

# Role of Guidance and Counselling For Promoting Effective Teaching Learning Process in Higher Education

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## Abstract

*At the present context of education is a major part for nation development as well as plays a role for sustainable development in present 21<sup>st</sup> century of Indian landmark. Make a historical outlook Indian education system in the road way of quality education towards progress for high economical perspectives. It is because of only education. So that if education providing by nation became quality and innovative then every nation must have achieve excellence in every sectors. Mainly education start from School to University level but if we want to education became more powerful then we must focus in higher education level that was College and University education because of its leading towards vision specific for every students. Therefore, this paper focuses on the need for effective counselling services in higher education. Similarly, the paper seeks to describe the concept of counselling, the different counselling services like educational, vocational and socio/personal, and associated problems of guidance and counselling as it affects teaching and learning in higher education level. Finally, the paper suggestions that individuals be made to understand, appreciate and accept guidance and counselling services in higher education level because of the roles they play in effective teaching learning process.*

**KEYWORDS:** Guidance and Counselling, Higher Education, Teaching Learning Process.

## 1.0. Backdrop

As a social being we need help and guidance of others because of maintaining a fruitful life. Parents, teachers and society members, home, school, college, university and society guide youngsters for successful living. Due to detonation of knowledge, industrialization, internet and changes in socio-economic set up the need of professional guidance is felt in the present day society. But eventually the aim of education is to achieve the possible realization of possibilities intrinsic in the individual. We know that the broad vision of education is fosters all aspects of an individual's personality. Guidance is an integral part of education and helps in achieving the goals of education. Guidance is quite essential for the development of individual which is the main objective of education. The Education Commission (1964-66) observes Guidance should be regarded as an integral part of education and not as a special, psychological or social service which is peripheral to educational purposes. It is meant for all students not just for those who deviate from the norm in one direction or the other. Jone, A.J., pointing out the relationship between guidance and education observes, all guidance is education but some aspects of education are not guidance. Their objectives are the same the development of the individual but methods used in education are by no means the same as those used in guidance. If we discuss the background of knowledge to human growth and development and the different stages that a child goes through whilst growing up.

These stages are infancy, early childhood, adolescence and early adulthood. The knowledge about these areas make it possible for us to see the relevancy and application of Guidance and Counseling to help students overcome life challenges and associated problems that face them both inside and outside the collage and social environment. We also need some background knowledge about the Social, Moral, and Personality development and the general socialization processes that influence young people as they interact with their environment. This interaction between the students and the environment can impact positively or negatively. We may also need to be conversant with the processes that go in education, issues connected with quality education, the education of the girls' students factors that make students drop-out of college education, and those connected with high or low performance, emotional issues or development or career aspirations and visions of student. This means as their teacher and counsellor have need a lot to contribute to the wellness of these learners and their future successes. The knowledge and skills of guidance and counselling are useful in helping them. Guidance and counselling maintain a balanced life not only students but also it need every human beings.

### **1.1. Historical Evidence towards Guidance and Counselling**

The term "guidance" derives its meaning from the word "guide" which refers to a person who shows the way. A guide needs to possess friendly knowledge regarding places, ways, etc., to enlighten individuals about a new place. This guidance means "to guide". Even at the earliest stages of the developmental history of human civilisation, adults must have extended guidance to the young for growing in and adjusting to various developmental situations in life. In the West as well as in India, organised guidance work was

performed by Civic minded philanthropic persons. Frank Parsons, a volunteer worker in the Civic Services House in Boston has been recorded as the Father of Vocational Guidance in USA. Dr. Hoshang Mehta and Mr. Batliboi were the civic leaders of the guidance movement in the Parsi Panchayat Bureau of Bombay. Thus Bombay in India like Boston in the USA can be termed as the structure of guidance movement in India. Guidance and Counselling services across the states in the country have been offered since long. Early the beginning of the services can be traced back to the year 1947. The Bureau of Psychology "(Manovigyan Shala)" was established in Allahabad in 1952-53 the Central Bureau of Educational and Vocational Guidance (CBEVG) was set up at the CIE, Delhi under the Centrally Sponsored Scheme of the Government. The department continuously updates the status of guidance services in the country; the information is collected by sending a questionnaire. In the past NCERT has been collecting information about the guidance bureaus / cells from time to time by conducting status survey of guidance and counselling services (1981, 1993), organising all India conferences of State Bureaus during the years 1976, 1982, 1985, 1989, 1992, 1998; creating data base of guidance services and resource persons during 2005-07 and the latest update of these services was conducted during May - November, 2011. At present (during 2014) the process of updating information has been initiated and information is awaited. It attempts towards strengthening guidance and counselling services in the 21<sup>st</sup> country. The view of guidance and counselling is provided as articulated in various policy documents, advances in establishment of guidance and counselling services across the states, functions and approach to offering guidance and counselling services. A number of Education Commissions and Curriculum Frameworks have laid special emphasis on

guidance and counselling in education system. A brief outlook at the recommendations is mandated to augment efforts in this direction.

