environment. It is an expression of one's likes and dislikes or attraction and aversions.

Guilford states, 'Interest is a generalized behaviour tendency of an individual to be attracted to a certain class of incentives or activities that are vocational in nature and to those whose broad

meanings transcend vocations.’ Murphy states, ‘interests are conditioned stimuli related to goal objects and expressed as likes or dislikes of activities, objects, characteristics or people in the environment’.

Characteristics

The characteristics of interest are as follows:

1. Interests are the product of heredity and environment
2. Interests vary with age and place but relatively stable
3. There is inter- and intra-individual difference in interest
4. Interest determines one’s personality
5. There is positive correlation between interest and achievement
6. Interest can be measured
7. Interests are not necessarily related to ability or aptitude
8. Being a subjective concept, measuring on interest objectively is tough

Types

Some interests are expressed by the individuals verbally, some interests are known by different kinds of testing, and some interests are reflected in the work. Taking into consideration all these factors, classified interest into four types:

1. Expressed interests
2. Manifested interests
3. Tested interests
4. Inventoried interests

According to Maclean, interests are of three types. These are as follows:

1. Expressed interests
2. Observed interests
3. Measured interests

Expressed interests refer to the verbal expression of an individual towards an object, place, person, activity or profession. Here, there is no necessity of observation or use of different kinds of tests to know about the interest of an individual. The individual himself says about interest. For example, Rama says ‘I have interest in cricket.’

Manifested interests refer to the active participation of an individual in a particular type of work or activity. In case of manifested interest, the interest of an individual is observed, that is why it is known as observed interest. For example, Ram is a boy of 10 years. Most of the time, he is engaged in art and painting. So, it is observed that Ram has interest in art and painting. Here, it is not necessary on the part of an individual to verbally express his interest. His interest is manifested in his activity. In case of tested interests, the interests of an individual are tested by different kinds of

objective tests. These types of interests are also known as 'measured interest'. Here, observation on the part of the tester and expression on the part of the testee is not necessary.

Inventoried interests refer to the interests which are expressed through standardized subjective tests. Interests of an individual are inventoried by different subjective expressions of an individual. The Strong Vocational Interest Blank and the Strong Campbell Interest inventory are the examples of inventoried interest inventory.

Interest factors

There are different interest factors. Some people have interest in business, some has interest in science, some has interest in spiritualism etc. Taking into consideration all these factors, Guilford has explained seven interest factors. They are as follows:

1. Mechanical interest
2. Clerical interest
3. Business interest
4. Scientific interest
5. Aesthetic interest
6. Social interest
7. Outdoor interest

Mechanical interest includes the interest in mechanical and manual activities. The engineers, diploma-holders have high degree of mechanical interest.

Clerical interest refers to the interest in official activities. Register maintenance, up-to-date reporting, number manipulation etc., are the area of concerns of the people of clerical interest.

The people with interest in business are interested in business administration, selling, buying, commerce, profit and loss etc. For them, official matters are of no concern. The commerce students, BBA and MBA students have high degree of business interest.

Scientific interest refers to the interest of the people in scientific activities. Most of the time, they involve themselves in convergent and divert thinking, scientific investigation, scientific task, logic, scientific theories, induction and deduction etc. For them, every happening in this world has a scientific cause. Scientists have high degree of scientific interest in them.

Aesthetic interest refers to the interest in aesthetic activities like enjoying the nature, appreciating aesthetic talents, enjoyment of arts and paintings, involvement in dramatic and musical activities. Poem writing, novel writing, making handicrafts are the reflections of aesthetic interest of the people. The men of social interest involve themselves in social activities and social welfare. Their degree of being social is more in comparison to others. Taking responsibility, helping others, upliftment of the downtrodden, social equity and equality are their aims. They give importance to their society rather than their family.

Outdoor interests are of different kinds like interest in gardening, farming, forestry, agriculture etc.

Methods of measuring interest

Different methods are used for measuring or assessing interests of people. The important methods are as follows:

1. **Observation:** Through observation we can assess interests of people. Generally people manifest their interest in different kinds of activities. Participant and non-participant observation help in measuring the interest of individuals.
2. **Interview:** Interview is also a good technique to assess interests. Through interviews, people express their interests verbally. It is less time consuming and easy-going.
3. **Checklist:** In a checklist, items of different interests are given and the testee is supposed to check the items according to his interest. From this, the individual's interest can be assessed.
4. **Rating scale:** Rating scale expresses the degree or level of interest of an individual towards some activity. Rating scales are mostly helpful in career guidance to the students.
5. **Questionnaire:** Through questionnaire, we can get the knowledge of an individual's interest. The questionnaires either be sent to the people by post or the examiner can conduct an oral test. It reflects people's hidden interests.
6. **Tests:** Different kinds of tests are also used to assess interest. The tests may be subjective or objective. For example, for admission in B.Ed. course, there is an entrance test for the students. The students' appearing of the entrance reflects their interest towards teaching profession.
7. **Interest inventory:** Interest inventory provides information about the student's preferences which are more static than the expressed interests. Interest inventories are mostly used to assess the interest of people.

Interest testing and interest inventory

People's interests are tested for different purposes. Let us sum up the purposes of interest testing as follows:

1. Interest test helps in career selection for the students.
2. It helps in provision of educational and vocational guidance, and counselling to the students.
3. It predicts the success of students in future.
4. It provides information to the teachers and counselors regarding students' preference.
5. It helps the parents to nurture their children according to their interest.
6. It helps the youths to channelize their energies in different directions.
7. It helps in selection of right person for the right work like round peg in the round hole and square peg in the square hole.

Interest inventory is a device which is prepared continuously to know the likes and dislikes of an individual in vocations and works. Some interest inventories are also made for educational curricula or field of study, which is important for career selection. They are mostly used for vocational

counselling. They can be given to a group or to an individual. They are useful for both the counselors and the counselees. Some of the important interest inventories are explained as follows:

1. Kuder interest inventories

Frederic Kuder developed his interest inventories from different angles. Every interest inventory has a distinguished purpose. The interest inventories developed by Kuder are: Kuder Vocational Preference Record, Kuder General Interest Survey (KGIS), and Kuder Occupational Interest Inventory (KOII).

Kuder Vocational Preference Record has been developed for high school and college students which consists of 10 interest scales plus a verification scale for identifying some factors related to vocations. All the scales include the vocations like clerical, scientific, artistic, mechanical, outdoor, computational etc. Forced-choice triad items are used in the scales and each item of this inventory consists of three preferences such as: (a) Study economics, (b) Study gardening, and (c) Study law education. The respondents are supposed to check the answers they like the most and the least. It consists of 198 items in toto. This interest inventory is useful for classification and selection of people for different kinds of occupations.

Kuder General Interest Survey (KGIS) was developed Later as a revision and extension of Kuder Vocational Preference Record.

2. Strong Interest Inventory (SII)

It was developed by E.K. Strong. The first edition of this Strong Vocational Interest Blank (SVIB) took place in 1927. In the beginning of 1970s, some changes and innovations were introduced in SII. The latest edition of SII was published in 1994. The present SII consists of 317 items grouped in 8 parts. In the five parts, the respondents are supposed to mark L, I or D to indicate Like, Indifferent, or Dislike. Items of these five parts include occupations, school subjects, activities, leisure activities, and day-to-day contact with the society. SII is scored only by computer at scoring centres designated by the publisher or with the use of software available from the publisher in a variety of options. All the scores on SII are reported at standard scores with a mean of 50 and standard deviation of 10.

3. Minnesota Vocational Interest Inventory (MVII)

It was developed for men oriented towards skilled and semi-skilled trades. This interest inventory consists of basic interest areas including mechanical interest, food service, electronics, and 21 specified occupational scales like carpenter, plumber and truck driver, etc.

4. Interest schedule

This was developed by L. L. Thurstone. In this schedule, the individual is supposed to express his degree of preference for different kind of occupation mentioned in the schedule. All the occupations are given in pairs and the subject is to draw a ring around an occupation which prefers most out of the two. He can draw rings around the both if he likes them, and also he can reject both occupations if he dislikes by crossing them out.

Types of interest inventory

There are two types of interest inventory used. These are as follows:

1. Vocational interest inventories
2. General or non-vocational interest inventories

In vocational interest inventories, all the items are related to different kinds of vocations. The subject checks the items as he likes and this help him in selection of occupation.

On the other hand, 'non-vocational interest inventories' are related to the daily life and academic interest of the subject. Checklists, questionnaires, writing styles are mostly used in this type of inventory to assess the subject's interest in relation to academics and daily life.

7.2.3 Intelligence

General intelligence or g factor refers to the existence of intelligence that enhances mental ability measures.

Measurement of general intelligence

Different psychologists have attempted to define intelligence in different ways. It is a broader concept that consists of several cognitive functions like discrete abilities, capacities for abstract thought, understanding, communication, reasoning, learning from past experiences, planning, and problem solving. However, intelligence can be understood as a general set of mental abilities. We have already learnt that individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning and to overcome obstacles.

Intellectual performance of a person will be different on different occasions, in different domains, as judged by different criteria. Hence, these individual differences can be substantial, but they are never consistent.

Individual differences

The science of individual difference psychology focuses on the differences and similarities among people, in terms of their thinking process, feelings and behaviour. For instance, individuals are categorized as per intelligence levels and personality traits. However, the human mind is a complex, multi-layered structure and there are many theories and evidences that study the various aspects of psychological differences. Individual difference is considered a key subject area in modern psychology. Broadly speaking, it is actually the 'classic' psychology that laymen refer to when they mention the word 'psychology' for a person, in terms of the differences and similarities among people. In fact, more than 2000 years ago, Plato proclaimed that 'no two individuals are born exactly the same; and each differs from the other in natural ways, such as appearance, voice and intelligence, and also each individual has different aptitudes and skills'.

Individual difference psychology recognizes that no two people are exactly the same, and no two people are exactly the opposite of each other; there will be some similarities. So, when we study individual differences psychology, we are actually trying to understand how individuals have common attributes psychologically and specifically which psychological traits are different for human beings to react so differently. In the West, in the psychological study of individual differences, the following assumptions are generally made:

- Individuals are different in terms of a variety of psychological characteristics

- These individual differences are distinct and can be studied and measured
- The study of individual differences helps explain and predict behaviour and performance

So, it is possible to classify people in psychological terms, such as according to intelligence levels and personality traits. However, these are just a drop in the ocean because human beings are extremely complex and the science of psychology is still evolving. Because of this, there are several, and many a times contradictory theories and evidence about individual difference psychology. Human beings have always tried to categorize the society because they could feel individual differences. Some examples from history are as follows:

- Classification as per gender: Men were hunters because they were stronger physically, and women were gatherers.
- Classification as per intelligence: Each member of a community had a specific position, based on his or her caste, class, education, among others.
- Classification as per personality traits: An individual's personality traits were used to determine the kind of work he or she would do, such as a strong, well built man could join the army as a warrior.

Early study of individual difference

In the early 1800s, Franz Gall came up with the theory of phrenology, which studies the bumps on the skull of an individual. As per phrenology, skull bumps reveal personality traits and mental capacity. By the year 1832, phrenology had gained so much prominence that there were twenty-nine phrenological societies in Britain. Besides this, in US as well as UK, many journals were started which were dedicated wholly to the science of phrenology. At this time, it was even being said the members of parliament should be selected on the basis of their skull bumps. A few phrenologists even recommended that children's skull bumps be molded such that positive traits were enhanced and negative traits were minimized. It was eventually proved that the theory of phrenology was inaccurate. However, one of its premises—each region of the brain performs a particular function turned out to be accurate. Sir Francis Galton (1822-1911) stated that this premise could be applied scientifically, such that human traits could be measured and breeding done in such a way that only selective traits passed on to the next generation, eliminating the negative traits.

However, the underlying assumption Dalton made here was that all primary human traits, such as height, beauty, intelligence and natural ability and even personality traits like calm disposition, were genetic. Over the last century, modern psychology has contributed to serious, formal study of individual differences. However, this branch of psychology is quite recent, and is still evolving. There are many contradictions and controversies. Gradually, all these differences will be sorted out if we are ready to embrace viewpoints different from our own; especially those that are accepted in modern psychological practice and rely on thorough research methodology.

Thinking, reasoning and concept formation

The psychology of reasoning is the study of how people think and reason. It is often broadly defined as the process of drawing conclusions to inform how people solve problems and make decisions. It is at the intersection of psychology, philosophy, linguistics, cognitive science, artificial intelligence, logic and probability theory. Psychological experiments on how humans and other animals' reason

have been carried out for over 100 years. An enduring question is whether or not people have the capacity to be rational. What does it mean to be rational? Current research in this area addresses various questions about reasoning, rationality, intelligence, relationships between emotion and reasoning, and development.

Everyday reasoning

How do people reason about sentences in natural language? Most experimentation on deduction has been carried out on hypothetical thought, in particular, examining how people reason about conditionals, e.g., if A then B.

Concept formation

Concept formation is the process of classifying information into meaningful categories (Ashby and Maddox, 2005). At its most basic, concept formation is based on experience with positive and negative instances. Concept formation is not as simple as it might seem. It can be and usually is confusing.

Types of concepts

There are three types of concepts, conjunctive concepts or ‘and concepts’, relational concepts and disjunctive concepts.

- (i) **Conjunctive concepts:** It can be defined as the presence of two or more features (Reed, 2007). For example, a motorcycle must have two wheels and an engine and handlebars.
- (ii) **Relational concepts:** They are based on how an object relates to something else, or how its features relate one another. All of the following are relational concepts: larger, above, left, north and upside down.
- (iii) **Disjunctive concepts:** They have at least one of several possible features. These are ‘either/or’ concepts. To belong to the category, the item must have ‘this feature, or that feature or another feature’. This ‘either/or’ quality of disjunctive concepts makes it hard to learn.

General Intelligence Tests in Education

Intelligence is the ability to process information; find solutions to answers understand and appreciate social values, tradition, custom and norms. Verbal intelligence and non-verbal intelligence are the two main forms of intelligence. While verbal intelligence is the ability to understand and resolve language-based problems, non-verbal intelligence is the ability to comprehend and solve visual and spatial problems.

Tests are typically divided into verbal and performance tests. Verbal tests are those that require an understanding and knowledge of words. Language is used to test a subject’s capacity to deduce relations and correlates through vocabulary analogies, classifications, number and letter series. Initially intelligence tests relied much more on such items. Such tests however come with many limitations; first and foremost they can only be administered on literates. Secondly, they are affected by the socioeconomic class of the individuals taking the test and their language related experiences. David Wechsler was not very happy with the earlier tests that assessed intelligence, as he felt they relied heavily on language, hence in the intelligence scale designed by him, he focused on

performance tasks substantially. A performance test is one in which the subject has to perform something or to manipulate some concrete material without much use of the language ability. There are some categories of people and children who cannot be tested with the help of verbal tests of intelligence. Performance tests are similar to non-verbal tests of intelligence.

Performance tests are useful for the following categories of children and people:

1. **Hearing and speech impaired:** Those children or people, who cannot hear or speak, can be tested with the help of performance tests. The directions can be given in Pantomime with a minimum use of language.
2. **Illiterates:** Illiterate adults and children who cannot write or whose language development is deficient may be tested with the help of performance tests of intelligence.
3. **Shy and withdrawn children:** Children who are shy or fear for face-to-face interaction with the tester may be tested.
4. **Educationally deficient:** Children, who are educationally deficient, take interest in concrete material and its manipulation can be tested.
5. **Foreign children:** Children of foreign countries who do not understand the language may be tested with performance tests.

Generally, performance tests are used to supplement other tests of intelligence. Performance tests provide more reliable data for an individual's capabilities. They are more useful in clinical work. These tests provide an opportunity for close observation of the behaviour of the person being tested in a test situation and his method of solving problems.

Some performance tests

1. **Healy-Fernald group of tests:** It was the first measuring tool to test the intelligence by performance.
2. **The Pintner-Paterson scale:** This performance scale is the first organized scale. This scale was standardized in 1917. It consists of Healy-Fernald performance tests and several other tests developed by earlier psychologists. The scale includes fifteen sub-tests. The tests are administered without the use of language either by the examiner or by examinee. The tests are useful for those who are hearing and speech impaired and those who lack in language ability. They have been found very valuable supplement to verbal tests of intelligence.
3. **Form boards:** Form boards are used in several performance tests. The Ferguson form board was developed in 1920 and revised in 1939. It consists of six form boards, which increase in difficulty. These tests were standardized on children and college seniors who had some educational problems. They are currently used for children who come for clinical guidance.
4. **The Kent-Shaknow form board series:** This performance scale was developed in 1928. It is a widely used and known scale. It has two forms. One is for clinical use and the other for industrial. Basically, the scale was developed and standardized on clinical population. The scale provides an insight into the analytic-synthetic and manipulative skills of the subject. It also provides close observation of the behaviour of the subject and his mode of tackling a problem.

5. **The Goodenough drawing test:** This test was developed by Florence Goodenough in 1926. It is the most widely used test to measure the intelligence of children from 3½ to 13½ years. The child is asked to draw a picture of a man as best as he can, without any time limit. 'Draw a man' is a very popular test of intelligence. It requires no training and no specific material for administration. Several research workers have adopted it in Indian conditions.

This test is a useful device as an adjunct to verbal tests when mental retardation in children is suspected.

6. **Bhatia battery of performance:** This was developed by C.M. Bhatia in 1955 and is known as a battery as it consists of a series of five performance tests. Each of these are time specific. The first one, that is, the Kober's Block Design test includes 10 out of the 17 from the original test. The subject has to reproduce designs on cards by using a set of cards. The next subtest, the Alexander Pass Along Test is taken from the original, whereas the third one has been designed by Bhatia himself. In this Pattern Drawing Test, the subject has to draw specified patterns without lifting the pencil. The fourth subtest, called the Immediate Memory Test, has two parts—the digit span forward and digit span backwards. The recall is continued till the subject successfully repeats the sequence. Finally, in the last subtest, known as the Picture Construction Test, the subject is required to combine parts to make a meaningful picture.

