

CAREER COUNSELLING -

Counselling is helping a person to see who he really is what he has & what he does not have, what he can do & what he cannot do. It is a close sharing of human relationship with one for whom he has high regard & one who can offer the person unconditional acceptance.

Pepinsky & Pepinsky define, Counselling relationship as "the interaction which (i) occurs between two individuals called "counsellor & client".

(ii) takes place within a professional settings and (iii) is initiated & maintained as a means of facilitating changes in the behavior of the client.

The counselling relationship develops from the interaction between two individuals, one professionally trained & ^{the} other who seeks his services".

Blocker (1966) explains it as "helping an individual become aware of himself and the ways in which he is reacting to the behavioural influences of his environment. It further helps him to establish some personal meaning for his behaviour and to develop and clarify a set of goals & values for future behaviour.

Analysis of the above definitions reveal ~~the~~ the following major elements of counselling :

- 1) Counselling involves two individuals - one seeking help and the other, a professionally trained person who can help the former.
- 2) The relationship is of mutual respect between two individuals.
- 3) There is a positive rapport between the client & the counsellor. This is achieved by the counsellor's unconditional acceptance to the client. The counsellor creates a permissive setting where in the client reveals his own self.
- 4) The client requires independence and develops a sense of responsibility since the counsellor helps him to explore and fully utilise his potentials & actualise himself. The client takes the decision on his own after developing insight into his problems.

Objectives of Counselling:

The main objective of counselling is to bring about a voluntary change in the client. The counsellor provides facilities to help achieve the desired change. The client alone is responsible for the decision or choices he makes, though the counsellor may assist this process by warmth & understanding relationship.

The main objectives of counselling are:

- i) To enable the person to achieve positive mental health.
- ii) To enable the person to resolve his own problems & appropriate decisions. This is possible by acquisition of insight into his own condition which need modification & implementing positive efforts. The implementation occurs in real life situations. This improves personal effectiveness.
- iii) To maximise individual freedom to choose and act within the conditions imposed by environment.

The process of Counselling:-

The most preferred approach to counselling is that of the non-directive type. Here the counsellor does not dominate the counsellee and the client is assisted in making his own decisions independently. The counsellor does not decide for the client. The following are the various steps involved in counselling.

- (1) Opening the session.
- (2) Establishing rapport.
- (3) Exploration of the problem.
- (4) Exploration of the causes of the problem.
- (5) Discovering alternative solutions.
- (6) Termination of the session.
- (7) Follow up.

The counsellor may start the sessions with a few preliminary remarks about the client's activities.

hobbies, interests etc. This is to provide a permissive setting and to help the client feel free.

Establishing rapport is very important. The whole process of counselling depends upon this phase. Establishing rapport means to create an atmosphere that helps the client feel free and reveal his own problems. The client trusts the counsellor. This is done through the counsellor's humble remarks like "yes...", natural remarks assuring acceptance and warmth. The client discloses himself and the counsellor listens to him. The client feels he is at right place.

The counsellor responds to the client's emotive experiences expressed through the interaction empathetically rather than intellectually. He accepts the negative feelings of the client through calm acceptance. As the client discloses himself, the counsellor helps him to identify the problems as well as to identify the causes of his problems. The counsellor assists him in working out solutions by presenting alternative adjustment plans. The counsellor doesn't give ready solutions. He just suggests a wide range of strategies and sees that the client decides for himself. He ensures that the client himself will arrive at the best suitable solution.

When the counsellor is satisfied with the outcome of the discussion, the next phase is the termination of session.

During this stage the counsellor asks the client to review the causes of the problem and the strategy he has planned. The counsellor gives reassurance & encouragement to the client to implement the strategy effectively. The followup session is intended to evaluate the effectiveness of the strategy implemented by the client in real life situation. If any modification is required the counsellor again helps the client.

CAREER COUNSELING:

Career counseling is defined as counseling individuals ^{or} and groups of individuals about occupations, careers, life/career roles and responsibilities, career decision-making, career planning, leisure planning, career pathing and other career development activities (eg. resume preparation, interviewing, and job search techniques), together with the issues or conflicts that individuals confront regarding their careers.

Brown (1986) has defined career counseling as an interpersonal process designed to assist individuals with career development problems. Career development is that process of choosing, entering, adjusting to and advancing in occupation. It is a life long psychological

process that interact dynamically with other life processes. Career problems include but are not limited to career indecision and undecidedness, work performance stress & adjustment, incongruence of the person and work environment, and inadequate or unsatisfactory integration of life roles with other life roles (e.g. parent, friend, citizen).