## **1.2. Policy Perspectives towards Guidance and Counselling in Indian Education System**

*Secondary Education Commission (1952-53)* of Education, the first Education Commission in independent India also known as Mudaliar Commission, recognized the importance of proper guidance for students as part of education. The specific recommendations included: (i) establishment of centres in different regions of the country for training of guidance officers and career masters, and (ii) Central Research Organization for carrying out research in educational and vocational guidance. As an outcome of the recommendations of the CBEVG, a Central agency was set up in 1954 under Ministry of Education and several such bureaus at state level also. *Education Commission (1964-66)*, A detailed framework of guidance services describing the functions and strategies of guidance at primary and secondary school stages as well as training of guidance functionaries was given. It recommended guidance at the Primary Stage “to begin from the lowest class of the primary school to help pupils make satisfactory transition from home to school; to diagnose difficulties in the learning; identify pupils in need of special education (e.g., the gifted, the backward, the physically handicapped); and to guide pupils to develop insight into the world of work and favourable attitudes towards work” (p44-45, p238-239). Guidance at the Secondary Stage aimed to identification and development of the abilities and interests of adolescent pupils. *National Policy of Education (NPE, 1986) and Programme of Action (POA, 1992.)*, linked guidance services with the vocationalization of education and the POA (1992) stated emphatically the need

for a parallel infrastructure of guidance and counselling: the centrally sponsored scheme envisages that vocational guidance will be available in the school for providing necessary guidance to the students, parents and teachers regarding suitable educational and vocational choices. The policy also recommended responsibility of Vocational Guidance Teachers for general foundation course and appointment of trained counsellor at district level (at state’s cost) to organize career advise centre and existing bureaus to train teachers. Later the revised scheme of Vocationalisation of Secondary Education (1993) suggested that Vocational Guidance Teacher (VGT) be appointed in each school for the purpose. *National Curriculum Framework for School Education (NCFSE, 2000)*, mentioned guidance services mainly for providing assistance to students for choice of courses and selection of a suitable career required at school leaving stage and not as an intervention to facilitate holistic development throughout the school years. Accordingly, NCFSE laid stress on provision of a guidance counsellor for every higher secondary school and one visiting school counsellor for a cluster of 3 to 4 secondary schools. *National Curriculum Framework (NCF, 2005)*, provided guidelines for facilitating healthy growth and development of students across are school stages and scope for guidance / counselling at each of these school stages from elementary through secondary and higher secondary stages. Teacher can also provide needed support and guidance to children belonging to various groups and strata of society for their sustenance through the elementary school areas (p68). At secondary stage NCF states: “The course at this level generally aims at creating an awareness of the various disciplines and introduces students to the possibilities and scope of study in them. Through such engagement, they also discover their own interests and aptitudes

and begin to form ideas on what courses of study and related work they might like to pursue later. Such needs could be effectively met by Guidance and Counselling interventions of an organized nature with support of trained teachers and professional counsellor (p68)". *Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2012)*, a recent initiative of government of India committed to Universalize Secondary Education at Secondary and Higher Secondary stage lays emphasise on guidance and counselling as one of the important areas to achieve the goals of USE, quality concerns and improvement in education at secondary stage. Guidance and Counselling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others. Provides of general and vocational upper secondary education are required to cooperate locally or regionally with each other and with higher education establishments, which expands the scope of individual choice. As a result of this networking, educational guidance and counselling must similarly be designed to regional network of educational establishments. The higher education particularly at this stage guidance and counselling would help students cope with increasing academic and social pressures. A multi pronged strategy is needed to make available guidance services at higher education across the country.

### **1.3. Meaning of Guidance & Counselling.**

Literally guidance means to direct; to point out; to show the path. It is the assistance or helps furnish by a more experienced person to a less experiences person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. Guidance is a concept as well as a process.