Advantages of performance tests

- Performance scales are most useful with older children and adults who are mentally challenged. They have clinical significance in case of older children.
- Since the performance tests do not require use of language, individuals do not 'block' as a result of feeling of inadequacy resulting from lack of schooling.
- Children proceed on performance tests with confidence, since the material is visually present in a concrete form. Performance tests provide an opportunity to observe the qualitative aspect of behaviour of the individual under standardized condition in a variety of test situations.
- Performance scales are useful and provide valuable information when supplemented with verbal tests of intelligence.
- They are useful for those with language handicap.

Weakness of performance tests

- Performance scales are more susceptible to practice effect and chance success is more frequent than in verbal tests. Hence, their reliability co-efficient is low.
- They are limited in range of mental functioning tested. They fail to differentiate among above-average children.
- The conventional performance scales fail to test fine mental abilities such as ability to make abstraction or concept formation.

Uses of intelligence tests

1. *For measuring general learning readiness:* We know that as intelligence tests are correlated with school achievement, intelligence tests can be used to indicate the level of capacity at

which the pupil has arrived. Numerous investigations have been made to discover the relationship between intelligence tests and school marks at different levels of schooling. All researches have proved, beyond doubt, that intelligence tests can be used to measure the readiness for learning at different levels.

2. **For indicating the extent of differences of IQ among the children of same chronological age:** There are great differences in IQ of pupils of same age. These differences indicate the need for providing teaching materials at differing levels of difficulty. At various levels of education, we can use the tests for educational guidance, i.e., we can advise students to select subjects taking into consideration their intellectual abilities. IQ scores between 90 and 100 are labeled as 'normal', above 120 as 'superior' and below 70 is evidence of 'mentally challenged'.

<i>IQ Score</i>	<i>Descriptive label</i>
Above 140	Genius
130-139	Very Superior
120-130	Superior
110-119	Bright Normal
90-109	Average
80-89	Dull Normal
70-79	Borderline
Below 70	Mentally Challenged

3. **Defining more accurately the degree of mental deficiency:** Since the development of intelligence tests, we have been using intelligence tests to define more accurately the levels of mental deficiency. Intelligence test can aid us in knowing when children will probably need to go to special schools.

The Stanford-Binet and the Wechsler Intelligence tests are the two most widely used IQ tests. Binet's Test is the best intelligence scale for predicting future academic achievement.

The Wechsler Scales are a group of intelligence tests which are more accurate at distinguishing between various types of intelligence.

4. **For identifying gifted children:** Since 1921, Terman used both individual and group tests of intelligence to identify the gifted children. Tests of intelligence have given us an accurate definition of brightness in terms of IQ. Teacher's judgment has been found inaccurate in identifying gifted children as reported by Terman, Whipple and Coy in their separate studies of gifted children.

5. **For educational and vocational guidance:** The essence of educational guidance resides in providing for all children materials for instruction, both in concerning the content and suitable to their level of intellectual development. When we contemplate the magnitude of individual differences, psychological testing can be very useful in ensuring that children's educational progress is in accord with their abilities and can be helpful in discovering those children who need vocational guidance. Vocational guidance means finding the right man for the job. Tests

can be used to provide vocational guidance at different age levels in various vocations. At present in our country vocational guidance is not adequately provided. It is unfortunate that we have not yet developed a system of sound vocational guidance services. India needs to develop intelligence tests, interests and aptitude tests suiting to its needs. The guidance programme will have considerable social consequences in India, which is developing socially, economically and technologically. For making decisions about going to college, intelligence tests can be used to predict the subsequent success of high school or inter-college students. Teachers can use intelligence tests to make decision for individual students regarding their success in college or university.

6. ***For study of mental growth:*** Mental abilities develop in a sequential order from birth onward. We can use intelligence tests for studying mental growth and direction of individual and group curve. Intelligence tests have made it clear that the mental development of children is a steady consistent process from one year to the next. Use of intelligence test in consecutive measurement has thrown the old idea that there are periods of rapid mental growth at the time of adolescence followed by periods of slow growth. Mental growth continues until at least 18 years of age.
7. ***For homogeneous grouping:*** Teachers, in the past, have experienced great difficulties inherent in attempting to teach pupils or students who are widely different in their capacities to learn. In average classroom, bright and dull children are the losers. As remedy to the problems of traditional classroom, homogeneous grouping of students has been suggested and tried out in many schools of western countries with encouraging results with the help of intelligence tests.
8. ***Use in research:*** Intelligence tests are used for conducting research in different areas of human abilities.

Limitations of intelligence tests

We know that in India, very few tests have been developed or standardized. Generally, we use tests developed in foreign countries. An intelligence test permits a person to show what he can do at a certain time with a certain carefully selected, but small, set taken from all the possible items, which test intelligence. No one should suppose that this small set can tell as much about him as if 100 times as many items were available. Nonetheless, it tells a great deal and inordinate increase in length of tests, suffer the usual consequences of the law of diminishing return. Similarly, we know that one person may be more fatigued than another when we take the test, possibly reducing his scores. They tell us what a person can do right now, handicapped or favoured as he may be by his inherited characteristics, his home and school background, better sensor motor or bodily states. They do not tell us how he would have done if tested ten years ago or if tested ten years hence, with or without ideal conditions during those ten years. Consequently, it is always possible to second-guess such a test and conclude that it does not tell what we really want to know.

Jensen reports that he has often had cause to believe that the first intelligence tests given to certain children underestimate their IQ after 2 to 4 days of being acquainted with such children. He typically found that a retest on a different form of the same test yielded an IQ of 8 to 10 points higher. Children may be so frightened in a testing situation with a tester they are unfamiliar with and

when confronted with tasks that are completely novel that they do not exhibit nearly the intellectual capacity one would expect from other evidence about them. Particularly with young children, it would be important to spend much more time-building rapport for testing than few minutes that are sometime employed before formal testing begins. One of the major defects of present-day testing is that, it is unable to get below the surface of the mind. It measures what a child knows rather than how far he can go in the pursuit and discovery of ideas. It has almost no bearing on originality, on the mobilization of many ideas toward a single concept or on the ability to devote his attention over a period of time to a single line of thought. A smattering of knowledge in many fields will lead to a score equal to that of the child who could do marvelously well along certain lines, but whose accredited performance is cut off far below his mental levels. For example, a child with a 30,000 words vocabulary can scarcely get more mental credit than a child with 10,000 words vocabulary, although the differences in mental accomplishment are tremendous.

Some misconceptions regarding use of intelligence tests in education

The following are the misconceptions regarding the use of intelligence tests in education:

1. The first misconception is the notion that intelligence tests measure something called ‘native ability’, something fixed and immutable within the individual that determines his level of expectation for all time. No doubt, genetic studies of identical twins reared separately under different conditions have proved that an individual inherits intellectual abilities, but intelligence tests do not measure such an entity, at least not directly. Intelligence tests measure the individual’s performance on certain type of mental tasks. The types of mental tasks included in intelligence tests are influenced by experiences in school and home. The experiences depend on many factors as the education of parents, availability of books in home, socio-economic condition and a variety of experiences the child gets in his surroundings. Thus, the notion that intelligence tests measure inherent ability is absurd.
2. The second misconception about intelligence tests is the notion that prediction made from test scores is or should be perfectly accurate.
3. The third misconception is that standardized test scores are perfectly reliable.
4. The fourth misconception regarding intelligence tests is that a battery of tests can tell all one needs to know in making a judgment about a student’s competence, present and potential, and about his effectiveness as a human being. The fact is otherwise that no test or battery of tests can give a total picture of a child. No doubt, tests can illuminate many areas of a child’s development. They can suggest something about his strengths and weaknesses.

They can show in certain respects, how he stands among his peers. However, there are many areas of learning, where we must still rely upon the observation and judgment of teachers if we want to get a complete description of a child as functioning individual. Any evaluation of a child that depends solely on mental test scores is bound to be misleading and incomplete. There are subtle and supremely important human elements in the teaching-learning situation that no combination of tests yet devised are able to capture.

As it has been expressed earlier researchers, theorists and scientists have not been able to define intelligence in one way. There are many synonyms to describe its functions. Some of the widely recognized terms that define intelligence are: IQ or intelligence quotient, aptitude, cognitive ability,

thinking skills and mental ability. Intelligence testing is the test engineered to determine the level of intelligence. In other words it is an estimation of an individual's propensity to gauge the mental ability or capacity through performance in various tasks. These tests are structured to test different types of reasoning.

Types of intelligence tests

Intelligence tests are conducted in several different ways:

- **Group intelligence tests:** mainly consist of a test booklet along with a scoring sheet.
- **Individual intelligence tests:** mainly comprise different types of assignments complete with question-answer sessions and word games. Most tasks under this category are timed.
- **Computerized tests:** are rapidly gaining popularity. However, researchers must bear in mind the requirement of the child before administering a particular intelligence test.

3.3 PERSONALITY AND CREATIVITY

According to G.W. Allport, 'Personality is the dynamic organization within individual of those psycho-physical systems that determine his unique adjustment to his environment.' Eysenck defined personality as 'the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determine his unique adjustment to the environment'. According to Watson, 'Personality is the sum of activities that can be discovered by actual observations over a long period of time to give reliable information.' For Morton Prince, personality is 'The sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience'.

3.3.1 Personality

In a nutshell, personality refers to the external appearance and internal qualities of an individual. It is something unique to everyone, and it is the result of the interaction of heredity and environment. Personality refers to individual's unique and relatively stable patterns of behaviour, thoughts and feelings. We cannot draw a watertight compartment between personality and all the psychological traits. Personality is a summative approach which assesses all the integrative qualities of an individual. Learning and acquisition of experiences in every platform of life contribute towards growth and development of personality.

Characteristics

The characteristics of personality are as follows:

- Personality is built by heredity and environment
- There is individual difference in personality
- Personality determines one's adjustment to his environment
- Personality emerges from the interaction of psycho-biological organism
- Personality may be intrinsic or extrinsic
- Personality is the reflection of all the psychological and physical traits of an individual

- Personality can be assessed
- Personality means man within the man
- Personality refers to social adaptability
- Personality is a dynamic organization
- Behaviour is the reflection of personality
- Personality permits a prediction about an individual
- Personality is more or less stable in nature
- Personality exhibits self consciousness
- Personality includes all the behaviour patterns: conative, cognitive and affective
- Personality includes conscious, semi-conscious and unconscious activities
- Learning and acquisition of experiences contribute towards growth and development of personality
- Personality should not be taken as synonymous with one's character and temperament
- Personality of an individual is directed towards some specific ends

Determinants

An individual is the by-product of his heredity and environment. Many believe that heredity plays a major role towards personality development, but in reality, no one factor can be given credit of influencing personality. Personality is the by-product of many factors which are discussed below.

- (i) **Heredity:** In most of the cases, children are more similar to their parents and siblings. Heredity influences physique, motor-sensory equipment and level of intelligence. Physical appearance of an individual contributes a lot for his personality. So, heredity does play an important role in the development of personality.
- (ii) **Environment:** Here, we will discuss about three types of environment: (a) Physical environment, (b) Social environment, and (c) Cultural environment. These factors make an individual to 'acquire' a personality.
 - (a) **Physical environment:** Physical environment refers to the physical, geographical and geological structure of the area where an individual lives. In case of the cold countries, people are white; but in hot countries, people's complexion is black. The people of North East of India are different from the people of South India in their colour and physical appearance. This difference is mostly due to the physical environment.
 - (b) **Social environment:** Social environment of an individual includes all social agents like parents, siblings, peer groups, school, teachers, neighbours, etc. All these factors play their role in the development of personality of an individual. Children from homes where morality, honesty, spiritualism, religiousness are given importance, are different from the children from the homes of poverty, family disorder, formal relationship among all etc. A child's maximum time is devoted in school with his teachers and

friends. Teachers are the role models before the children. The principle of discipline, living cooperatively, respect to teachers, feeling brotherhood and sisterhood in uniform dress, all these are acquired by schools. Teacher's open mindedness, democratic look, enthusiastic and industriousness, leave a mark upon a child which develops his personality. Interpersonal relationship among the members of a society are important means which help in the development of certain social personality characteristics. All these factors help in the development of personality.

- (c) **Cultural environment:** Cultural values moulds the personality of people belonging to that culture. A child internalizes the values, ideas, beliefs, norms and customs of a culture through the interaction with this culture and the society. Every society has its own cultural heritage, and this cultural heritage transmits from generation to generation successfully which is known as 'enculturation'. The personality of the people of Eastern society is different from the personality of the people of Western society, it is due to the cultural change. Margaret Mead conducted a study on the adolescents of Somoa, a primitive culture. She concluded that the cultural pattern of a society influence to a great extent the personalities of individuals.

Assessment

The concept of personality is a subjective concept. It is very difficult to assess or measure subjective concepts objectively. Still, psychologists have tried to measure personality of human beings through different tools and techniques. In the primitive society, physical strength was the norm of personality measurement; during the Vedic period, the memorization of the Vedas was the norms of personality measurement. Later, astrology, palmistry, physiognomy and phrenology were considered as the measures of personality.

The methods used for assessment of personality may be categorized as subjective, objective and projective techniques. It is very difficult to bring a watertight compartment among all these assessment techniques. Some of the important techniques are discussed here (some have already been discussed in Unit 5).

- (i) **Observation:** Through observation in real-life situation, the personality of an individual can be known. Observation is of two types: (a) participant observation, and (b) non-participant observation. In case of participant observation, the observer becomes a part of the group or becomes a part of the life of the individual whose behaviour is observed. But in case of non-participant observation, the observer remains away from the group or from the individual. Observation is a first-hand information, so it is more valid and reliable. But sometimes the observer's biasness affects the assessment. Some people also hesitate to reflect their natural behaviour when they know that somebody is observing them. Behaviour is a subjective concept, and it varies from situation to situation. But, observation has a great role in assessing personality.
- (ii) **Interview:** Interview is a technique of eliciting response from an interviewee by a couple of interviewers. In the words of Maccoby and Maccoby, 'interview refers to a face-to-face verbal interchange in which the interviewers attempt to elicit information or expression of opinion or belief from the interviewees'. Within a limited period of time, the interviewers

ask questions to the interviewees and elicit responses from them. Interview may be of two types: (a) structured interview and (b) unstructured interview. In structured interview, some questions are pre-fixed to be asked. The type of behaviour to be assessed is also preplanned. But in unstructured interview, the questions are situational. Open interrogation takes place between the interviewers and interviewees. The scope of unstructured interview is more than structured interview because in the former case the interviewers are not restricted to a particular set of predetermined questions. Interview techniques have their own limitations as well. Skilled interviewers are necessary and this technique is time consuming. It also suffers from the personal biasness of the interviewers.

(iii) Checklist: A checklist consists of some items and the subject is supposed to respond to the items according to his interest. From the responds, the personality of the subject is assessed by the psychologists. For example, in the list given below, the subject is asked to check the items which are applicable to him.

Example,

- I want to work whole day.
- I want to lead a comfortable life.
- I want rest whole day.
- I want to pray whole day.

Examples of standardized checklists are: (a) Money problems checklist, and (b) Student problem checklist made by Central Bureau of Educational and Vocational Guidance.

(iv) Rating scale: Rating scale was developed by Galton in 1883. According to Van Dalen, ‘a rating scale ascertains the degree, intensity or frequency of a variable’. In the words of Good and Scate, ‘the rating scale typically directs attention to different parts or aspects of the thing to be evaluated, doesn’t have as many items or categories as the checklist or score card’. Through this device, a rater can record judgments of another person or his own based on the traits defined by the scale. It covers much wider range of natural behaviour than any practicable battery of personality tests. There are different types of rating scales like: (a) Numerical scale, (b) Graphic scale, (c) Cumulative points scale, (d) Standard scale, and (e) Forced-choice rating.

(v) Personality inventory: The tool was developed by Wood Worth in 1919. But at that time, it was known as ‘personal data sheets’. In personality inventory, an effort is made to estimate the presence and strength of each specified trait through a number of items representing a variety of situations in which the individuals’ generalized mode of responding may be sampled. Personality inventory is of two types: (a) unidimensional personality inventory, and (b) multi-dimensional personality inventory.

Personality is of multi-dimensional quality. That is why the multi-dimensional personality inventory used in most of the cases. The reliability of personality inventories ranges from very low to satisfactory coefficient 0.8, depending on the traits being measured. Personality inventories are particularly useful in group trends i.e., in differentiating between groups of adjusted and maladjusted, rather than among individuals.

Minnesota Multiphasic Personality Inventory (MMPI) is mostly used in assessment of personality. It was developed in 1940 its first manual was used in 1943. It is available in individual card form and group booklet form. It consists of total 550 items and is used on the individuals above the age of 16. MMPI consists of three answers: True, False and Can't say; and it is mainly used in clinical and diagnostic centres. The time required for administration of MMPI is 90 minutes and its reliability ranges from 0.50 to 0.90.

(vi) Projective techniques: The term 'project' was used for the first time by Sigmund Freud in the field of psychology. Projection, according to Freud, means externalizing of conflicts or other internal conditions that give rise to conscious pain and anxiety. 'Projection' refers to encourage an individual to use his imagination as per his interest. Projective techniques are those which draw out responses from the unconscious. It enables an individual to reflect his internal feelings like aptitudes, attitudes, values, philosophies etc. All the projective techniques are dealt with complex mental processes which reflect the whole personality of an individual.

The characteristics of projective techniques are as follows:

- Unstructured and ambiguous materials are used in projective techniques
- It studies the unconscious mind of individuals
- It studies the total personality of individuals
- It evokes multi-dimensionality of responses
- There is freedom to respond on the part of the respondents, when responding the techniques
- The answers to projective techniques are not right or wrong
- The purpose of projective techniques are disguised
- The validity and reliability of projective techniques are more
- Projective techniques have holistic approach in assessing personality
- These techniques are especially useful for children

Projective techniques also suffer from certain limitations, which are as follows:

- Projective techniques are subjective
- Experts are required for use of these techniques
- It is difficult to construct, administer and evaluate projective techniques
- It lacks objectivity in evaluation
- It lacks norms
- Interpretation of the test is time consuming
- It is very difficult to measure its validity and reliability
- In most of the cases, directions for the administration of the projective techniques are not standardized

- The evaluation of projective techniques varies from evaluator to evaluator

Some of the projective techniques are explained below.