Process of Career Counselling :-

Crites describes the process of Career Counselling as involving diagnosis, problem clarification, problem specification & problem resolution. He also suggests that making a career choice, the acquisition of decisional skills & enhanced general adjustment are often seen as the goals of career counseling. Finally, he points out that to reach these goals interview techniques, test interpretation & occupational information are the methods generally used as the career counseling process unfolds.

Kinnier & Krumboltz (1984) focus on three basic phases in their model of career counseling: assessment, interview & evaluation. During the assessment phase the counselor & client work on relationship development, agreement about the structure of the counseling sessions, & agreement about the goals of counseling. Problem exploration & identification also are part of the assessment phase.

Part of the counseling session involves identifying obstacles that clients need to overcome. The intervention phase of the activity that counselor & client think will help alleviate the client's concern or reach the client's goal. Finally during the evaluation phase the client & counselor evaluate how well the intervention worked.

Career Counseling Process:-

In outline form the career counseling process appears as follows:-

- (1) Client-goal or problem identification, clarification and specification.
 - (A) Establishing a client-counselor relationship including client-counselor responsibilities.
 - (B) Gathering client, self- and environmental information to understand the client's goal or problem.
 - (a) Who is the client?
 - (a) How does the client view himself or herself others & his or her world?
 - (b) What language does the client use to represent these views?
 - (c) What themes does the client use to organize & direct his or her behavior based on those views?
- (2) What is the client's current status & environment like?
 - (a) Client's life roles, setting and events.
 - (b) Relationship to client's goal or problem.
- (3) Understanding client self- and environmental informa-

tion by sorting analyzing & relating such information to client's goal or problem through the use of:

- (1) Career development-theories.
- (2) Counselling theories
- (3) classification systems.

(D) Drawing conclusions, making diagnoses

(II) Client goal or problem resolution?

A. Taking action; interventions selected based on diagnoses. Some examples of interventions include counselling techniques, testing, personal styles analyses, career and labor market information individual career plans, occupational card sorts computerized information & decision systems.

(B) Evaluating the impact of the interventions used; interventions resolve the client's goal or problem?

- (1) If goal or problem was not resolved recycle.
- (2) If goal or problem was resolved, close counselling relationship.

Educational and Vocational Guidance and Career Counselling.

Guidance is the assistance made available by qualified & trained person to an individual to help him manage his own life activities, develop his own point of view, make his own decisions & carry his own burdens (Crow & Crow).

According to Manual of Educational and Vocational Guidance published by Ministry of Education (E.O.T.) Guidance may be defined as "the process of assisting the individual to choose, prepare for, enter upon and progress in course of action, pertaining to the educational, vocational, recreational & community service group of human activity."

From the above definition it is clear that

- (1) Guidance helps an individual to identify his own capacities, to set his goals in accordance to his inner resources and his social reality & to work out achievement of his goals.
- (2) It is a continuous process at all stages of development.
- (3) It aims at all round development.
- (4) It is a self directive. The individual is helped to make his own decisions & there is no imposition of any kind whatsoever.
- (5) It is meant for those who need help.
- (6) It is a professional activity.

Types of Guidance:-

- 1- Personal,
- 2- Social.
- 3- Avocational -
- 4- Health
- 5- Vocational
- 6- Educational.

- 1- Personal Guidance aims at helping the persons, adjust themselves to their environment so that they become responsible citizens.
- 2- Social Guidance - is to help people to inculcate right social values & develop proper attitude for social life.
- 3- Avocational guidance :- is the assistance provided to students to spend their leisure time profitably.
- 4- Health guidance implies assistance rendered to students for maintaining sound physical and mental health.
- 5- Vocational Guidance is the assistance provided for selection of vocation & preparation of the same.
- 6- Educational Guidance - is the guidance to the student in all aspects of education. It includes activities such as improvement in academic work, choice of appropriate courses of study, etc.