As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own). Crow and Crow define, "Guidance is the assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens". According to Hamrin and Erickson, guidance is "that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs". According to Jones, "Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose; it assists him to solve problems that arise in his life". Guidance, which is a relatively more comprehensive process, includes counselling as its most specialised function. Counselling service forms the central part of the overall assistance given to the individual through guidance programme. It is more clear through the historical definition about counselling these are; Tolber (1959) defines Counselling as "a person at face-to-face relationship between two people in which the counsellor, by means of this relationship and his/her special competencies provides a learning situation in which the client is helped to know him/herself and his/her present and possible future situations so that he/she can make use of his/her characteristics and potentialities in a way that is both satisfying to oneself and beneficial to the society". Patterson (1973) defines counselling as "a process which eventually helps normal individuals to deal with or remove frustrations and obstacles that

interfere with their daily lives". It is a process of enabling the individual to know himself and his present and possible future situations in order that he may make substantial contributions to the society and to solve his own problems through a face to face relationship with the counsellor. Counselling is a learning oriented process carried out in a social environment in which the professionally competent counsellor attempts to assist the counsellee using appropriate procedures to become a happy and productive member of the society by formulating realistic and purposeful goals for total personal growth. The terms guidance and counselling have been loosely or interchangeably used. Guidance is a term which is broader than counselling and it includes counselling as one of its services. Butter makes a logical separation of the counselling process i.e. (i) adjustive and (ii) distributive phase. In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. The distributive phase 'can be most aptly described as guidance while the adjustive phase can be considered as description of counselling. The landscape of guidance and counselling in higher education, which is characterized more by diversity than by identity, so the major task for guidance and counselling is to build an identity for guidance and counselling in higher education. In this case there are need of self perception and public perception because of its differ form individual to individual and state to state.

#### **1.4. Need and Importance of Guidance and Counselling**

Guidance and counselling is describe as an enlightened process whereby people by facilitating growth and positive adjustment through self-understanding (Kolo, 2001). Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of himself

and the ways in which he is responding to the influences of his environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for further behaviour. Corey (1998) regards counselling as a process which occurs in one to one relationships between an individual trouble by problems with which he cannot cope with and a professional worker whose training and experiences have qualified him to help others reach solutional needs. Okoye (1990) viewed counselling as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and awareness of the self. Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personality (Egbo, 2013). In other words, counselling is a transformative process of helping people to learn all that are to be leant both in and outside the higher education. The pursue higher education, youth migrate from different location and from different areas of our country. Unless this migration is checked unless this migration is checked by guidance and counselling, the rural talent and our national talent will become unproductive. Guidance is also needed to prevent social damage by he destructive activities of youth.

#### **1.5. Objective of Guidance and Counselling in Higher Education**

The objective of guidance and counselling are not different from the objectives of education. The rationale behind counselling is that it is believed that individuals who understand themselves and their world will become transformed, productive, effective and happier human

beings. The following are the objectives of guidance and counselling in higher education.

1. To help students develop the skills of self study, self analysis and self-understanding.
2. To develop in students an awareness of opportunity in the personal, social opportunities and vocational areas by providing them with appropriate, useful information.
3. To help the students as early as possible to learn to appreciate Indian cultural values.
4. To help students develop positive attitude to self, to others, to appropriate national issues, to work and to learning.
5. To help students acquire the skills of collecting and using information.
6. To help students who are underachieving use, their potentials to the maximum.
7. To help students relate behaviour meaningfully to cognitive achievement and the chances of success in life.
8. To help students acquire as early as possible in their lives a positive image of self through self understanding and self direction.
9. To assist students in the process of developing and acquiring skills in problem solving and decision making.
10. To build up sharpen the students perception of reality, development of a sense of autonomy and to whip up the motivation for creativity and productivity.

### 1.6. Major Counselling Services in Higher Education

The rationale for guidance and Counselling in higher education is based on the belief that prevention is always better than cure in every aspect of life. Therefore the

counselling no doubt has the key for the prevention of almost all the problems associated with learning therefore the need to understand the services provided under the higher education guidance programme towards attainment of effective teaching and learning.

1. **Orientation Service:** This is designed to assist students adjust adaptively when found in new higher education environment for effective learning. The teachers should also be given orientation on how to handle the learners.
2. **Information Service:** This service is designed to provide students with data about educational, social and vocational opportunities. It involves collection of data for clients/students.
3. **Appraisal Service:** “Appraisal Service the collection, administration, interpretation and clinical usage of variety of test devices in order to provide effective counselling services to students” (Akinade, 2012).
4. **Placement Service:** The goal of this service is to ensure that students achieve placement whether on programme of the study, a career, work study or even a medical treatment programme.
5. **Follow-up, research or Evaluation Service:** The goal of this service is to provide feedback on the effectiveness of higher education guidance through research into the concrete outcomes of the higher education guidance.
6. **Referral Service:** This is sending a client to another person or agency for assistance where the counsellor is unable to solve the problem. The counsellor does not claim to know everything and so the need for referral to other needs of their students.