- (a) ***Thematic apperception test (TAT)***: This technique was developed by Morgan and Murray in 1935. Thematic Apperception Test is called story-telling test because the respondents are to tell stories according to the pictures shown to them. TAT pictures are administered individually as well as collectively to group of individuals. The test material consists of 31 cards, 30 reflecting various pictures and one blank card. All the pictures are related to real-life situations through which an individual passes. All the pictures are given in two sessions and the number of pictures depends upon age, sex and aspect of personality to be assessed. After the administration of the test, the examinees are interviewed, and asked why they wrote such type of stories. The interpretation of the stories takes place with the help of these following points:
- The hero
 - Theme of the story
 - The end of the story
 - Punishment for crime
 - Defence and confidence
 - Emotional expressions etc.
- (b) ***Rorschach inkblot test***: This technique was developed by Swiss psychiatrist Herman Rorschach in 1921. The test consists of 10 symmetrical inkblots on 10 separate cards of 11 x 9 inches.

Five of the inkblots are black and white, and others are multicoloured.

All the inkblots are completely unstructured. All the cards are given to the respondent at a time in a sequence. Here, the subject is given more time and is permitted to give as many responses as he likes. After this, the examiners generally conduct inquiry into the details of the subject's response on individual cards. For the scoring purpose, the responses are given specific symbols and entry is made into four columns: location, contents, originality and determinants.

The reliability of Rorschach inkblot test is 0.75, and the validity ranges from 0.5 to 0.8. The test requires trained and skillful persons for scoring and interpreting it, and, therefore, the work must be done only by experienced and trained psychologists.

Projective techniques

Psychologically, projection is an unconscious process, whereby an individual attributes certain thoughts, attitudes, emotions or characteristics to other persons or objects in the environment. He expresses his needs to others in an environment and draws incorrect inferences from an experience. Projective technique provides the subject with a semi-structured or unstructured stimulus situation giving him an opportunity to impose upon it his own private needs and his own perceptions and interpretations. Projective techniques require the subject to describe or interpret objects other than him, and these are based on the hypothesis that an individual's response to an unstructured stimulus

is influenced by his needs, motives, fears, expectations and concerns. Interpretations are drawn on the basis of the completeness provided by the testee, and the type of stimulus presented to him.

The several forms of projective technique are pictures, inkblots, incomplete sentences, word associations, one's own writings and drawings etc., which are intended to elicit responses that will reveal the respondent's personality structure (feelings, values, motives, characteristics, modes of adjustment and complexes). He is said to project the inner aspects of his personality through his interpretations; and creations his needs, wants, desires, aversions, fears and anxieties get reflected involuntarily.

Projective techniques are the means to dig out the intricacies of human behaviour which are below the surface and are incapable of exposure by subjective and objective techniques such as observation, peer ratings and self-rating questionnaires etc.

Most commonly known projective techniques are the Rorschach Inkblot Test and Thematic Apperception Test (TAT). Rorschach Inkblot Test provides an insight into the nature of disorder on the one hand, and hidden feelings, emotions and desires on the other, which the testee would not have normally desired to be known to others. It consists of a set of 10 inkblots: five made in shades of black and grey only, two contain bright patches of red in addition to shades of grey, and the remaining three employ various colours. In this, the subject is shown one blot at a time and is asked what he sees in it.

Thematic Apperception Test (TAT) consists of the pictures of people in various settings. It has a set of 30 cards and one blank card which are used in various combinations as per the age and sex of the subject. In TAT, the subject is told to make up a story about each picture in turn. In actual clinical practice, a set of 10 selected cards is used for the particular case. TAT is helpful in identifying the presence or absence, as well as strength, of one or more motives to be used for diagnosing the problems. Other techniques include Children Apperception Test (CAT), Draw-a-Man Test, Word Association Test, etc. Artistic products of structured type or completely unstructured, like finger paintings, can also be used as projective techniques.

One of the major advantages of projective techniques is that they are not difficult to administer. These can be used for persons of all ages, ethnic groups and intelligence levels. Projective techniques are ingenious efforts to measure personality variables.

They are said to measure the 'whole personality'. The projective techniques are, however, difficult to interpret for which sustained training is necessary. Despite their widespread use by clinical and school psychologists, projective techniques are relatively un-standardized ordinary measure of reliability that are difficult to obtain. Yet their popularity may be attributed to 'faith validity' and the mistakes assumed by the users.

Where to use projective technique?

As clarified earlier, the projective techniques are useful in bringing out covert behaviour patterns, though indirectly, which are either not revealed through the use of subjective and objective techniques, or are concerned with very deep rooted motives and emotions which the respondent would not like to be exposed to. Children and adults unwilling to discuss their problem may be administered projective techniques. Some of the situations most appropriate for the use of protective techniques are as follows:

- Identifying the subject's real concerns, his conception of himself, and the way he views his human environment
- Diagnosing the behavioural problems of students
- Studying the personality of children who are unable or unwilling to discuss their problems directly
- Verification of the patterns of personality emerging out of subjective or objective techniques
- Studying the home and school adjustment of adolescent
- Studying personality or adjustment patterns of more sensitive subjects, or of those who tend to give biased responses on tests
- Clinical usages
- Testing illiterate persons of different language backgrounds

Use of projective techniques by teachers

Projective techniques by their very nature require properly trained personnel to administer and interpret them. It is necessary to be aware of projective techniques and to be able assess if there is any utility in employing them to study various kinds of personality disorders and maladjustments among students. Teachers should not casually venture into using projective techniques unless they are properly trained for them. These techniques should be used only by clinical psychologists or school psychologists who have had intensive training in the use of these methods. In view of the complexity associated with the application of projective techniques, these should be employed in case of students showing the signs of very severe emotional problems. It should be noted that projective techniques are most successfully used for eliciting suppressed desires, feelings, ambitions, attitudes and emotions, guilt and complexes etc.

Limitations of personality assessment

The demerits of personality assessment are as follows:

- Personality is a subjective and relative concept, so it is very difficult to assess it
- Personality assessment cannot be purely objective
- Sometimes, the result of personality assessment affects the individuals
- Sometimes, the result of personality assessment is different from the real-life situation
- Personality assessment varies from technique to technique
- Personality assessment varies from evaluator to evaluator

3.3.2 Creativity

A number of experts have attempted to define 'creativity' and 'creative process' in various ways. According to Stagner and Karwoski, 'creativity implies the production of a 'totally or partially' novel identity'. Drevdahl stated that creativity is 'the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer'.

According to Spearman, 'creativity is the power of the human mind to create new contents by transforming relations and thereby generating new correlates'. Over the years, there has been much disagreement among scholars as far as the concept and true nature of creativity is concerned, because creativity is a process as well as a final product. While some scholars count it to be purely a component of the cognitive mind, some like Ausubel consider it a quality of a person, and a function of his overall personality. Stein believes that creativity cannot just be an abstract concept or something that satisfies the personal intelligence, but should also be useful from the social and cultural perspectives.

Creativity may be described as the capacity or ability of an individual to build, find out, or create a new or novel idea or object, including the rearrangement or reshaping of something that is already known, and which turns out to be a distinctive personal experience.

Characteristics

When creativity is considered to be a unique and novel personal experience, various scholars consider it to have the following characteristics:

- (i) **Creativity is universal:** Creativity cannot be the copyright of any one individual, community or organization and is not bound by age, background or culture. Each one of us is equally capable of creativity, although it may vary from individual to individual.
- (ii) **Creativity may be inherent or acquired:** Even though it is generally believed that creativity is an innate talent and god-gifted, certain experiences, learning and experiences can also contribute to a person's creativity. Therefore, creativity can be said to be a function of nature as well as nurturing.
- (iii) **Creativity produces something new:** Creativity implies the capacity of a person to produce something new and it does not have to be a totally new idea or product. It may also be a fresh, never-seen-before combination of old ideas or a unique restructuring of already known facts and principles. It may also include a new way to apply an old technique. However, the only criterion for it to be qualified as creativity is that it should not be a reproduction or repetition of what already exists or has been experienced by someone else.
- (iv) **Creativity is adventurous and open thinking:** Creativity represents the act of moving away from the stereotypical and rigid way of thinking. It inherently requires freedom of thought and expression, exploration of new ideas and choosing new ways to function. It is kind of like an adventure which leads a person down new, uncharted paths and results in a thrill of victory, if successfully implemented.
- (v) **Creativity is a means as well as end in itself:** Creativity is an urge within an individual to do something new and unique and does not necessarily satisfy the material urge for profit. It is the drive to express one's understanding of the world and therefore offers great joy to the creator. When the creator creates something new, the process is the most rewarding and joyful experience of all and cannot be replicated or explained to others. It may even be more rewarding than the end product because with the end product being built, the process comes to its logical end.

- (vi) **Creativity involves the ego:** The creator is completely involved in his creation since it's a personal expression for the creator. The creator's identity and personality are reflected in the creation— whether it is a work of art, or a piece of writing, etc. The creator is proud of his creation and likes to make statements like, 'It is my creation', 'I have solved this problem', 'It is my idea', etc., which reflect ego involvement of the creator.
- (vii) **Creativity and intelligence are not always interdependent:** Research has shown that creativity does not depend upon intelligence or vice versa. In other words, one does not automatically lead to the other. It has been observed that individuals scoring very high on IQ tests may show zero creativity whereas individuals who do not score so well may come up with an astoundingly original idea. However, while an intelligent person may not be necessarily creative, a certain level of intelligence is necessary in order to be creative, if only to be able to express one's idea correctly. If this were not true, we would have seen people of low mental ability to be creative, but this is usually not the case. On the other hand, while creative people would usually be intelligent otherwise too; beyond a point, a higher IQ does not necessarily mean that the person is creative.
- (viii) **Creativity emerges from divergent thinking:** Divergent thinking refers to scanning the problem or puzzle from a broad outlook, thus allowing an individual to look at it from multiple perspectives. This kind of thinking serves well when a person is faced with a problem that can be solved in many different ways. It is usually seen to be applied by creative people rather than conservative thinkers. This is the reason that when creativity tests are designed, a common article of use is offered to the participant who is required to come up with as many non- ordinary uses for that article as possible. The more divergent an answer, the more the participant scores, unlike the usual tests where there is only one correct answer and the respondent has to come up with that particular answer only to be able to score.
- (ix) **Creativity cannot be separated from intelligence:** In spite of the fact that intelligence or creativity may function independently, and that creativity involves more of divergent thinking as opposed to the convergent thinking employed in the demonstration of intelligence; it is not possible to entirely separate creativity from intelligence. This is because thinking is neither purely divergent nor purely convergent and always has elements of both, simultaneously involved in the creative and the intellectual process. It, therefore, follows that when a person is considered to be creative; he has to have a minimum level of intelligence.
- (x) **Creativity and school achievement are not correlated:** No significant correlation has been observed between an individual's creative talent and his school performance, one may be creative but score quite low on achievement tests; and similarly, a topper in school or in the Board examination may show little or no creative output. The reason being that in the usual achievement testing, assessment is done in terms of the quality of reproduction of the informational input while the creativity testing requires greater output than the input in terms of formal as well as informal teaching.
- (xi) **Sociability and creativity are negatively correlated:** Creativity requires individual to be more sensitive to the demands of a problem than the evaluation of his social environment.

The creative individual is more inner-orientated than outer-orientated. He likes to utilize his energy and potential more for the satisfaction of his creative urge rather than to care for the peer group's approval. It is for this reason that the creative individuals are usually not very sociable.

- (xii) **Creativity and anxiety often go together:** It has been noted that creative people demonstrate an above average state of anxiety. However, the anxiety of the creative individual is quite different from that of the neurotic individual with a disturbed personality. The high anxiety of the creative individual may be the result of his craving for the satisfaction of his creative urge and discontent with his status or rate of progress in attaining his creative motive. But creative individuals are quite capable of keeping their anxiety within manageable limits and directing it into productive channels.

Investigating creativity

Creativity, as Rock, Evans and Klein (1969) put it, may be satisfactorily investigated by adopting the following three basic approaches, (i) creativity as a process, (ii) creativity as a product, and (iii) creativity as an attribute of one's personality.

(i) Creative process

Many psychologists and scholars have studied the creative process in an effort to understand it. Let us summarize some of their findings.

Wallas (1926) described the creative process as consisting of four stages: (a) preparation, (b) incubation, (c) inspiration or illumination, and (d) verification or revision.

In the first stage—preparation—the conscious work on the problem is initiated and continued as long as possible. Initially, the problem is defined or analysed and the stage is set for its solution. The facts and material relevant to the solution are then collected and examined, and the plan of action is formulated. Then, we start working on the set plan. In between, if essential, the plan of action is modified; we switch over to another method or take the help of other relevant data if those in hands fail to help us. In this way, a continuous and persistent effort is made. In case, it appears at some point that we cannot solve the problem, frustration leads us to set the problem aside for the time being.

This kind of deliberate or voluntary turning away from the problem is the beginning of the second stage, i.e., incubation. This stage is characterized by the absence of activity, or in many instance, even of thinking about the problem. We may rest, sleep or engage in other interesting activities. If this is done, ideas which were interfering with the solution of the problem tend to fade. In the absence of such interference, our unconscious begins to work towards finding a solution of the problem sometimes. The things we experience or learn in the meantime, may provide a clue to the solution (Archimedes found the solution of his problem when he was in his bath tub).

The stage of inspiration or illumination follows. During this stage, the thinker is often presented with a sudden appearance of the solution of his problem. Such illumination may occur at anytime, sometimes even while the thinker is dreaming.

The final stage—verification or revision—comes next. During this stage, the illumination or inspiration is checked out to determine whether the solution or idea which appeared through insight

is, in fact, the correct one. In case it does not work out, fresh attempts are made to solve the problem. Sometimes, the earlier solution needs slight modification or change to become workable. The creative thinker does not, at any stage, accept a solution as perfect and holds it open to modification or revision in line with subsequent findings.

Rosman (1933) has mentioned the following stages in the creative process:

- Observation of a need or difficulty
- Analysis of the need
- Survey of all the available information
- Formulation of all the objective solutions
- Critical analysis of these solutions
- Birth of a new idea— the invention
- Experimentation to test the most promising solution, and selection and perfection of the final embodiment by some or all of the previous steps

Torrance and Myers (1970) have defined the creative process as consisting of the following stages:

- Becoming sensitive to or aware of problems
- Bringing together viable information
- Searching for solutions
- Communication of the results

Stein (1974) has attributed the following stages to the creative process:

- Preparation or education
- Hypothesis formation
- Hypothesis testing
- Communication of the results

However, the stages mentioned by each of the different scholars should not be considered to be rigid and fixed stages followed every time by every creative thinker. One person may arrive at the solution of the problem before experiencing all the previous stages. Another person, on the other hand, may not find the solution even after passing through all stages of the creative process, and may need to repeat the cycle several times before producing anything creative or arriving at an acceptable solution of the problem.

(ii) Creative product

Creativity is investigated, understood and identified through the outcome of the process of relation or the creative products. How creative one is, can thus be determined through one's output in the form of ideas, works of art, scientific theories, or even building designs. However, for a product to qualify, as creative, certain minimum criteria must be met. Telford and Sawrey (1977) and

Mackinnon (1978) have proposed originality or novelty and relevance or appropriateness as the two main criteria for judging a creative product.

However, according to these authors, originality or novelty of a product should not be judged independent of the second criterion of relevance or appropriateness. To be relative, a so-called original or novel creation must fit or be useful within its relevant context. It must demonstrate proper relevance to a problem, situation or goal including the purposes of its creator.

In addition to these necessary and essential conditions, a creative product must also fulfill the following conditions:

- (a) It must be aesthetically pleasing, and give joy and satisfaction to the producer as well as the user.
- (b) It should provide new perspectives in some areas of human experience, and create new conditions of human existence.

(iii) Creative attribute

Not all individuals are creative. One needs to distinguish between different personality types to differentiate between the creative and the non-creative. Various researchers have done their research on different personality traits and on the qualities that sets the creative person apart from the non-creative. Some of such researchers of behavioural studies include: Cattell (1968), Torrance (1962), MacKinnon (1962) and Foster (1971). The most common personality traits of a creative person include:

- Originality of ideas and expression
- Adventurous persona
- Good memorizing power and a sense of enthusiasm and awareness
- The spirit to dive into the unknown
- Foresight
- Team maker and decision maker
- Interest in vague, even silly ideas
- A high degree of sensitivity towards problems
- Eloquent and versatile
- Flexible and accommodating
- Ability to use the acquired knowledge to implement plans
- Creative bent of mind
- Diversity of thought and action and the ability to come out of stereotype situations
- Ability to work out the details of an idea or a plan
- Enthusiasm for taking the initiative to solve problems
- Confidence to take up and complete the assigned task

- Calm and relaxed outlook
- High aesthetic values
- Self-respect, self-discipline and a keen sense of justice
- Ebullient and easy nature with a relaxed attitude
- Awareness of obligations and responsibilities
- Ability to accept tentativeness and to tolerate and integrate the opposites
- Patterns of thought different from those of the less creative, particularly during creative activity
- Spontaneity and ease of expression
- The capacity to fantasize and daydream

Identification of creative potential

Although every one of us is endowed with some aspects of creativity, its distribution is neither equal nor universal and some individuals have greater creative potential than others. How can such high creative talent be recognized? Researches in this regard have established that creativity is not necessarily accompanied by a high level of intelligence. Guilford (1959) has clearly made the distinction by proposing the concept of convergent and divergent thinking, the latter being closely associated with creative thinking. Similarly, Getzels and Jackson (1962) have successfully argued that creativity was far more independent of IQ, especially at the upper levels. Therefore, a genius or a gifted person may not have a very high IQ as creativity in its many shapes and forms is an expression of giftedness, and not of a high degree of intelligence. How can the creative individuals be then identified?

