



## THE NEED FOR GUIDANCE AND COUNSELLING IN EDUCATION

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**Citation:** Kunjlata Lal, 2018. The Need for Guidance and Counselling in Education. Int. J. Rec. Innov. Acad. Res., 2(3): 30-35

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### Introduction

Education is said to be an accumulated experience that has a determinant effect on human character and mind. Individuals need education in order to acquire accumulated knowledge. It is believed that "Education Goals in terms of its relevance to the need of the individual as well as in terms of the kind of society desired in relation to the environment and realities of the modern world and rapid social changes should be clearly set out (National Policy on Education, 2004).

The essence of incorporating guidance and counseling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, career offices and counselors were appointed to take the responsibilities in sensitizing students on the needs for effective career choice. Guidance and counselling plays an important role in school for the child's future success. The guidance counselor should encourage students in the session to help the child in future success

The importance of guidance and counselling programme in secondary schools, include bringing to the students an increased understanding of the educational, vocational and social information needed to make wise choices. In our society there are many influencing forces responsible for the gradual recognition of formal guidance to young people in various educational levels. The students are not mature enough to critically evaluate baffling situations are continuously faced with. They need somebody to help in the solution of problems and thus avoid tensions and conflicts. The students must know their capabilities and potentialities especially in areas that are crucial for the realization of objectives in life. Their goals and aspirations and expectations are to be shaped accordingly. Corey (1991) holds that counselling is a service designed to help an individual to analyze himself/herself by relating his capabilities, achievements, interest and mode of adjustment. According to Ndaba (1978:11) the ultimate objective of guidance and counselling is to help the unique child to become what he is capable of becoming

The UNESCO module on guidance and counselling (2000a) also posited that guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions.

Guidance and counselling plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among school students. In the guidance and counselling literature these two words generally take on different meanings. The former refers to helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work. The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Gysbers and Henderson, 1994; Yuen, 2002).

Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need of a counselor for school to assist the child in moulding their future through counselling. The school counselor is seen as a role model and highly respected by students. Egbo (2013) stated that "The total development of a child can only take place in an environment conducive for teaching and learning." Hence, the Role of Guidance and counselling in Effective Teaching and Learning in schools for the child's future success.

### **Review of Related Literature**

In guidance and counselling, these two words generally take on different meanings. The former refers to helping students' whole person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counselling is more of supportive, remedial work (Lai- Yeung, 2014). The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Gysbers and Henderson, 1994; Yuen, 2002; Lai-Yeung, 2014) Hence guidance and counselling is a very necessary therapy to school children.

Guidance in schools is that area of the schools provision that is specifically directed towards helping pupils realise their full potential in preparing for adult and working life, (O'connor, 1981). Akinade (2012) defines guidance and counselling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour.

According to Oviogbodu (2015) counselling can be defined as a number of procedures in assisting an individual to solve his problems. Counselling is more involved emotionally in the affective realm personalized learning, that is, emotions

and feelings, values, attitudes. Counselling is an interaction or relationship between two or few individuals, the client counsellor relationship of trust (Geshinde 1991; Adebowale, 2012; cited in Oviogbodu, 2015).

Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up educationally, vocationally and socio personally, (Egbo, 2013). In other words, counseling is a transformative process of helping people to learn all that are to be learnt both in and outside the school.

Counselling is a person to person process in which one person is helped by another to develop, increase in understanding and ability to solve his or her problems. Sometimes it could involve a group of two or more persons. Consequent on the discussion it is important to highlight the benefits of guidance and counselling to students in the school programme.

### **The Aims and Objectives of School Guidance and Counselling**

A well-organized programme of guidance services is very essential for the maximum development of the students. Following are some of the important benefits of such a programme:

1. It is possible to determine the needs of the students more accurately.
2. To cultivate essential life skills in students.
3. It makes it possible to put proper persons at the proper place, in the proper manner and at the proper time.
4. To enable the students to make proper choices at various stages of their educational career.
5. To help students make the best possible adjustments to the situations in the school as in the home.
6. To ensure the proper use of leisure time and motivate them to develop creative hobbies.
7. To develop all aspects of personality of the students.
8. To equip students in understanding the variety, depth and breadth of personal experiences, the opportunities available, and the choices open to them by helping them recognize, strengths and facilitate, interpret and act upon their personal resources.

Guidance and counselling aim at orienting, individuals to face the ever changing challenges in today's fast-moving technological world.

### **Guidance and Counseling in India**

As far as India is concerned, the techniques of guidance informal and incidental can be traced far back to ancient times. The teacher taught relationship was that of Guru-Shishya the world Guru meaning the "One who guides."

Guidance as an organized professional activity is more than four decades old in the country. In India, guidance movement started as an academic discipline. Calcutta University enjoys the privilege of being the first Indian University to introduce guidance as a section of its department of Applied Psychology in 1938 to conduct research in the field of educational and vocational guidance. Guidance is not confined to the vocational field only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the co-operative endeavour of understanding parents, headmasters, principals and guidance officers.

The Govt. of India established the Central Bureau of Educational and Vocational Guidance at Delhi in 1954 to give technical advice and help in organization of the guidance movement. It also offered assistance to the State Government to establish their own State Bureaus and to provide guidance services in their secondary schools. With the setting up of the All India Educational and Vocational Guidance Association in 1956, the guidance movement assumed an all India character.

The Education Commission (1964-66) considered that the Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aim of guidance services are both adjustive and developmental; it helps the student in making the best possible adjustment to the situations in the educational institution and in the home and at the same time facilitates the development of all aspect of his/her personality.

So it is the time to evolve a clear national policy for introducing guidance and counselling in school.

### **Perceptions of Guidance and Counselling in High Schools**

In the year 1931, Davis began his work on guidance by organizing school wide programmes on personality, culture, character development and vocational information related to regular curriculum subjects (Guez and John, 2000). The provision of guidance and counselling services was regarded as a process of helping students to develop and accept an integrated and adequate picture of themselves, their roles in the world of work and to accept its benefits with satisfaction. From there onwards guidance and counselling has developed over the years across the globe into one of the fundamental and critical subject whose place in the curriculum is not negotiable.

It can be noted that guidance and counselling services are aimed at addressing the needs and concerns of learners in academic, moral and vocational development as well as adjusting to daily experiences (Maes, 1995). Guidance and counselling services are also critical in assisting learners with advice regarding education, career planning, social issues and emotional troubles.



## Conclusion

The main objectives of the guidance and counselling programmes should be the maximum development of the individual and the entire programme should be organized keeping in mind the purpose. Guidance and counselling services assist students overcome challenges, be they personal, social, emotional, carrier-wise and academic experienced both at home and at school counselling is not an end in itself but it is a means, an integral part of the total educational goal of leading an individual to a more authentic existence than hitherto.

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Nigeria from 9<sup>th</sup>-12th August.