7. **Counselling Service:** Counselling service is the interaction between a client and counsellor that aims at solving or understanding the clients' problems the more. He also started that this interaction enhances effective teaching and learning.
8. **Teachers Forum:** The teachers' forum is meant to gather all the teachers in the higher education to discuss teacher/students problems (Teaching and Learning). The counsellor uses this programme to introduce himself to the teachers and what he stands to do in the higher education. The counsellor invites some resource persons who will talk to teachers on some students need areas that affect teaching and learning, like harmony in the place of work, cordial relationships between teachers and students, handling students without stress, different methods of teaching, learners' individual differences and so on.

### 1.7. Problems Facing Guidance and Counselling in Higher Education

The main aim of guidance and counselling is to assist the student to develop physically, mentally, emotionally, morally and educationally to cope with the learning situations within and outside the higher education environment. Some of these activities provided by counsellors are hindered because of the following problems;

1. **Lack of trained counsellors:** Despite the fact that there are many holders of higher degrees in guidance and counselling in India today, not as many are qualified to be real counsellors because they lack the skills necessary for the practice.
2. **Doubt about the efficacy of guidance and counselling:** Some people such as

uninitiated colleagues, teachers, principals or administrators doubt the efficacy of counselling. They are sceptical about reliance on its use.

3. **Lack of commitment of Government officers:** There are still much to do when it comes to practical support and its and its implementation.

4. **Lack of inadequate funding:** Guidance and counselling is not well funded today, the education enterprise has become a costly venture. Enough funds are not allocated to each higher education to run its various services. Where funds are available, very little is earmarked for counselling purposes. It seems the various levels of government do not want to stretch their budgets with extra demands from emerging unit such as guidance and counselling, yet it is known that effective counselling demands adequate funding to purchase items such as psychological tests, journals and various publications, play gadgets, cardboards and various felt pens as well as money to organise activities such as Orientation, Excursions, career clubs and Career Day/week and furnishing a counsellor's office.

5. **Confidence:** Clients expect that their secrets or privileged information be kept secret or confidential and not exposed to others. However, referrals agents such as teachers, peers, parents, principals etc expect counsellor to divulge such information to them. Failure of the counsellor to reveal the "secret" may raise the degree of suspicion of his activities.

6. **Counsellor created Problems:** Counsellor also create major problems to guidance and counselling delivery. Some are not fully committed to the counselling profession. Instead of being serious minded in their counselling duties, some join in the staff room discussion.

**7. Feeding of suspicion of the role/of integrity of counsellors:** Some higher education personnel still see the counsellor as having a “hidden agenda” or something to hide when a client goes into the counselling room (where this is available) some give counsellors negative or derogatory labels. This is more so where the other workers doubt the moral integrity of counsellors who give individual counselling to young ones. This feeling becomes more serious when a male counsellor treats female students and gives the interaction high confidentiality.

**8. Blurred role of the guidance counsellor:** Several people in the society do not know the specific roles of the counsellor. Even in the higher education settings, where awareness is expected to be high, higher personnel such as teachers and principals do not understand or they misconstrue the functions of the counsellors.

### **1.8. Conclusion**

Guidance is a process which helps every individual to help himself, to recognise and use his own inner potentials, to set goals, to work out his own problems of development. It is a continuous process needed from childhood to old age, guidance is not separate from education but is an essential part of the total educational programme. UNESCO (2002) has recognized the pivotal role which guidance and counselling plays in various spheres of human existence, hence it sponsored the development of training modules for counsellors. Guidance and counselling is paramount importance in effective teaching and learning in higher education in India and globally. It is a transformer, reformer in educational, vocational and socio-personal practices in every society. Especially counselling is aimed at helping an individual become aware of himself and his environment and therefore be in a position to choose the

right type of behaviour, educational, vocational and socio personal in nature.

### **1.9. Suggestions for Quality Teaching and Learning through Proper Guidance and Counselling in Higher Education**

The following suggestions are made for promoting effective teaching and learning in Higher Education:

1. There is need for serious enlightenment on the part of the public to accept guidance and counselling.
2. Government should support guidance and counselling practically by providing and making funds available for all the services.
3. Guidance and counselling should be consulted by the higher education administration in implementing some of the counselling programmes.
4. Government should help to train and appoint qualified guidance counsellors in higher educations to help meet with the students' problems.
5. Parents also should be included in guidance and counselling programme through giving them progressive report of their children.
6. Counsellor should keep students secrets with utmost confidentiality.

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