Behaviour as we know is expressed through its conative, cognitive and affective components, and creative behaviour is no exception. Consequently, an individual is creative to the extent to which he can demonstrate creative potential in his thinking, actions and feelings. For a total assessment of creative behaviour, we have to apply a multi-dimensional approach involving the use of the available creative tests and the multiple non-testing devices like observation, interview, rating scale, personality, inventory, situational test, interest inventories, attitude scales, aptitude tests, value schedules and projective techniques etc. The characteristics and personality traits of a person may provide reliable indications for the identification of creative potential which may be further verified by comparing the performance with standardized creativity tests.

Creativity tests

Creativity tests may be used in the identification of the creative in the same way as intelligence test is used for the assessment of intelligence. There are many standardized tests available for this purpose.

The tests standardized abroad:

- Minnesota tests of creative thinking
- Guilford's divergent thinking instruments

- Remote association tests
- Wallach and Kogan creativity instruments
- A.C. test of creative ability
- Torrance tests of creative thinking

The tests standardized in India:

- Baqer Mehdi's tests of creative thinking (Hindi/English)
- Passi's tests of creativity
- Sharma's divergent production abilities test
- Saxena's tests of creativity

Creativity is a complex blend of a number of abilities and traits, and hence all the creative tests mentioned above attempt to measure several dimensions of one's creative behaviour through their test items, verbal and non-verbal. The factors or dimensions of creativity commonly measured through these tests are: (a) fluency, (b) flexibility, (c) originality, (d) unusual responses, (e) resistance to premature closure, and (f) elaboration, etc.

Let us now try to illustrate components and functioning of the creative tests with the help of two creative tests, one developed abroad and the other in India.

(i) Torrance tests of creative thinking

Creativity tests developed by E. Paul Torrance, the eminent American psychologist, cover both verbal and non-verbal activities performed by the subjects; and is claimed to be successfully used from kindergarten to graduate schools. For testing the nonverbal performance, Torrance developed Torrance Test of Creative Thinking (figural forms A and B); and for the verbal performance, the Torrance Test of Creative Thinking (verbal forms A and B). Form B are the equivalent alternative of the Form A in these tests.

The figural forms (employed as a non-verbal testing device) make use of tasks that require drawing and pasting. The activities required in the non-verbal sub-tests are of the following nature:

- Figure of picture completion test. In this sub-test, there are some incomplete figures (as shown in Figure 7.1). The subject is asked to complete these figures by adding new dimensions or lines for providing new ideas. He is also asked to give suitable titles for the completed figures or pictures.
- Picture or figural construction test: In this sub-test, the subject is provided with a piece of coloured paper cut in a curved shape, and is asked to think of a figure or picture of which this piece of paper may be a part. He is allowed to add new ideas to make this figure as interesting and meaningful as possible. He is also asked to provide a suitable title for this figure or picture.
- Parallel lines test: In this sub-test, there are several pairs of straight lines. The subject is required to draw as many objects or pictures by using each pair. He is also asked to provide a title for each of his drawings.

Fig 7.1 Sample Items from Torrance Tests of Creative Thinking (Figural Form)

The verbal forms (employed as a verbal testing device) incorporate tasks which require the use of language. The subject is required to provide written responses to the questions put to him, The verbal activities asked to be performed are of the following nature:

- Asking type : In asking type of activities, the subject is encouraged to reveal his ability to perceive all things which are not normally perceived by others. The help of some pictures may be taken for this purpose. In these activities, the subject may also be asked questions that would enable him to fill in the gaps in his knowledge.
- Guess causes and guess consequences type: Both these guessing type activities are aimed at revealing the subject's ability to formulate hypotheses concerning cause and effect. While being presented with a picture, the subject may be asked to guess what lies behind the situation in the picture and what its consequences may be.
- Product-improvement type: In these activities, the subject is asked to suggest ways and means of improving a toy, a machine or some other such product to make it as interesting and useful as possible.
- Unusual uses type: These devices are meant to test the subject's divergent thinking about the number of ways in which a product may be used. Here the subject has to enumerate as many unusual uses as he can think of, for instance, in how many unusual ways can knife or brick be used?
- Unusual questions type: In these activities, the subject is required to ask as many unusual questions as he can about a picture, scene or verbal description.
- Just suppose type: In these activities, the subject is required to predict the outcomes of the creative abilities such as originality, fluency, flexibility and elaboration, etc. An overall high score on the various sub-tests of the Torrance Creative Test gives the tester an idea of the overall creative potential of his subject. However, for a more reliable and valid appraisal of creative potential, one has to take recourse to other non-testing devices and personality assessment measures.

(ii) Baqer Mehdi's verbal and non-verbal tests of creativity

This test, developed by Baqer Mehdi, consists of four verbal and three non-verbal sub-tests. The verbal and non-verbal forms are also available separately.

- Consequence test (Time allowed 12 minutes): Think for the following situations as many consequences as possible:
 1. What would happen if man could fly like the birds?
 2. What would happen if our schools had wheels?
 3. What would happen if man did not have any need for food?
- Unusual uses test (Time allowed 15 minutes): Write as many novel, interesting and unusual uses for the objects as you can think of, viz., a piece of stone, a wooden stick, water.
- New relationship test (Time allowed 15 minutes): Think of as many relationships between the following pairs of words, as possible:
 1. Tree, house.
 2. Chair, ladder.
 3. Air, water.
- Product improvement test (Time allowed 6 minutes): Suppose you start with a toy horse. Think of as many new things or features to make it more useful and interesting.
- Picture construction test (Time allowed 20 minutes): In Figure 7.2, there are two simple geometrical figures, viz., a semicircle and a rhombus. You have to construct and elaborate pictures using each figure an integral part. For each picture, you have to give a separate title.

Fig. 7.2 Creativity Picture Construction Test: (a) A semicircle, and (b) 4 rhombus

- Line figures completion test (Time allowed 15 minutes): Ten incomplete line drawings are shown in Figure 7.3. You are required draw meaningful and interesting pictures using each of them and also give appropriate titles.

Fig. 7.3 Creativity Line Figures Completion Test

- Picture construction test (Time allowed 10 minutes): Seven triangles and seven ellipses are shown. The person is required to construct different meaningful and interesting pictures by using these figures in multiple associations.

Passi's battery of creativity tests

B.K. Passi constructed the test of creativity consisting of 3 verbal and 3 non-verbal tests as under:

I. Seeing problem test

There are four Items (a) shoes, (b) chair, (c) pen, and (d) post-card for which the testee is required to write down the defects or problems as he observes concerning these four objects. For example, for the time-piece or table clock, the defects and problems can be: (i) gets rusty, (ii) makes noise, (iii) breaks easily, (iv) needs winding etc.

The total time for the 4 items is 8 minutes.

II. Unusual uses test

There are two cells for (a) piece of cloth and (b) bottle in which all the possible unusual uses of these two items are to be written down as quickly as possible. As for example, the unusual uses of a match box are: (i) for toy making, (ii) for using as a container, (iii) to learn counting.

The total time for these 2 items is 8 minutes.

III. Consequences test

There are four statements (a) if human beings start flying like birds (b) if all houses start flying (c) if all people become mad (d) Wall females turn male. The testees are required to write down under each statement all the possible consequences; they could think of in 8 minutes for all the four statements.

IV. Test of inquisitiveness

There are certain things put covered on the table and the testees are asked to write down all the questions briefly on the answer sheet when the things are uncovered. The questions can be of any type, but each question must be different and independent and cannot be answered easily on the basis of simple observations.

The total time is 6 minutes.

V. Square puzzle test

There are 5 triangular and 5 quadrilateral pieces of thick paper or cardboard given to the subject and he is required to make a square with the help of these 10 pieces. There is no overlapping or blank space left over. The required time allotted is 3 minutes.

VI. Blocks test of creativity

There are two boxes each containing 19 identical cubes and 12 semi-cubs, each surface of the blocks is painted with different colours. The testee is required to make as many different patterns or structures of things as possible by using cubes from one box at a time and arranging them on one cardboard in rotation and each time to show the pattern to the tester. The patterns could be as interesting as possible. The patterns for example, can be of a blackboard, an arrow or a maze. The pattern is not to be repeated and the blocks could be placed in anyway liked.

The total time allowed is 10 minutes.

Nurturing and stimulation of creativity

Creativity, as a natural, needs stimulation and nourishment. Most creative talent, unless it is given proper training, education and opportunities for expression, is wasted. It becomes essential, therefore, for teachers as well as parents to realize the need of creating an environment conducive to full growth and development of the creative abilities of children.

Proper stimulating and nurturing of the traits which help to develop creativity, namely originality, flexibility, ideational fluency, divergent thinking, self-confidence, persistence,

sensitiveness, ability to see relationship and make associations etc., are essential for this and may be achieved through the following practices.

- (i) **Freedom to respond:** Most often, teachers and parents expect routine, fixed responses from children, and thus kill the creative spark by breeding conformity and passivity. We should allow adequate freedom to our children in responding to a situation. They should be encouraged to think out as many ideas as they can for the solution of a problem. We must also let them have their own way when they need a particular kind of novel expression strongly enough.
- (ii) **Opportunity for ego involvement:** Feeling like 'this is my creation', 'I have solved it', give much satisfaction to children. Actually, a child can be expected to put in determined efforts into creative activities only when his ego is involved, i.e., when he feels that a particular creative work is the outcome of his efforts. We should, therefore, provide opportunities to children to derive satisfaction from identifying themselves as the cause of a product.
- (iii) **Encouraging originality and flexibility:** Originality on the part of children in any form should be encouraged. Passive submission to the facts, unquestioning mimicry, and memorization by rote discourage creative expression and should, therefore, be checked as far as possible. If children seek to change their methods of learning a task or solving a problem, they should be encouraged to do so. Adequate training can also be given by making them answer problems like: 'how would you dig the earth if you don't have a spade or, how would you draw an angle if you do not have a proper instrument for drawing it or, how would you cross a river if there is no bridge over it'?
- (iv) **Removal of hesitation and fear:** In countries like India, there seems to be a great hesitation mixed with a sense of inferiority and fear in taking the initiative for creative expression. We, generally, come across comments like 'I know what I mean, but I cannot write (or speak) before others'. The causes of such diffidence and fear should be discovered and removed as far as possible. The teachers and parents should encourage and persuade such children to express themselves by saying or writing something, anything, no matter how crude it may be.
- (v) **Providing appropriate opportunities for creative expression:** A healthy atmosphere, favourable for creative thinking and expression is essential for the stimulation and nourishment of creativity among children. The rate of learning must be balanced with its application, passive receptivity with challenging productivity, and certainty with and adventure. The child should never be snubbed for his curiosity and creativity. There is need of a sympathetic atmosphere in school and at home. Co-curricular activities in schools can be used for providing opportunities for creative expression. Religious festivals, and social get-togethers, exhibitions etc., can also provide the opportunity for creative expression. Even regular class-work can be arranged in such a way as to stimulate and develop creative thinking among children.
- (vi) **Developing healthy habits among children:** Industriousness, persistence, self-reliance and self-confidence are some of the qualities that are helpful in creative output. Children should, therefore, be helped to imbibe these qualities. Moreover, they should be encouraged to stand

up against criticism of their creative expression. They should be made to feel that whatever they create is unique and expresses what they desire to express.

- (vii) **Using the creative resources of the community:** Children should be made to visit the centre of art, scientific, and industrial creative work. This may stimulate and inspire them for creative work. Creative artists, scientists and creative persons from different fields may also be occasionally invited to the school to interact with the children in an effort to enhance the scope of knowledge of children and kindle the spark of creativity in them.
- (viii) **Avoidance of blocks to creative thinking:** Factors like conservation, faulty methods of teaching, unsympathetic treatment, fixed and rigid habits of work, anxiety and frustration, excessively high standards of achievement for low levels of work, over-emphasis on school marks, authoritarian attitude of teachers and parents etc., are known to be detrimental to the growth of creativity among children. As far as possible, parents and teachers should, therefore, try to avoid such factors in upbringing and educating the children.
- (ix) **Proper organization of the curriculum:** Learning experiences in the form of curricula should be so designed as to foster creativity among children. For this purpose, the school curriculum should be organized primarily on the basis of concepts rather than facts. It should also cater to the individual needs of each student rather than to the generalized needs of all students. It should also follow the general philosophy that truth is something to be sought for rather than something to be revealed. It should be quite flexible and make provision for studying and working without the threat of evaluation. In a nutshell, the curriculum should reflect what is expected from the creative children in terms of fluency, flexibility, originality, divergent thinking, inventiveness and elaboration etc.
- (x) **Reform in the evaluation system:** The Indian education system is totally examination oriented; and appropriate reform must, therefore, be made in its evaluation system if creativity is to be nurtured. The emphasis on memorization by rote fixed and rigid single responses, and convergent thinking etc., which kills creativity of the children should be abandoned; and a proper evaluation system adopted for encouraging complete and blanked experiences in developing their creative behaviour.
- (xi) **Use of special techniques for fostering creativity:** Researchers in the field of creativity have suggested special techniques and methods for fostering creativity among children. A few of these are as follows:
 - (a) **Brainstorming:** Brainstorming is a strategy or technique for allowing a group to explore ideas without judgment or censure. In practice, the children may be asked to sit in a group for solving a problem and attacking it without any inhibition from many angles. To start with, the students may be provided with a focus e.g., particular problems like 'student unrest', or the growing unemployment in India, or how to check truancy in schools, etc. The students are then asked to suggest ideas as rapidly as possible and the following norms are observed:
 - (i) All ideas are encouraged and appreciated, therefore, no criticism is allowed during the brainstorming session.

- (ii) Students are encouraged to come out with as many ideas as possible, even unusual and unorthodox ones.
 - (iii) They are not restricted to new ideas only and are also encouraged to enlarge upon ideas put forward by fellow students.
 - (iv) No evaluation or comment of any sort is to be made until the session is over. At the end of the session, all the ideas received (preferably written on the blackboard) should be discussed in a free, frank and open environment, and the most viable ideas accepted for solution of the problem in hand.
- (b) Use of teaching models: Some of the teaching models developed by educationists may prove quite beneficial in developing creativity among children. For example, Bruner's Concept Attainment Model helps in developing creativity in children for the attainment of various concepts.
- Similarly, such man's inquiry training model is very helpful in developing creativity; among children in addition to imparting training in the acquisition of scientific inquiry skills.
- (c) Use of gaming technique: Gaming techniques, in a playful spirit, help the children in the development of creative traits. These techniques provide valuable learning experiences in a relaxed, spontaneous and evaluative situation. Both verbal and non-verbal transaction of ideas, children may be asked to name all the round things they can think of, tell all the different ways a knife may be used, or all the ways in which a cat and a dog are alike.

In non-verbal transactions, the children may be asked to build a cube, construct or complete a picture, draw and build patterns, interpret the patterns of drawings and sketches, and build something out of the raw material given to them.

- (xii) **Teaching by example:** Children are very imitative. Teachers and parents who themselves follow the beaten track and do not show any originality for fear of being wrong, or never experience the excitement of creating or doing something new, fail to simulate creativity among the children in their charge. They must, therefore, themselves develop the habit of creative thinking. They should learn to believe in change, novelty and originality, and themselves experience the creative process. Their behaviour and style of teaching must reflect their love for creativity. Then, and only then, they can inspire the children to be creative.

3.4 NON-TESTING TECHNIQUES

Here we will discuss some of the non-testing techniques of guidance and counselling.

3.4.1 Observation

Observations have led to some of the most important scientific discoveries in human history. Charles Darwin used his observations of animal and marine life at the Galapagos Islands to help him formulate his theory of evolution that he described in *On the Origin of Species*. Today, social

scientists, natural scientists, engineers, computer scientists, educational researchers and many others use observations as a primary research method.

The kind of observations one makes depends on the subject being researched. Traffic or parking patterns on a campus can be observed to ascertain what improvements could be made. Clouds, plants, or other natural phenomena can be observed as can people, though in the case of the latter one may often have to ask for permission so as to not violate any privacy issue.

Observation may be defined as a process in which one or more persons monitor some real-life situation and record pertinent occurrences. It is used to evaluate the overt behaviour of the individual in controlled and uncontrolled situations.

According to Jahoda: Observation method is a scientific technique to the extent that it (a) serves a formulated research purpose, (b) is planned systematically rather than occurring haphazardly, (c) is systematically recorded and related to more general propositions than presented as a set of interesting curios, and (d) is subjected to checks and controls with respect to validity, reliability, and precision much as is all other scientific evidence.'

According to Good and Hatt: 'Observation may take many forms and is at once the most primitive and the most modern of research techniques. It includes the most casual, uncontrolled experiences as well as the most exact film records of laboratory experimentation.'

Types

Observations may be classified in two types:

1. Participant Observation

In this type of observation, the observer is the active participant of the group or process. He participates as well as observes as a part of phenomenon, for e.g., to study the behaviour of management students towards studying and understanding marketing management, an observer or researcher has to participate in discussion with students without telling them about observation or purpose. When the respondents are unaware of observations, only then can their natural interest be studied.

Merits: The merits of participated observations are:

- Respondent group can be understood deeply by researcher.
- Context which is meaningful to observed behaviour can be recorded or documented by the researcher.

Demerits: The demerits of participant observation are:

- Narrowing the range of observation if particular hierarchy of power is existing in the group under the limitation of his position in the group
- Emotional feelings of observer may cause the loss of objectivity.

2. Non-participant Observation

In non-participant observation, the observer does not participate in the group process. He acknowledges the behaviour of group without telling respondents. It requires many skills to record observations in an unnoticed manner.

3. Direct Observation

Direct observation is when the observer and researcher personally observe all happenings of a process or an event when event happens. In this method observer records all relevant aspects of event which are necessary for study. He is free to change locations and focus of the observation. One major limitation of the method is that observer may not be able to cover all relevant events when events are happening quickly.

4. Indirect Observation

This is when the physical presence of observer is not required and recording is done by the help of mechanical, photographic or electronic devices, e.g., close circuit TV(CCTV) cameras observing the behaviour of customer in a showroom. It provides a permanent record for analysis of different aspects of the event.

5. Controlled Observation

All observations are made under specified conditions over extrinsic and intrinsic variables by adopting experimental design and systematically recording observations. Controlled observations are carried out either in a laboratory or a field.

6. Uncontrolled Observation

There is no control over extrinsic and intrinsic variables. It is mainly used for descriptive research. Participant observation is a typical uncontrolled one.

Recording techniques

Many different techniques may be employed to study and document a subject's behaviour. The data collection techniques are all accurate but may be suitable for different purposes. While certain methods help gather detailed descriptions of behaviour, certain others facilitate documenting behaviour promptly and with bare minimum description.

- **Anecdotal records:** Anecdotal records refer to a few sentences jotted down in a notebook. These sentences pertain to what the subject is engaged in at a particular moment. Only those behaviours that can be seen or heard and that can be counted are documented while creating an anecdotal record.
- **Narrative description:** Narrative description is also known as running behaviour record and specimen record, and is a formal method of observation. When following this technique, you are supposed to record continuously, as detailed as possible, what the subject is doing and saying when alone or when interacting with other people. In its methodology, it is similar to anecdotal record but is definitely more detailed. The researcher studies the context setting, the behaviour patterns, and the order in which they take place. The main aim of this technique is to gain a objective description of a subject's behaviour without conjecture, analysis, or assessment.

- **Checklists:** Checklists are usually standardized forms which list specific skills and behaviours based on standard levels, or are specifically compiled by the researcher for a particular research study.
- **Interviewing:** In this observation technique, the researching team tries to identify the subject's feelings or beliefs that are not visible through simple observation. During the process of interviewing, everything that the subject says must be recorded exactly as it is. The interviewer should avoid any kind of editing of the interview transcript.
- **Time sampling:** This method is distinct from others in two ways— it monitor and keeps account of a few chosen samples of subject's behaviour, and only during prearranged periods of time. When a behaviour pattern is seen during the specified time interval, it is recorded. This technique therefore helps to gather representative examples of behaviour.
- **Frequency counts:** In some cases, a researcher may be more interested in studying the frequency of an occurrence or behaviour or another pattern, such as how often a consumer buys a particular product or how often an individual started a conversation with a colleague. To get this data, the researcher will need to keep a count of the frequency of the particular behaviour and study how long the behaviour lasts. This is usually done by simply marking an occurrence on a chart each time the behaviour is repeated.
- **Event sampling:** This technique is focused on observing specific behaviours or events in a subject's behaviour pattern. However, it does not take into account the frequency or the length of the recording interval.

Advantages

The advantages of observation are as follows:

- This technique is employed to observe characteristics of various designs of school buildings and equipment
- For coaching purposes, an observation of various skills in games and athletics is made
- A study of the significant aspects of personality which express themselves in behaviours can be made
- The behaviour of the children in a classroom situation can be effectively analysed
- The behaviour of those who cannot read, write or speak can be observed
- Observation of skills in the workshop is made directly
- Observation of pupils' behaviour as recorded in the cumulative records of pupils could serve as anecdotal evidence and supply data for research studies

Characteristics of observation for research

The characteristics of observation for research are as follows:

- Observation schedule should be specific
- Steps should be systematic

- It should be quantitative
- It should be recorded immediately
- It should be made by experts
- Schedule should be scientific. We should be able to check and substantiate the results

Symonds gives a list of nine essential characteristics of good observation:

- (i) Good eyesight
- (ii) Alertness
- (iii) The ability to estimate
- (iv) The ability to discriminate
- (v) Good physical condition
- (vi) An immediate record
- (vii) Good perception
- (viii) Freedom from preconceptions
- (ix) Emotional disinterest

Planning administration aspect of observation

This includes:

- (a) Securing an appropriate group of persons to observe
- (b) Deciding and arranging any special conditions for the group
- (c) Determining the length of each observation period, the interval between periods and the number of periods

Points to be considered while defining the activities are as follows:

- (a) Inclusion of those activities which are true representatives of the general category which one is studying
- (b) Defining those activities very carefully

While arranging for the record, the following points should receive attention:

- (a) Deciding the form for recording so as to make note taking easy and rapid
- (b) Deciding the use of appropriate symbols, abbreviations and some use of shorthand

One can train oneself to record by:

- (a) Training oneself to observe others as perception improves with practice
- (b) Studying manuals that list observation techniques

Planning effective observation include the following:

- Sampling to be observed should be adequate. There should be an appropriate group of subjects

- Units of behaviour should be defined as accurately as possible
- Method of recording should be simplified
- Detailed instructions may be given to observers to eliminate the difference in perspective of observers
- Too many variables may not be observed simultaneously
- Excessively long periods of observation without interspersed rest periods should be avoided
- Observers should be fully trained
- Observers should be well equipped
- Conditions of observation should remain constant
- Number of observations should be adequate
- Records of observation must be comprehensive
- Length of each observation period, interval between periods and number of periods should be clearly stated
- Interpretations should be carefully made

Disadvantages

The disadvantages of observation are as follows:

- It is very difficult to establish the validity of observations
- Many items of observation cannot be defined
- The problem of subjectivity is involved
- Observation may give undue stress to aspects of limited significance simply because they can be recorded easily, accurately and objectively
- Various observers observing the same event may concentrate on different aspects of a situation
- The observer has little control over the physical situation
- Children being observed become conscious and begin to behave in an unnatural manner
- Many children try to pose and exhibit at the time of observation
- There are certain situations which the observer is not allowed to observe, and he is helpless in that way to produce an accurate account
- It may not be feasible to classify all the events to be observed
- Observation is a slow and laborious process
- There may be lack of agreement among the observers
- The data to be observed may be unmanageable
- Observation needs competent observers and it may be difficult to find them

- Observation is a costly affair. It involves lot of expenses on travelling, staying at the places where the event is taking place and purchase of sophisticated equipment.

3.4.2 Questionnaire

A questionnaire is a tool for research, comprising a list of questions whose answers provide information about the target group, individual or event. Although they are often designed for statistical analysis of the responses, this is not always the case. This method was the invention of Sir Francis Galton. Questionnaire is used when factual information is desired. When opinion rather than facts are desired, an opinionative or attitude scale is used. Of course, these two purposes can be combined into one form that is usually referred to as 'questionnaire'.

Questionnaire may be regarded as a form of interview on paper. The procedure for the construction of a questionnaire follows a pattern similar to that of the interview schedule. However, because the questionnaire is impersonal, it is all the more important to take care of its construction.

A questionnaire is a list of questions arranged in a specific way or randomly, generally in print or typed and having spaces for recording answers to the questions. It is a form which is prepared and distributed for the purpose of securing responses. Thus a questionnaire relies heavily on the validity of the verbal reports.

According to Goode and Hatt, 'in general, the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills himself'.

Barr, Davis and Johnson define questionnaire as, 'a questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired' and Lundberg says, 'fundamentally, questionnaire is a set of stimuli to which literate people are exposed in order to observe their verbal behaviour under these stimuli'.

Types

Commonly used questionnaires are as follows:

- (i) Closed form:** Questionnaire that calls for short, check-mark responses are known as closed-form type or restricted type. They have highly structured answers like mark a yes or no, write a short response or check an item from a list of suggested responses. For certain type of information, the closed form questionnaire is entirely satisfactory. It is easy to fill out, takes little time, keeps the respondent on the subject, is relatively objective and is fairly easy to tabulate and analyse.

For example, How did you obtain your Bachelors' degree? (Put a tick mark against your answer)

- (a) As a regular student
- (b) As a private student
- (c) By distance mode

These types of questionnaires are very suitable for research purposes. It is easy to fill out, less time consuming for the respondents, relatively objective and fairly more convenient for tabulation and analysis. However, construction of such type of questionnaire requires a lot of

labour and thought. It is generally lengthy as all possible alternative answers are given under each question.

- (ii) **Open form:** The open form, or unrestricted questionnaire, requires the respondent to answer the question in their own words. The responses have greater depth as the respondents have to give reasons for their choices. The drawback of this type of questionnaire is that not many people take the time to fill these out as they are more time consuming and require more effort, and it is also more difficult to analyse the information obtained.

Example: Why did you choose to obtain your graduation degree through correspondence?

No alternative or plausible answers are provided. The open form questionnaire is good for depth studies and gives freedom to the respondents to answer the questions without any restriction.

Limitations of open questionnaire are as follows:

- They are difficult to fill out
- The respondents may never be aware of all the possible answers
- They take longer to fill
- Their returns are often few
- The information is too unwieldy and unstructured and hence difficult to analyse, tabulate and interpret

Some investigators combine the approaches and the questionnaires carry both the closed and open form items. In the close ended questions, the last alternative is kept open for the respondents to provide their optimum response. For example, 'Why did you prefer to join B.Ed. programme? (I) Interest in teaching (ii) Parents' wish (iii) For securing a government job (iv) Other friends opted for this (v) Any other.'

- (iii) **Pictorial form:** Pictorial questionnaires contain drawings, photographs or other such material rather than written statements and the respondents are to choose answers in terms of the pictorial material. Instructions or directions can be given orally. This form is useful for working with illiterate persons, young children and persons who do not know a specific language. It keeps up the interest of the respondent and decreases subjects' resistance to answer.

Questionnaire administration modes

Main modes of questionnaire administration are as follows:

- **Through mail:** Mailed questionnaires are the most widely used and also perhaps the most criticized tool of research. They have been referred to as a 'lazy person's way of gaining information'. The mailed questionnaire has a written and signed request as a covering letter and is accompanied by a self-addressed, written and stamped envelope for the return by post. The method of mailing out the questionnaire is less expensive in terms of time, funds required; it provides freedom to the respondent to work at his own convenience and enables coverage of a large population.

- **Personal contact/face-to-face:** Personally administered questionnaires both in individual and group situations are also helpful in some cases and have the following advantages over the mailed questionnaire (i) the investigator can establish a rapport with the respondents; (ii) the purpose of the questionnaire can be explained; (iii) the meaning of the difficult terms and items can be explained to the respondents; (iv) group administration when the respondents are available at one place is more economical in time and expense; (v) the proportion of non-response is cut down to almost zero; and (vi) the proportion of usable responses becomes larger. However, it is more difficult to obtain respondents in groups and may involve administrative permission which may not be forthcoming.
- **Computerized questionnaire:** It is the one where the questions need to be answered on the computer.
- **Adaptive computerized questionnaire:** It is the one presented on the computer where the next questions are adjusted automatically according to the responses given as the computer is able to gauge the respondent's ability or traits.

Appropriateness of questionnaire

The qualities and features which make questionnaires an effective instrument of research and help to elicit maximum information are discussed below:

- **Type of information required:** The usefulness and effectiveness of a questionnaire is determined by the kind of information sought. Not every type of questionnaire can be elicited through it. A questionnaire which will consume more than 10-20 minutes is unlikely to be responded to well. Also, the questions should be explicit and capable of clear-cut replies.
- **Type of respondent reached:** A good deal depends upon the types of respondents covered by the questionnaire. All types of individuals cannot be good respondents. Only literate and socially conscious individuals would give any consideration to a questionnaire. Also, the respondent must be competent to answer the kind of questions contained in a particular questionnaire.
- **Accessibility of respondents:** Questionnaires sent by mail can help to survey the opinion of the people living in far-flung places.
- **Precision of the hypothesis:** Appropriateness of the questionnaire also depends upon how realistic is the hypothesis in the mind of the researcher. The researcher must frame his questions in such a manner that they elicit responses needed to verify the hypothesis.

Steps for preparing and administering the questionnaire

The steps involved in preparing and administering the questionnaire are as follows:

- (i) Planning the questionnaire:** One should get all the help possible in planning and constructing the questionnaire. Other questionnaires should be studied and items should be submitted for criticism to other members of the class or faculty.
- (ii) Modifying questions:** Items can be refined, revised or replaced by better items. If a computer is not readily available for easily modifying questions and rearranging the items, it is advisable to use a separate card or slip for each item. This procedure also provides

flexibility in arranging items in the most appropriate psychological order before the instrument is finalized.

- (iii) **Validity and reliability of questionnaire:** Questionnaire designers rarely deal with the degree of validity or reliability of their instrument. There are ways to improve both validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking questions in the least ambiguous way. The meaning of all terms must be clearly defined so that they have the same meaning to all respondents. The panel of experts may rate the instrument in terms of how effectively it samples significant aspects of content validity. The reliability of the questionnaire may be tested by a second administration of the instrument with a small sub-sample comparing the responses with those of the first. Reliability may also be estimated by comparing the responses of an alternate form with the original form.
- (iv) **Try out or pilot testing:** The questionnaire should be tried on a few friends and acquaintances. What may seem perfectly clear to the researcher may be confusing to the other person who does not have the frame of reference that the researcher has gained from living with and thinking about an idea over a long period. It is also a good idea to pilot test the instrument with a small group of persons similar to those who will be used in the study. They may reveal defects that can be corrected before the final form is printed.
- (v) **Information level of respondents:** It is important that the questionnaire be sent only to those who possess the desired information and are likely to be sufficiently interested to respond objectively and conscientiously. A preliminary card asking whether the individual would respond is recommended by some research authorities.

TO BE CONTINUED

- (vi) **Getting permission:** If the questionnaire is to be used in a public school, it is essential that approval for the project is secured from the Principal. Students should be informed that participation is voluntary. If the desired information is delicate or intimate in nature, the possibility of providing for anonymous responses should be considered. The anonymous instrument is most likely to produce objective and honest responses.
- (vii) **The cover letter:** A courteous, carefully constructed cover letter should be included to explain the purpose of the study. The cover letter should assure the respondent that all information will be held in strict confidence. The letter should promise some sort of inducement to the respondent for compliance with the request. In educational circles, a summary of questionnaire results is considered an appropriate reward, a promise that should be scrupulously honoured after the study has been completed.
- (viii) **Follow-up procedures:** Recipients are often slow to return completed questionnaires. To increase the numbers of returns, a vigorous follow-up procedure may be necessary. A courteous postcard reminding the recipient may bring in some additional responses. A further step in follow-up may involve a personal letter or reminder. In extreme cases, it may be appropriate to send the copy of questionnaire with a follow-up letter.

- (ix) **Analysing and interpreting questionnaire responder:** Data obtained by the questionnaire is generally achieved through calculation and counting. The totals are converted into proportion or percentages. Calculation of contingency coefficient of correlation is often made in order to suggest probability of relation among data. Computation of chi-square statistics in is also advisable.

Disadvantages of the questionnaire method

Like all other methods, the questionnaire is also limited in value and application. This means that it cannot be used in every situation and that its conclusions are not always reliable. Chief limitations of the method are as follows:

- **Limited response:** As noted earlier, this method cannot be used with illiterate or semi-illiterate groups. The number of persons who cooperate and respond to the questionnaire is very small.
- **Lack of personal contact:** There is very little scope of personal contact in this method. In the absence of personal contact, very little can be done to persuade the respondents to fill up the questionnaire.
- **Useless in-depth problems:** If a problem requires deep and long study, it is obvious that it cannot be studied by the questionnaire method.
- **Possibility of wrong answers:** A respondent may not really understand a question or may give the answer in a casual manner. In both cases, there is a strong likelihood of misleading information being given.
- **Illegibility:** Some persons write so badly that it is difficult to read their handwriting.
- **Incomplete response:** There are people who give answers which are so brief that the full meaning is incomprehensible.

Importance of questionnaire method

As a matter of fact, this method can be applied in a very narrow field. It can be used only if the respondents are educated and willing to cooperate. However, it is still widely used, owing to the following merits:

- **Economical:** The questionnaire requires paper, printing and postage only. There is no need to visit the respondents personally or continue the study over a long period.
- **Time saving:** Besides saving money, the questionnaire also saves time. Data can be collected from a large number of people within a small time frame.
- **Most reliable in special cases:** It is a perfect technique of research in some cases.
- **Research in wide area:** Mailed questionnaire comes very handy if the sample comprises of people living at great distances.
- **Suitable in specific type of responses:** The information about certain problems can be best obtained through questionnaire method.

3.4.3 Interview

One of the main methods of data collection is conducting interviews. It takes place as a two-way conversation between the researcher and the respondent, whereby information is gathered by asking topic related questions.

We learn not only from the respondents' responses but also his gestures, facial expressions and pauses. Interviewing can be conducted either face-to-face or over the telephone by skilled personnel by using a structured schedule or an unstructured guide.

According to Rummel J. Francis: The interview method of collecting data requires the actual physical proximity of two or more persons, and generally requires that all the normal channels of communication be open to their use. It is necessary to see one another, to hear each other's voices, to understand one another's language, and to use all that is psychologically inherent in physical proximity. It usually entails a non-reciprocal relation between the individuals concerned. One party desires to get information from another one party interviews the other— for a particular purpose.'

Theodore L. Torgerson has stated that the interview method of study extends certain aspects of the observational technique.

Thus, the interview method permits the gathering of development data to supplement the cross-sectional data obtained from observations. The interviewer can probe into casual factors, determine attitudes, discover when the problem started, enlist the interviewee in an analysis of his own problem and secure his support of the therapy to be applied.

Types

The different types of interviews are as follows:

- **Group interview:** A proper setting for group interviews requires a group of not more than 10 to 12 persons with some social, intellectual, and educational homogeneity, which ensures effective participation by all. For a full spontaneous participation of all, it is better to arrange a circular seating arrangement.
- **Diagnostic interview:** Its purpose is to locate the possible causes of an individual's problems, getting information about his past history, family relations and personal adjustment problem.
- **Clinical interview:** Such an interview follows after the diagnostic interview. It is a means of introducing the patient to therapy.
- **Research interview:** Research interview is aimed at getting information required by the investigator to test his hypothesis or solve his problems of historical, experimental, survey or clinical type.
- **Single interviewer or panel interviews:** For the purpose of research, a single interviewer is usually present. In case of selection and treatment purposes, panel interviews are held.
- **Directed interview:** It is structured, includes questions of the closed type and is conducted in a prepared manner.
- **Non-directive:** It includes questions of the open-end form and allows much freedom to the interviewee to talk freely about the problem under-study.

- **Focused interview:** It aims at finding out the responses of individuals to exact events or experiences rather than on general lines of enquiry.
- **Depth interview:** It is an intensive and searching type of interview. It emphasizes certain psychological and social factors relating to attitudes, emotions or convictions.

It may be observed that on occasions several types are used to obtain the needed information.

Other classifications of interviews are as follows:

- Intake interview, as the initial stage in clinic and guidance centres
- Brief talk contacts as in schools and recreation centres
- Single-hour interview
- Clinical-psychological interview, stressing psychotherapeutic counselling and utilizing case history data and active participation by the counselor in the reeducation of the client
- Psychiatric interviews, similar to psychological counselling, but varying with the personality and philosophical orientation of the individual worker and with the setting in which used
- Psychoanalytic interviews
- The interview form of test
- Group interviews for selecting applicants for special course
- Research interview

Important elements of research interview

The important elements of research interview are as follows:

(i) Preparation for research interview

- Decide the category and number of persons that you would like to interview
- Have a clear conception of the purpose and the information required
- Prepare a clear outline, a schedule or a check list of the best sequence of questions that will systematically bring out the desired information
- Decide the type of interview that you are going to use, i.e., structured or non- structured interview
- Have a well thought-out plan for recording responses
- Fix up the time well in advance
- Procure the tools to be used in recording responses

(ii) Executing an interview

- Be friendly and courteous and put the respondent at ease so that he talks freely
- Listen patiently to all opinions and never show surprise or disapproval of a respondent's answer

- Assume an interested manner towards the respondent's opinion, and as far as possible do not divulge your own
- Keep the direction of the interview in your own hands and avoid irrelevant conversation and try to keep the respondent on track
- Repeat your questions slowly and with proper emphasis in case respondent shows signs of failing to understand a particular question.

(iii) Obtaining the response

Perhaps the most difficult part of the job of an interviewer is to obtain a specific, complete response. People can often be evasive and answer 'do not know' if they do not want to make the effort of thinking. They can also misunderstand the question and answer incorrectly in which case the interviewer would have to probe more deeply.

An interviewer should be skilled in the technique as only then can he gauge whether the answers are incomplete or non-specific. Each interviewer must fully understand the motive behind the asking of the particular question and whether the answer is giving the information required. He should form the habit of asking himself, 'Does that completely answer the question that I just asked?'

Throughout, the interviewer must be extremely careful not to suggest a possible reply. The interviewer should always content himself with mere repetition (if the question is not understood to answer).

(iv) Reporting the response

There are two chief means of recording opinion during the interview. If the question is preceded, the interviewer need only check a box or circle or code, or otherwise indicate which code comes closest to the respondent's opinion. If the question is not preceded, the interviewer is expected to record the response verbatim.

The following points may be kept in view in this respect:

- Quote the respondents directly, just as if the interviewers were newspaper reporters taking down the statement of an important official without paraphrasing the reply, summarizing it in the interviewer's own words, polishing up' any slang, or correcting bad grammar that distorts the respondent's meaning and emphasis
- Ask the respondent to wait until the interviewer gets down that last thought.
- Do not write as soon as you have asked the question and do not write while the respondent talks. Wait until the response is completed
- Use common abbreviations
- Do not record and evaluate the responses simultaneously (v) Closing the interview

It should be accompanied by an expression of thanks in recognition of the respondent's generosity in sparing time and effort.

(vi) Use of tape recorder in interview

- It reduces the tendency of the interviewer to make an unconscious selection of data favouring his biases
- The tape recorded data can be played more than once, and thus it permits a thorough study of the data
- Tape recorder speeds up the interview process
- Tape recorder permits the recording of some gestures
- The tape recorder permits the interviewer to devote full attention to the respondent
- No verbal productions are lost in a tape recorded interview
- Other things being equal, the interviewer who uses a tape recorder is able to obtain more interviews during a given time period than an interviewer who takes notes or attempts to reconstruct the interview from memory after the interview has been completed

Indifferent attitude of the respondent and the role of the research worker

It is observed that the research worker is likely to encounter several problems arising out of the apathy of the respondents. In such a situation the following points may be kept in view:

- (i) When the respondent is really busy and has no time, the field worker may request for a more convenient time.
- (ii) When the respondent simply wants to avoid the interview and is not inclined to be bothered about it, the field worker should try to explain to him the importance of the study, and how his own response is of material value in the case.
- (iii) When the respondent is afraid to give the interview as it affects his boss or the party to which he belongs or any other cause which is likely to harm his interest, the field worker must assure the respondent that absolute secrecy would be maintained by the researcher and the organization.
- (iv) When the respondent does not hold a high opinion about the outcome of such interviews in general, or has a poor opinion about the research organization or institution conducting it, it is the duty of the research worker at such times to explain to him the importance of the problem and convince him regarding the status of the research body.
- (v) When the respondent is suspicious and he thinks that the enquiry is either from the income tax department or some other secret agency, at such times he may generally ask such questions. Who are you? Who told you our name? Have you interviewed the neighbour?, etc. The research worker should try to eliminate his suspicion. A letter of authority, the letter head or the seal of the research body would prove to be useful on such occasions.
- (vi) When the respondent is unsocial or otherwise confined to his own family (such a tendency is mostly found in the case of newly married couples), the research worker at such times will try to create his interest in the subject of investigation.
- (vii) When the respondent is too haughty and thinks it below his dignity to grant an interview to petty research workers, the investigator should get a letter of introduction from an influential person.

Advantages of interview over other techniques

- A well-trained interviewer can obtain more data and greater clarity by altering the interview situation. This cannot be done in a questionnaire.
- An interview permits the research worker to follow-up leads as contrasted with the questionnaire.
- Questionnaires are often shallow and they fail to dig deeply enough to provide a true picture of opinions and feelings. The interview situation usually permits much greater depth.
- It is possible for a skilled interviewer to obtain significant information through motivating the subject and maintaining rapport, other methods do not permit such a situation.
- The respondents when interviewed may reveal information of a confidential nature which they would not like to record in questionnaire.
- Interview techniques can be used in the case of children and illiterate persons who cannot express themselves in writing. This is not possible in a questionnaire.
- The percentage of response is much higher than in case of a mailed questionnaire.
- *Removal of misunderstanding:* The field worker is personally present to remove any doubt or suspicion regarding the nature of enquiry or meaning of any question or term used. The answers are, therefore, not biased because of any misunderstanding.
- *Creating a friendly atmosphere:* The field worker may create a friendly atmosphere for proper response. He may start a discussion, and develop the interest of the respondent before showing the schedule. A right atmosphere is very conducive for getting correct replies.
- *Possible to secure confidential interview:* The interviewee may disclose personal and confidential information which he would not ordinarily place in writing on paper. The interviewee may need the stimulation of personal contacts in order to be drawn out.
- *Advantages of clues:* The interview enables the investigator to follow-up leads and to take advantage of small clues, in dealing with complex topics and questions.
- *Permits exchange of ideas:* The interview permits an exchange of ideas and information, It permits 'give and take'.
- *Useful in the case of some categories of persons:* The interview enables the interviewee to deal with young children, illiterates and those with limited intelligence or in whose state of mind is not quite normal.
- *Useful apart from research purposes:* Interviews are also used for pupil counselling, for selection of candidates for instructional purposes, for employment, for psychiatric work, etc.
- *Possibility of asking supplementary questions:* The respondent does not feel tired or bored. Supplementary questions may be put to enliven the whole discussion.
- *Avoiding handwriting:* The difficulties of bad handwriting of the respondent, use of pencil, etc., are also avoided as every schedule is filled in by the interviewer.

- *A probe into lk pattern is possible:* The personal contact with the respondent enables the field worker to probe more deeply into the character, living conditions and general life pattern of the respondent. These factors have a great bearing in understanding the background of any reply.
- *Reliable information:* The information gathered through interviews has been found to be fairly reliable.
- *Deeper probe:* It is possible for the interviewer to probe into attitudes, discover the origin of the problem, etc.
- *Interview technique is very close to the teacher:* It is generally accepted that no research technique is as close to the teacher's work as the interview.
- *Possibility of repetition:* Sometimes interviews can be held at suitable intervals to trace the development of behaviour and attitudes.
- *Useful for several purposes:* Interviews can be used for student counselling, occupational adjustment, selection of candidates for educational courses, etc.
- *Wide applicability:* Interviews can be used for all kinds of research methods — normative, historical, experimental, case studies and clinical studies.
- *Cross questioning:* Interview techniques provide scope for cross questioning.
- *Command of the interviewer :* This technique allows the interviewer to remain in command of the situation throughout the investigation.
- *Wider opportunities to know the interviewee:* Through the respondent's incidental comments, facial expression, bodily movements, gestures, etc., an interviewer can acquire information that could not be obtained easily by other means.
- *Useful for judging frankness, etc. :* Cross questioning by the interviewer can enable him to judge the sincerity, frankness and insight of the interviewee.

Disadvantages of the interview method

The method of interview, in spite of its numerous advantages, also has the following limitations:

- **Very costly:** It is a very costly affair. The cost per case is much higher in this method than in case of mailed questionnaires. Generally speaking, the cost per questionnaire is much less than the cost per interview.

A large number of field workers may have to be engaged and trained in the work of collection of data. All this entails a lot of expenditure and a research worker with limited financial means finds it very difficult to adopt this method.

- **Biased information:** The presence of the field worker while encouraging the respondent to reply, may also introduce a source of bias in the interview. At times the opinion of the respondent is influenced by the field worker and his replies may not be based on what he thinks to be correct but what he thinks the investigator wants.

- **Time consuming:** It is a time consuming technique as there is no guarantee how much time each interview can take, since the questions have to be explained, interviewees have to be assured and the information extracted.
- **Expertness required:** It requires a high level of expertise to extract information from the interviewee who may be hesitant to part with this knowledge.

Among the important qualities to be possessed by an interviewer are objectivity, insight and sensitivity.

3.5 SUMMARY

In this unit, you have learnt that:

- Aptitude of an individual towards some work fits him in the work like round peg in the round hole and square peg in the square hole.
- Aptitude is predictive in nature.
- An individual with interest and aptitude for teaching profession will get success in life; but if only interest is present without aptitude, the question of success will arise.
- An aptitude must be developed by practice and training to become an ability. Two individual may have aptitude of one kind but the degree of aptitude will be different.
- Aptitude tests assess the degree of an individual's inclination towards something.
- General aptitude tests are also known as 'scholastic aptitude tests'.
- Interest includes all the psycho-physical dispositions which distinguishes individuals from individuals.
- Interests are the product of heredity and environment; it determines one's personality.
- Expressed interests refer to the verbal expression of an individual towards an object, place, person, activity or profession.
- Manifested interests refer to the active participation of an individual in a particular type of work or activity. In case of tested interests, the interests of an individual are tested by different kinds of objective tests.
- Inventoried interests refer to the interests which are expressed through standardized subjective tests.
- Scientific interest refers to the interest of the people in scientific activities.
- Interest test helps in career selection for the students.
- Minnesota Vocational Interest Inventory (MVII) was developed for men oriented towards skilled and semi-skilled trades.
- There are two types of interest inventory used:

- o Vocational interest inventories
- o General or non-vocational interest inventories
- In psychology, intelligence remains the most widely discussed area of inquiry.
- Several theories and tests have been designed to measure intelligence.
- Observation is of two types:
 - o participant observation
 - o non-participant observation
- The scope of unstructured interview is more than structured interview because in the former case the interviewers are not restricted to a particular set of predetermined questions.
- In personality inventory, an effort is made to estimate the presence and strength of each specified trait through a number of items representing a variety of situations in which the individuals generalized mode of responding may be sampled.
- Personality inventory is of two types:
 - o uni-dimensional personality inventory
 - o multi-dimensional personality inventory
- Projective techniques are the means to dig out the intricacies of human behaviour which are below the surface, and are incapable of exposure by subjective and objective techniques such as observation, peer ratings and self-rating questionnaires etc.
- Projective techniques are most successfully used for eliciting suppressed desires, feelings, ambitions, attitudes and emotions, guilt and complexes etc.
- Wallas described the creative process as consisting of four stages:
 - o Preparation
 - o Incubation
 - o inspiration or illumination
 - o verification or revision
- The factors or dimensions of creativity commonly measured through creativity tests are as follows:
 - o Fluency
 - o Flexibility
 - o Originality
 - o unusual responses
 - o resistance to premature closure
 - o elaboration

- The curriculum should reflect what is expected from the creative children in terms of fluency, flexibility, originality, divergent thinking, inventiveness and elaboration etc.

3.6 KEY TERMS

- **Interest inventory:** It is a device prepared continuously to know the likes and dislikes of an individual in vocations and works.
- **Mental age:** The mental ability of a person expressed at the age at which an average person demonstrates the same ability is known as mental age.
- **Evaluation:** It is the judgment regarding the amount, value or number of something.
- **Verbal intelligence:** The ability to understand and resolve language-based problems.
- **Non-verbal intelligence:** The ability to comprehend and solve visual and spatial problems.
- **Personality:** The external appearance and internal qualities of an individual is called personality.
- **Thematic apperception test:** It is a technique in which the respondents are to tell stories according to the pictures shown to them.
- **Questionnaire:** It is a tool for research comprising a list of questions whose answers provide information about the target group, individual or event.

3.7 ANSWERS TO ‘CHECK YOUR PROGRESS

1. ‘Aptitude’ refers to a special capability of an individual, which makes him distinct from others in an achievement field.
2. The three important types of aptitude are: (i) Aptitude in music, (ii) Aptitude in law, and (iii) Teaching aptitude.
3. The types of aptitude tests are as follows:
 - (i) General Aptitude Tests
 - (ii) Specified Aptitude Tests
 - (iii) Differentiated Aptitude Tests
4. The four types of interests are as follows:
 - (i) Expressed interests
 - (ii) Manifested interests
 - (iii) Tested interests
 - (iv) Inventoried interests
5. Two methods for testing interest are as follows:
 - (i) Interest Inventory, and (ii) Observation

6. 'Interest inventory' is a device which is prepared continuously to know the likes and dislikes of an individual in vocations and works. Some interest inventories are also made for educational curricula or field of study, which is important for career selection.
7. Verbal tests contain the following type of items:
 - Information
 - Vocabulary
 - Arithmetic
 - Comprehension
8. 'Intelligence testing' is the test engineered to determine the level of intelligence. In other words it is an estimation of an individual's propensity to gauge the mental ability or capacity through performance in various tasks. These tests are structured to test different types of reasoning.
9. Intelligence tests are conducted in the following ways:
 - Group intelligence tests
 - Individual intelligence tests
 - Computerized tests
10. The two characteristics of personality are as follows:
 - Personality is built by heredity and environment
 - There is individual difference in personality
11. The two important determinants of personality are: (i) Heredity, and (ii) Environment (physical, social and cultural).
12. The two techniques of personality test are: (i) Personality inventory, and (ii) Rating scale.
13. According to Spearman, creativity is the power of the human mind to create new contents by transforming relations and thereby generating new correlates.
14. Tests to measure the creativity are as follows:
 - (i) Minnesota tests of creative thinking
 - (ii) Guilford's divergent thinking instruments
 - (iii) Remote association tests
 - (iv) Wallach and Kogan creativity instruments
 - (v) A.C. test of creative ability
 - (vi) Torrance tests of creative thinking
15. (i) Participatory and
 - (ii) Non-participatory observations are two types of observation

16. (i) Observation may give undue stress to aspects of limited significance simply because they can be recorded easily, accurately and objectively.
 - (ii) Various observers observing the same event may concentrate on different aspects of a situation.
 - (iii) Try to pose and exhibit at the time of observation.
17. (i) Mail or post
 - (ii) Face-to-face interview are the modes of getting information through questionnaire.
18. The interview is in a sense, the foundation upon which all other elements rest, for it is the data-gathering phase.
19. The various types of interview are: (i) Group Interview, (ii) Diagnostic Interview, (iii) Clinical Interview, (iv) Research Interview, (v) Single Interviewer or Panel Interviews, (vi) Directed Interview, (vii) Non-directive, (viii) Focused Interview, (ix) Depth Interview.
20. The tape recorder permits the interviewer to devote full attention to the respondent.
21. An interview permits the research worker to follow-up leads as contrasted with the questionnaire.

3.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. State the characteristics and types of aptitude.
2. What are the limitations of attitude testing?
3. What are 'group intelligence tests'?
4. State the characteristics of personality.
5. Classify the methods used for assessment of personality.
6. State advantages and disadvantages of projective techniques.
7. What are the characteristics of creativity?
8. What are the characteristics of observation? What are the major problems of observation technique?
9. What are the steps involved in preparing for a research interview?
10. How can questionnaire be put to use?
11. What are the various types of personality?

Long-Answer Questions

1. Explain the various aptitude tests.
2. Describe the various types and methods of measuring interest.

3. Discuss the importance of intelligence tests vis-à-vis education.
4. What are the different types of intelligence tests?
5. Explain how heredity influences personality.
6. Discuss various methods of personality assessment.
7. Write a note on the concept of projective technique.
8. Discuss the various types of observation.
9. Discuss the types of commonly used questionnaires.
10. Describe the various types of interviews.

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UNIT 4 ORGANIZATION OF GUIDANCE AND COUNSELLING SERVICES IN SCHOOLS AND COLLEGES

Structure

- 4.0 Introduction
- 4.1 Unit Objectives
- 4.2 Guidance Services
 - 4.2.1 Characteristics, Nature and Kinds of Guidance
 - 4.2.2 Importance of Educational Guidance
 - 4.2.3 Where Guidance Should Begin
 - 4.2.4 Pupil Information Services
 - 4.2.5 Scope of Guidance
 - 4.2.6 Vocational Guidance

- 4.2.7 Orientation Services
- 4.2.8 Educational Services
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- 4.2.11 Guidance Services in the School
- 4.3 Counselling Service
 - 4.3.1 Career Talk and Career Corner
 - 4.3.2 Role of Career Master, Counsellor, Headmaster/Principal, Teacher and Parents
 - 4.3.3 Career Tours
- 4.4 Summary
- 4.5 Key Terms
- 4.6 Answers to 'Check Your Progress'
- 4.7 Questions and Exercises
- 4.8 Further Reading

4.0 INTRODUCTION

Guidance and counselling have become a vital component of higher education, particularly high schools and colleges. The purpose of this is to make education more evocative and focused for the pupil, even though there is no prerequisite of formal guidance and counselling services for pupils in schools and colleges. A variety of aspects are involved for dearth of professional guidance and counselling services that comprise deficiency of resources in colleges and little or no commitment on the part of administrator and management.

A guidance and counselling committee can be set up for the preparation and execution of the programme that can be controlled on the whole by the principal of the respective college. A lecturer in the college who is certified in guidance and counselling can be appointed as the programme manager in the initial phase to chalk out the rationale and framework of the services and identify available resources and physical facilities for the same. A detailed programme structure can be chalked out according to the requirements of the institutions.

Initially, guidance programmes were concerned with the pressing crisis of vocational placement. The intricacies of industrial economy and the impractical aspirations of a large number of young people rendered it vital to establish a mechanism for synchronizing jobs and workers together; vocational guidance became that mechanism. At the same time, counselling associations were set up to help people to be aware of their aptitudes and accountabilities and make wise individual and vocational decisions.

This unit discusses the importance of guidance and counselling services. It also describes the role of a counsellor, principal, career master, parents and teachers during guidance and counselling in schools and colleges.

4.1 UNIT OBJECTIVES

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

- Define and categorize guidance services
- Explain the significance and role of counselling services
- Give an overview of the roles of a career master, counsellor, headmaster! principal, teacher and parents

4.2 GUIDANCE SERVICES

Every individual is beset with problems in his life, as a result of which it becomes very difficult for him to achieve satisfactory results without assistance. There is hardly an individual who does not need assistance. There are two sets of differences which are involved in all situations— those among individuals and those among courses of action open to them. There is always a confrontation between needs and opportunities. Thus, there arises a situation of balancing them, which needs assistance. According to Jones, everyone needs assistance at sc'me time in his life; some will need it constantly and throughout their lives, while others need it only at rare intervals at times of great crisis. There always have been, and will continue to be, people with an occasional need for the help of the older or more experienced associates in dealing with such situations.

Life in a primitive society was very simple and so, the process of seeking assistance. Revolutionary changes have taken place in all areas of life and, accordingly the nature of assistance has assumed complexity. In technical terms, assistance is called guidance.

4.2.1 Characteristics, Nature and Kinds of Guidance

The characteristics of guidance are as follows:

1. Guidance is promotion of the growth of an individual in self-direction.
2. Guidance is the process of helping the individual in affecting changes in him.
3. Guidance is helping the individual himself through his own efforts.
4. Guidance is assisting an individual to find his place.
5. Guidance is helping the individual to establish harmonious relationships.
6. Guidance is assisting the individual to adjust himself.
7. Guidance is helping the individual to make appropriate educational, vocational and personal choices.
8. Guidance programme is organized.

9. Guidance programme has a structure, system and personnel.
10. Guidance consists of specialized services—testing, counselling, educational and vocational information, placement and follow up.
11. Guidance programme is an integral part of the school system.
12. Guidance helps an individual to identify and develop his potentialities and talents.
13. Guidance is a point of view that includes a positive attitude towards children.

Kinds of guidance: The different kinds of guidance are as follows:

1. Civic guidance
2. Economic guidance
3. Educational guidance
4. Health guidance
5. Home relations, guidance
6. Leisure and recreational guidance
7. Moral guidance
8. Personal guidance
9. Physical guidance
10. Religious guidance
11. Sex guidance
12. Vocational-or career guidance

Aims of guidance: The aims of guidance are as under:

1. Development of personal potentialities of an individual
2. Assistance in the promotion of the growth of a student in self-direction
3. Assistance in the attainment of self-direction of the student
4. Assistance in the process of learning
5. Assistance in the adjustment of the student
6. Assistance in discovering potentials of the student
7. Assistance in establishing effective relationships in and outside the school
8. Assistance in making educational and vocational choices

4.2.2 Importance of Educational Guidance

One of the chief defects of the present system of education is that the talents of the individuals are not being properly harnessed. Education is not according to the aptitude, ability and interest of an

individual. The students are made to read subjects without reference to any goal. Many students are at a loss to understand what subjects to take. They come to a higher secondary school with little or no knowledge of the subjects offered. It is unusual to find pupils who know enough about themselves, the courses offered or the relation of school subject to vocational fields to plan the programme that fits them best. Many inappropriate choices are made due to the lack of proper guidance. The parents due to their set notions insist upon taking their children certain subjects which they think to be very useful without caring whether their children possess the required abilities or not. They fail to realize the fact that low ability combined with high ambitions generally leads to inappropriate choices.

There are many cases when students, whose IQs' (Intelligent Quotients) are below 100 take up difficult subjects and fail to pass examinations in spite of their attempts to do so. High ability coupled with a low level of inspiration creates equally serious problems. In the absence of any scientific guidance and counselling, inefficiency, frustration and failure are bound to occur. Our educational institutions are producing misfits on a large scale who are unable to make their lives happier and who fail to contribute their best for society. This leads to a national wastage. 'A student who would have done brilliantly in the humanities may, for want of proper guidance, take up science—or vice versa and be put down as a dud, not only in school but even in later life if this results in a wrong choice of career. If the choice had been correctly made, his whole life pattern may have been different,' observes former education secretary, Government of India, K G Saiyidain.

4.2.3 Where Guidance Should Begin

The more comprehensive view of guidance makes it imperative that guidance should be incorporated in the educational programme beginning with kindergarten'. School guidance work should not be considered chiefly a function of the high and higher secondary schools. It is equally important in the early life of the child.

Guidance at the secondary and the senior secondary stage

One of the main functions of guidance at the secondary and senior secondary levels is to aid in the identification and development of the abilities and interests of adolescent pupils. It helps these pupils to understand their own strengths and limitations and to do scholastic work at the level of their ability; to gain information about educational and vocational opportunities and requirements; to make realistic educational and vocational choices and plan which should be based on a consideration of all relevant factors; and to find solution to their problems of personal and social adjustments in the school and at home. Guidance services also help headmasters and teachers to understand their students as individuals and to create situations in which the students can learn more effectively.

There are two important reasons which give rise to the necessity of a specialized guidance service. The first reason is that there is a marked difference in the curriculum of an elementary and secondary school and that of a higher secondary school. Curriculum of a higher secondary school is a diversified one which involves the problem of selecting subjects in Class XI.

The second reason is that much emphasis is placed upon the vocational point of view. Important decisions are to be made in Class XI and Class XII. In Class XI, the selection of subjects is largely influenced by vocational requirements. Important decisions are taken and help is needed when the

students are about to leave the school, either to secure jobs or to go to college or to some other type of further training.

Aims and purposes of educational guidance at the secondary school level

1. To assist the child in securing information regarding the possibility and desirability of further schooling.
2. To help the child to know the purpose and functions of the different types of schools.
3. To enable him to know in detail the programmes of the school that he might attend.
4. To assist him to know the requirements for entrance into the school of his choice.
5. To help him adjust to the curriculum, the school and the social life connected with it. Under this heading, we may include:
 - (a) To help him in the selection of subjects.
 - (b) To help in the selection of books for each subject.
 - (c) To help him in developing study habits.
 - (d) To help him in making satisfactory progress in various school subjects.
 - (e) To help him in selecting hobbies
 - (f) To help him in the selection of co-curricular activities.
 - (g) To help him in knowing the availability of scholarships, loans, etc.
 - (h) To help him to find out his tastes, aptitudes and interests.
 - (i) To help him to build good social relationships
6. To help him in the selection of a vocation.
7. To acquaint him about the various openings available to him for his career after finishing school.
8. To help him find out his physical, mental and emotional handicaps and then to treat them.

4.2.4 Pupil Information Services

Pupil information services are the four professions of school: counselling, nursing, psychology and social work, systematized in the form of a team with school administration. Eight constituents recapitulate the types of approaches, involvement and programmes that are utilized by pupil services professionals for providing elaborate services needed to support student development in the academics, career and personal! social areas, as well as address barriers to learning. Precise members of the pupil services team provide these components in tune with their training and individual spheres of skill. These components are given as follows:

1. Evaluation, screening and estimation

2. Individual and small group student services
3. Home-school alliance
4. Classroom tutoring
5. Teamwork and affiliation with society-based systems
6. Services for personnel
7. Programme and resource improvement, administration and assessment
8. Change of systems and course of action

With the help of pupil information services, counsellors help pupils, teachers and parents by identification and provision of suitable programmes customized for individual pupil needs. This is achieved by the use of developmental programmes, evaluation, intercession, discussion and harmonization of services. Counsellors cooperate with parents and teachers to help children achieve behaviour patterns and socialpersonal abilities that are needed for developing the ability of the children. The counsellor's hard work is aimed at helping students to succeed in the school by imbibing decision-making skills and helping them in tackling daily routine issues that are the integral parts of human growth and development.

Guidance and counselling services are a vital element of the school programme. The objective of guidance and counselling is to supply affordable and accessible support services to every student. It also assists by providing the opportunity to achieve utmost intensification and progress in gaining self-realization, socialpersonal skills, financial effectiveness, educational merit and civic accountability. Counsellors aid students in categorizing and applying educational and occupational decision making. Information services, scheduling and placement, individual and group assessment, orientation programmes, pupil/parent consultation and group guidance activities are accessible at proper times all through the academic year. Junior and senior level students are delegated to counsellors by grade level and/or in alphabetic order.

4.2.5 Scope of Guidance

The following chart highlights the scope of guidance:

1. Appraisal by
 - means of
 - (a) Tests and rating scales
 - (b) Parent's ratings
 - (c) Diagnostic records
 - (d) Individual inventories
 - (e) Sociometric analysis
 - (f) Observations
 - (g) Anecdotes
 - (h) Educational clinics
 - (i) Case studies

(j) Cumulative records

- | | | |
|---------------------------|---|---|
| 2. Adjustment by means of | (a) Change in the environment through exercises | 1. Socialized curriculum |
| | | 2. Co-curricular activities |
| | | 3. Physical surroundings |
| | | 4. Community resources |
| | | 5. Educational and vocational opportunities |
| | | 6. Group contacts |
| | (b) Changes in the individual through exercises | 1. Interviews |
| | | 2. Operations |
| | | 3. Developmental |
| | | 4. Instruction |
| | | 5. Guidance |
| | | 6. Group process |

4.2.6 Vocational Guidance

The concept of vocational guidance is discussed in detail in this section.

Meaning and definition

Vocational guidance would assist an individual in solving the following problems:

- What shall I do in life?
- What am I best fitted for?
- How shall I find out my abilities and capacities?
- Who can guide me in selection of a career?

Vocational guidance is sometimes described as the process of ‘fitting round pegs in round holes and square pegs in square holes’.

To acquaint ourselves adequately with the concept of guidance, we may go through the following definitions:

1. National Vocational Guidance Association (USA) defines vocational guidance as: ‘Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions involved in planning a future and building a career—decisions and choices necessary in effecting satisfactory vocational adjustment.
2. The General Conference of International Labour Organization (ILO) in 1949 described vocational guidance as ‘assistance given to an individual in solving problems related to

occupational choice and progress with due regard for the individual's characteristics and their relation to occupational opportunity'.

To quote Prof. G E. Myers, 'Vocational guidance is fundamentally an effort to conserve the priceless native capacities of youth and the costly training provided for youth in the schools. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to himself and greatest benefit to society'.

According to Donald E. Super, 'Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself, and of his role in the world of work to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to society'. Super is reorganized for his contribution in vocational guidance and has authored several publications in the field.

Need for an organized programme of vocational guidance

1. **Individual differences:** The basic reason that people need guidance is that each individual is different and has different options available in life—professionally and personally.
2. **Financial point of view of an individual:** It is common for young individuals to choose a profession for the wrong reasons. Eventually, they discover that they are not suitable for the job. This causes financial loss as well as mental trauma. It is also a loss for the organization that has trained the individual, and after they leave, the organization has to recruit and train another individual to take their place. The individual also loses precious time which they could have spent in learning and growing in the right job.
3. **Vocational guidance from the financial point of view of the employers :** Often industry and business incur heavy losses because of change in labour. When an electrician's apprentice decides to leave his job and becomes an automobile mechanic, the new worker takes time to gain proficiency to the point attained by one who has left. The quality and the quantity of work suffer. Besides, the time spent on the selection and appointment of the previous worker is also wasted.
4. **Financial point of view of the society:** The society on the whole also suffers a loss when an individual works in an unsuitable position. The goods and services offered to the society by such disgruntled individuals are obviously of poor quality and lacking in many ways.
5. **Health point of view:** Being stuck in a dissatisfying job is likely to affect adversely the health of the individual because of the mental stress and frustration. Delicate eyesight is injured by work. Sometimes nervous system is shattered by making efforts to maintain a speed of production beyond one's capacity, and so on.
6. **Personal and social values:** When a person chooses a particular kind of employment, he is also indirectly selecting other things associated with that job, such as satisfaction, work-life balance, creativity, personal growth and contribution to society. From all these factors emerges a person's happiness in his occupation. A frustrated and dissatisfied worker is a curse to himself as well as to the society. Failure in an occupation has a great demoralizing effect on an individual. 'Each failure in the experience of a young worker increases the

probability of another,' writes Prof. GE. Myers. Super writes, 'Occupation is not merely a means of earning a livelihood but also a way of life, a social role'.

7. **Utilizing human potentialities:** Just because of lack of opportunities or choosing the incorrect vocation, a lot of genius remains undiscovered in every generation. Vocational guidance helps discover individual genius, which further helps the society grow.
8. **The complex nature of the society:** You already know the country is changing rapidly, in terms of economic, political and social aspects. We require scientists, engineers, technicians, technologists, etc., to man our industrial and commercial establishments. This means that new occupations and professions are emerging every day and the right kinds of people are required to fill these positions. A well-equipped employment service bureau can provide information to students and young professionals about these new opportunities.
9. **Availability of the growing amount of information concerning individuals:** New techniques of analysing an individual's mind and capabilities are leading to more rational and scientific ways of realizing human potential— a factor which is of great assistance to a guidance worker in guiding an individual in the matter of making a choice.

Specific aims of vocational guidance: According to vocational guidance expert A.E. Jones, the specific aims of vocational guidance are as follows:

1. To help a student gather knowledge about the characteristics, functions, duties and rewards of the target group of occupations so that he/she can make an informed choice
2. To help the student identify the abilities, skills, qualifications, etc., required for the target group of occupations
3. To provide an opportunity for students to gather experiences in school, such as through short courses and vocational jobs where a student would learn about conditions of work and if they are mentally equipped to handle them
4. To encourage in a student the understanding that all labour is honourable and deserves respect and recognition and the basis for choice of occupation should be:
 - (a) The individual's unique contribution to society
 - (b) Pride in the occupation
 - (c) Ability for tasks to be completed
5. To equip the student with the ability to make the correct and final choice only after careful consideration and analysis of all the available information
6. To help him understand his own capabilities so that he may make the correct choice of vocation
7. To help financially backward children with funds which they may use for furthering their education and career prospects
8. To provide knowledge to the students about the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the length of training offered and the cost of attendance

9. To equip the student to identify the difference between right and wrong and the strength to stay away from the allure of making easy money through unfair means
10. To equip the worker to adjust emotionally with the work and the colleagues and the environment at the workplace

Common mistakes in choosing a career

J.A. Humphreys and A.E. Traxler, authors of 'guidance services', think that the following mistakes are generally made in choosing a career and the guidance service must help an individual to avoid these mistakes:

1. Selecting an occupation that requires mental ability above that of the student
2. Choosing an occupation that has limited employment potentials
3. Choosing an occupation for which the student does not possess essential skills in school subjects
4. Choosing an occupation for which the required level of skill cannot be attained by the students
5. Choosing an occupation for which the individual does not have the appropriate characteristics of personality
6. Choosing an occupation without the required physical strength and endurance
7. Choosing an occupation because of its glamour
8. Choosing an occupation without giving due attention to its financial aspects
9. Choosing an occupation which is already over flooded
10. Choosing an occupation on the basis of parents' wishes and ambitions.

Methods of educational and vocational guidance

Educational and vocational information may be disseminated through the following techniques:

1. Talks by teachers and visitors
2. Audio-visual aids
3. Visits to work sites, industrial and related establishments
4. Group activities like arts club, music club, world affairs forum, etc.
5. Normal classroom work
6. Career conference

Career conference and orientation service

Career conference technique has been found to be very valuable as a means of supplementing the information given to a group by the counsellor or the class teacher. A number of successful persons explain the vocations in which they work and answer questions about their jobs.

Occupational orientation service should cover the following points:

1. Nature and importance of work
2. Conditions of work
3. Minimum qualifications necessary for receiving training
4. Different aspects of training, the institutions giving training, subjects taught in institutions, cost of training and the financial aids—both private and government

The duration of the conference may be one day or more. In planning a conference, the school counsellor will seek the co-operation of both teachers and the students. The students of the higher secondary classes and their parents should be invited to attend such conferences.

Conferences should not be treated merely as a show work.

Sufficient care should be taken in the selection of the speakers who will explain the problems connected with particular occupations. Speakers selected should be those who can explain very clearly their viewpoints to the students and who place occupations in their true perspective. It is better if they are given certain outlines which they should keep in view while preparing their talks.

In between different speeches, some occupational or educational films may be shown to the audience.

An exhibition containing charts which throw light on careers and courses may be organized on this occasion.

4.2.7 Orientation Services

It is very tough to decide to choose a career. In case of the youth, career choices must be well thought-out as early as the school stage and before going to college for many. During such an early age, this is a taxing decision for immature adults and one in which parents are generally intricately involved.

Adult career change over is becoming more and more common with a large number of adults involved in various careers in the period of their work. Adults can find these movements particularly challenging with respect to monetary and family responsibilities, in addition to the aspiration to find contentment in the selection of career.

In order to have a meaningful, engaging career, we have to bring our interests, talents and passions together in a productive, engaging vision. Helping youth and adults understand their character is essential to the process of selecting the right career. Career choices that align with a person's character profile provide the greatest level of job satisfaction, less personal stress and the most effective channeling of energy into productive activities.

4.2.8 Educational Services

Educational services can be classified into five components:

1. Primary education services
2. Secondary education services
3. Higher education services (i.e., education further than secondary education comprises all tertiary education)

4. Adult education
5. Other education services (e.g., liberal arts, business, professional)

Such education and training includes degree courses undertaken for college or university certification or non-degree courses taken for personal upgrade or learning, or for advancement of work-related skills. Such education and training services can be provided in conventional set up of institutions, like universities, schools and in institutes of specialty training.

4.2.9 Occupational Information Services

Occupational information services are a necessity in the following cases:

1. When you are beginning to plan your career
2. In the case of desire to change one's current job
3. At the time of looking for a new line of work
4. When deciding to get trained in a new line of work, because you feel that your current line of work may be outdated after a few years

In such scenarios, you will want to know the maximum that you can about occupations, so as to help you in making good decisions and take the correct direction in the path of your career or job search.

An occupation is not the same as a job. It is a particular type of work that has several similar jobs in it. To be employed in a specific occupation, one needs specialized training, skills and knowledge.

Occupational information services are helpful in providing more learning about certain occupations, inclusive of the following:

- Your likes about working in this domain
- The type of work of your daily routine
- The type of work that is suitable to you
- The type of training or education required
- Potential job trends, prospects and demands
- Industries to look for, in terms of a specific job
- Probable earnings in terms of salaries and wages
- The hiring criteria of companies or industries
- Working norms and environment of specific companies or industries

4.2.10 Placement and Follow-Up Services

Placement services are provided by an establishment that brings together employers and employees. In every developed country, there is an employment agency that provides placement services. This agency gets its funds from the public and many private businesses that also work as employment agencies.

A placement services firm is focused on hiring of executive personnel for firms in a variety of industries. The term 'placement' may be applicable to job-search- consulting firms that charge candidates a fee and specialize in middle to top-level managers. In some countries like the US, a few states make it mandatory for job- search-consulting firms to be certified as employment agencies.

There are other third-party recruitment agencies that work independently, while others are licensed through agencies and work as direct contact between client firms and the candidates to be reinitiated. They can be dedicated to client liaisons only (sales or business development), in searching for candidates (employment or sourcing), or in both spheres. The majority of recruiters have a tendency to focus on in either longterm, full—time, direct—hire positions or in contract positions, but rarely in more than one. In an executive-search task, the client company that gets an employee and not the candidate being hired, pays the placement firm its fee.

The process of placement is followed by the placement agencies maintaining regular contact with the placed candidates to help them feel comfortable during the transition period. This is known as follow-up service.

The fundamental objectives of follow-up services are as follows:

1. To help the placement agency in realizing the educational, occupational or individual fine-tuning of the students or individuals.
2. A company can keep its new employees and collect necessary information related to their experience, to use it for their mutual benefit.
3. It is with the help of follow-up service that the employee and the employer can achieve the aims and objectives of the company.
4. It helps to modify the company's strategies according to the needs of the present industry scenario.
5. It helps in finding out the extent to which employees have taken the right decisions and the levels of training they have received in the occupation of their choices.
6. Follow-up service is helpful in finding out the job opportunities in hand, within the community, for freshers and prepares them for such jobs.
7. This programme offers such work-related statistics to students that will help them for incorporating modifications to their occupation.
8. It can determine changes in the work-related interests of the employees.
9. Follow-up service can be used for motivating employees who are dejected after placement. It may also help the students in finding either the right job or in changing their current job.

4.2.11 Guidance Services in the School

Guidance services in the school should have the following aspects:

1. Individual inventory service

Compilation of individual inventor giving detailed information about each student concerning his abilities and achievements in different areas is the first essential of every guidance service in the school. This information should be kept up-to-date and used for the good of the student. It may be compiled in the form of a cumulative record.

2. Information service

Students of higher secondary schools generally need three types of information which is very helpful to them in making decisions about various courses, occupations and institutions such as: (a) information about colleges and training opportunities, (b) information about available occupations, and (c) information about scholarships and other financial help available during the training period. Information may be collected from papers and magazines, government notifications and bulletins and information centres of the Employment Exchanges, etc. The usefulness of this information will be lost if the information is not up-to-date. This information may be supplemented by talks of people from different occupations.

4.3 COUNSELLING SERVICE

Counselling service is regarded as the heart of the guidance programme. This service must assist an individual in identifying, understanding and solving problems that confront him. Counselling can be done by a well-trained counsellor.

Jones observes, 'Guidance is not something that can be separated from the general life of the school, nor is it something that can be located only in some particular part of the school, it cannot be tucked away in the office of the counsellor or in the employment bureau. It is a part of every school activity; some form of guidance is the duty and the responsibility of every teacher in the system. It is, then, a function that is shared by all and should be so administered'.

Meaning of counselling

According to American psychologist Carl Rogers, 'Counselling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitudes and behaviour'.

Guidance and counselling experts Hahn and Maclean are of the opinion that clinical counselling is a process which takes place in a one-to-one relationship between an individual troubled by personal problems with which he has been unable to cope alone and a professional worker whose training and experience have qualified him to aid others to reach solutions to various types of personal difficulties.

Canadian counsellor Donald Arbuckle thinks that counselling has the following two elements:

1. It involves two persons.
2. Its objective is to assist the student or the counselee to solve his problems independently.

Difference between guidance and counselling

Guidance and counselling are not synonymous terms. Counselling is a part of guidance, not all of it. GE. Smith writes, 'The concept of counselling as a group of services which make up the guidance programme is generally accepted'. Similarly, the two terms, counselling and interview, are not interchangeable. Interview is a face-to-face discussion between the counsellor and the counselee.

Counselling can be given through correspondence and the telephone conversations. Counselling is a wider term which includes interview as one of its techniques.

When counselling is required

According to Miss Bragdon, following types of situations call for counselling:

1. When a student needs not only reliable information but also an interpretation of such information as meets his own personal difficulties
2. When a student needs a wise listener with a broader experience than his own, to whom he can recount his difficulties and from whom he may get suggestions
3. When a student thinks that the counsellor has access to facilities for acting in the solution of his problem and the student does not have easy access to those
4. When the student is aware of the problem but is unable to define it
5. When a student is aware of the problem but because of a temporary strain and distraction, he is unable to cope with it intelligently

Role of the counsellor

The counsellor serves pupils' needs by:

1. Assisting pupils to understand themselves and their social and psychological world
2. Helping pupils develop their aptitudes, abilities, interests and opportunities for self-fulfillment
3. Helping pupils develop decision-making competency
4. Helping all staff members understand individual pupils by providing material information and evaluations
5. Determining the impact of the school programme on pupil development and conveying that information to staff members
6. Informing staff members of significant changes in the school and non-school environment which have implications for instruction
7. Assisting parents to understand the developmental needs and progress of their children
8. Informing the community of the importance of considering the individual and interpreting the role of counselling in such consideration
9. Promoting non-school developmental opportunities in the community for children
10. Developing and/or using community resources for meeting this unusual or extreme needs of pupils

Counselling interview

It is one of the important techniques in counselling. American education expert Ruth Mary Strang describes the interview as the heart of the counselling process to which other techniques are contributory. In the words of Erickson, 'A counselling interview is a person-to-person relationship

in which one individual with problems and needs turns to another person for assistance'. The essential feature of the interview is a dynamic face-to-face relationship in which the counsellor is helped to develop insights that lead to self-realization. According to the same author, there is a wide variety of interviews ranging from a short conversation in which a student's need for information is quickly met, to a long series of psychotherapeutic interviews.

4.3.1 Career Talk and Career Corners

Career talk is a career mentoring programme. It is aimed at freshers, who are at the beginning of their career and other seasoned professionals who are looking for growth opportunities. A large number of articles have been written with an academic focus, the majority of them apply to specialized development in any line of work. Career talk aims at defining the values and expectations that are crucial for individuals to succeed both personally and professionally, make the reader aware of likely downsides along the way and also talk about approaches to find the way through these problems. Career talk also aids individuals in getting the information they need to proactively handle and negotiate their career.

Career corners provide members and non-members with prospects to postjob openings within their companies or provide job seeking candidates with opportunities to know about the positions are available, Career corners are established by regional employment exchanges to help students of higher studies by catering to their job-related queries. Career corners work in synchronization with the secondary education department in a variety of government aided schools. A teacher from the school is appointed as a career master who guides students concerning their career and resolves their queries. The employment exchange office provides assistance by obtaining all the information regarding recruitment process and training programmes. With the help of these career corners, students can also get to know about the different types of schemes launched by the government, educational loans, training for SC/ST and OBC students and others.

4.3.2 Role of Career Master, Counsellor, Headmaster/Principal, Teacher and Parents

A career master is a person who gives advice and information about careers to his or her students/candidates. Since planning for a career begins right from the school days, here we will focus on the role of a teacher as a career master.

(a) Role of a career master

Even though every teacher has some responsibility of guidance, not every one of them is appointed as a career master or teacher counsellor to provide minimum guidance service and to help as a fulltime guidance counsellor.

Career masters are elected from among the best secondary school teachers who are trained intensively to discuss pressing problems and new occurrences in their administrative work.

The duties of a career master can be summarized as follows:

1. To understand the mindset of children.
2. Talk about on endeavours and purposes of guidance programmes.
3. Assist in the issues of discipline.
4. Set up guidance services in schools.

5. Establish career conferences.
6. Arrange for extracurricular activities.
7. Set up vocational centres.
8. Maintain school records.
9. Select suitable career-related materials.
10. The career master should know the category of counselee and his requirement.
11. Validate occupational information.
12. Know the sources of information.
13. Collect and preserve information.
14. Know and understand the hierarchy of needs.

The career master should have knowledge about Maslow's Hierarchy of Needs, which comprise the following:

- (i) Physiological needs
- (ii) Safety needs
- (iii) Need for belongingness and love
- (iv) Need for importance, respect, self-esteem and independence
- (v) Need for information
- (vi) Need for understanding
- (vii) Need for beauty
- (viii) Need for self-actualization

(b) Role of a counsellor

A career counsellor is a significant person in the occupation force, particularly in educational institutions. This person plays a major role in helping individuals use their talents well in their jobs and helps them in the process of applying for colleges. There are a lot of responsibilities and duties that are taken up by a career counsellor daily.

Career counsellors have precise jobs and responsibilities, which go along with their position. In addition to providing counselling to students, the career counsellor must also be in contact with external agencies like business heads, parents, teachers and school managers to sufficiently accomplish their role as career counsellor. Career counsellors keep comprehensive files on every student that they are in touch with and evaluate the files during follow-up meetings with the students.

(c) Role of headmaster/principal, teacher and parents

The planning and execution of a school programme is made possible by the cooperative efforts of the head of the institution, teachers, students and their parents. All have to work together to attain

common goals and purposes. The headmaster may be depicted as the hub, around whom all the teachers revolve.

W. M. Ryburn has compared the headmaster with the captain of a ship, who holds a crucial place in the school. Ryburn visualizes a headmaster to be a person of faith. It is, hence, important for him also be an honourable man. The faith he should have can be understood as faith in occupation, faith in his students, faith in human character and faith in his personnel.

A headmaster has to perform diverse duties. These can be classified expediently into the following:

1. Teaching
2. Planning
3. Organization and administration
4. Supervision

The role of the principal encompasses several zone including leadership, teacher assessment, pupil discipline, and quite a few others. Being an effectual principal is a laborious and slow process. A good principal is unbiased within every role and makes efforts to ascertain that he is doing what he feels is best for all elements involved.

The role played by a teacher in the educational establishment is very crucial. It is a two-way process, i.e., pupil and teacher, i.e., two faces of one coin. There is no doubt that a teacher is the lifeline of the social order, nation and the educational system. A teacher is a representation of the entire society in a school, which is a part of the society or a mini society. He is responsible for making his pupils the citizens of tomorrow and the future of the country.

Teachers plays a significant role in various competencies. They perform as the director of the school/student and give out instructions and directives in a way that cannot be mended. Students receive instructions from them directly and they introduce different methods to direct the students, for instance, co-curricular activities and extracurricular activities in the schools.

Teachers are also a part of the organizational hierarchy of the school. As such, they are significant for the organization of the school, activities of the school and for bringing about transitional, etc. In fact, they are the administrators of the school, classes and management. Given that, students are the prime objective in the entire, educational system, they need a competent administrator, planner and teacher as the person to whom everybody looks up.

Raising a child is a full-time task and parents are the key route-finders of their children's growth. His/her development is regulated mainly at home and in school, and when both of these setting are in sync with each other, the child benefits the most. Working in synchronization with schools will help us understand the needs and progress of our children in a better way, so that we may give them the needed family care, support and encouragement at home.

The dynamic contribution of both parents and teachers is what makes home- school teamwork such a trouble-free, yet imperative and powerful perception. Many studies have associated home-school collaboration to improved learning, strong self- worth, more optimistic attitude and

performance in life. A child's development on the both the tracks of home and school will help make the most of his/her ability in life.

4.3.3 Career Tours

Career tours facilitate pupils to get an authentic insight into a prospective occupation and employment. With the help of these tours, pupils are journeyed to the sites of companies so that they can visualize and know the actual happenings. This helps them in making more enlightened career decisions.

A picture is worth a thousand words and there is no better way to learn about business practices, requirements, prospects and challenges than to visit a place of work and talk to the professionals. By seeing a happening workplace, pupils and teachers can learn more about business actualities, the careers in hand and the alternatives for them. Businesses host worksites tours for both, pupils and teachers. Tours are of one or two hours duration and comprise a synopsis of the business, a travel around the workplace involving up to 12 employees, a chance to hear from employees and a chance to ask questions.

4.4 SUMMARY

In this unit, you have learnt that:

- There are various types of guidance services available to those who are either in school or on their way to take up a career.
- The main basis for guidance offices is to provide benefits to pupils who need help with academic or personal challenges and also help to guide them correctly, when applying for jobs.
- They can also help those with extraordinary knowledge requirements and set up strategies to help students be successful in every phase of their educational life.
- Career counselling, career guidance and career coaching are alike in character to other types of counselling or coaching, e.g., matrimony or emotional counselling. What brings all types of professional counselling together is the function of professionals, who merge providing guidance on their theme of proficiency with counselling methods that support customers in making difficult decisions and dealing with tricky state of affairs.
- The hub of career counselling is usually on problems such as career tour, career transformation, personal career advancement and other career-related issues.

4.5 KEY TERMS

- Vocation: It is a type of work or way of life that you believe is especially suitable for you.
- Unanimity: It refers to a complete agreement about something among a group of people.
- Academic guidance: It is a series of intentional interactions with a curriculum, a pedagogy and a set of student learning outcome.
- Co-curricular: These are activities that are outside the regular curriculum of the university or school board.

- Sociometry: It is the quantitative study of social relationships.
- Audio-visual aids: These are materials that provide pictures and/or sounds to assist learning or teaching.
- Orientation: It is a program of introduction for students who are new to a school or college or employees to a new organization.

4.6 ANSWERS TO ‘CHECK YOUR PROGRESS’

1. The characteristics of guidance are as follows:
 - (i) Guidance is helping the individual to make appropriate educational, vocational and personal choices.
 - (ii) Guidance helps an individual to identify and develop his potentialities and talents.
2. One of the main functions of guidance at the secondary and senior secondary levels is to aid in the identification and development of the abilities and interests of adolescent pupils.
3. Occupational orientation service should cover the following points:
 - (i) Nature and importance of work
 - (ii) Conditions of work
 - (iii) Minimum qualifications necessary for receiving training
 - (iv) Different aspects of training, the institutions giving training, subjects taught in institutions, cost of training and the financial aids both private and government
4. Occupational information services are a necessity in the following cases:
 - (i) When you are beginning to plan your career
 - (ii) In the case of desire to change one’s current job
 - (iii) At the time of looking for a new line of work
 - (iv) When deciding to get trained in a new line of work, because you feel that your current line of work may be outdated after a few years
5. According to Carl Rogers, counselling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitudes and behaviour.
6. Donald Arbuckle thinks that counselling has the following two elements:
 - (i) It involves two persons.
 - (ii) Its objective is to assist the student or the counselee solve his problems independently.
7. Career talk is a career mentoring programme. It is aimed at freshers who are at the beginning of their career and other seasoned professionals who are looking for growth opportunities.
8. A career counsellor is a significant person in the occupation force, particularly in educational institutions. This person plays a major role in helping individuals use their

talents well in their jobs and helps them in the process of applying for colleges. There are a lot of responsibilities and duties that are taken up by a career counsellor daily.

4.7 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write short notes on:

- (i) Individual differences and guidance
- (ii) Types of guidance
- (iii) Basic principles of guidance
- (iv) Benefits of guidance
- (v) Career conference
- (vi) Counselling

2. List the different types of guidance.

3. What are the aims of guidance?

4. What is the need for an organized programme of vocational guidance?

5. Name the five components of educational services.

Long-Answer Questions

1. 'Guidance is as old as man himself'. Discuss this statement and point out the importance of guidance in the modern times.
2. Explain the aims of educational guidance. What is its scope?
3. Elucidate the statement: 'In its final analysis, all guidance is vocational.'
4. It is said that at 'the secondary stage of schooling, educational and vocational guidance are inseparable'. What is your point of view?
5. 'Educational and vocational guidance is the backbone of the educational system.' Explain this statement.
6. What are the factors that should be considered while choosing a subject or a vocation? State the role of guidance.
7. Elucidate the types of guidance services that a senior secondary school should provide to its students.

4.8 FURTHER READING

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