Educational Guidance

Ruth Strong defines "educational guidance" as

intended to help the individual in choosing an appropriate programme of education and making progress in it. Educational guidance aims to maximise learning in students with the emphasis on providing assistance to them to select the courses of study that match with their interest + aptitude and to achieve the best of their ability in them. The objectives of educational guidance are —

- (1) To help the students adjust to the general academic life at school + college.
- (2) To identify individual pupils abilities, interests + needs and make educational plans consistent with inner resources. The pupil is at the center of the guidance program.
- (3) To help students in their adjustment to curricular + co-curricular demands of the course.
- (4) To ensure academic progress.
- (5) To identify the barriers in achievement of educational goals, in case of an individual student to diagnose the learning difficulties in different subjects and to implement appropriate remedial measures.
- (6) To identify special learners such as academically backward, gifted or creative + to cater to their specific educational needs.
- (7) To help the students in their selection of courses.
- (8) To provide career information.

- D) To make the students familiar with the world of work + do diverse requirements.

Educational Guidance Services:-

- 1) Pre Admission Service: aims at helping the student make educational plans consistent with their abilities + goals. The students are exposed to various courses and they are made aware of the importance as well as consequences of the choice of career.

2) The Admission service is needed to

- (i) Admit the right persons for right course for the maximum advantage both to individual + the society.
(ii) Select those candidates most likely to succeed, to keep wastage + stagnation at the minimum level.

This requires administering various psychological tests as well as extreme tests specially constructed for particular courses.

Oriental services:- intend to motivate the students for the course. They introduce them to each other + create familiarity among the group members. Orientation helps in formation of a positive attitude towards the course. It also makes the students comfortable with his colearners.

The Counselling service is helpful in dealing with specific problems of a student. It deals with problems

like difficulties in learning, personal inadequacies, emotional instability, lack of concentration etc. The remedial service is ancillary to the counselling service. It makes use of corrective techniques to help the students overcome his problems.

Educational Guidance at Elementary School Level.

The elementary school for a majority of children is the first experience of attending school & marks a very important stage in their lives. In going to school, the child is away from his home, parents and siblings. This could be an unpleasant experience for the child, and children usually react by crying & showing unwillingness to go to school. The other children in the school are strangers to the new entrant & they need some kind of reassurance. Teaching of subject-matter at this stage is not as important as promotion of social & emotional maturity in children.

The teacher's role in ^{this} context is of a great significance. He has to know about the child & give the necessary help in personal & social development. However, with increasing enrolment of pupils and consequent increase in the size of the class it is becoming difficult for teachers to have sufficient knowledge of each child. As a result most children do not receive the attention that should normally be given to them. This explains the need for provision

of organized guidance at the elementary school level

Early guidance of the child helps him adjust to new situations & develops the ability to face problems & resolve them. This is in keeping with the basic philosophy of guidance namely, "prevention is better than cure". Children can be helped by utilizing the resources of the school as well as the home & the community. Early assistance towards adjustment can help the development of mental health of the pupils.

Guidance in the elementary school can best be implemented if the developmental sequence of the child is understood. Guiding elementary school children involves helping them with their learning problems & make their experiences at school enjoyable & engaging. The major aim of guidance at this level is the prevention of emotional breakdowns. Children have problems of adjustment as they pass through a transitional stage of being the centre of attention at home to being in a state of anonymity in class. This sense of loss of importance may make them disappointed with school. There could also be problems of learning if the curricular materials are not adjusted to the child's abilities. There could be problems involving other pupils & these may lead to bullying by a few & teased by others. It is increasingly recognized that many emotional problems experienced by people later in life

can be traced to their years of childhood. Early identification & alleviation if not elimination, of emotional problems will go a long way in ensuring the healthy development of children into useful citizens.

Guidance is an integral part of the total educational programme. To be effective it must be a continuous process from the child's first contact with school. Guidance at the elementary-school level is based on the concept of continuous development emphasizing prevention of problems & promotion of good mental hygiene. The chief goal of guidance at this stage is to help provide a warm & friendly school setting in which the pupils' adjustment and learning are enhanced.

Guidance at the Secondary School Level :-

The pupils enter the secondary school around 10 ± years of age. Their physical & motor development is, by this time generally complete. However the other aspects namely social, emotional, mental & moral still need to develop. It is during these years that the pupil enters the crucial period of adolescence. Besides most of the pupils are at the pre-puberty stage & the physical development during this period is rapid & marked. This is known as puberty spurt. This is also a period of emotional brittleness. Adolescence brings in its wake a

host of problems that need to be met & resolved with understanding. Therefore guidance of the pupil at this stage is of great importance. There are at least two other factors that need to be considered -

(1) At the secondary school stage the pupils have to make academic choice that ultimately determines their vocational future.

(2) The pupil is becoming sexually mature.

Boys & girls tend to become self conscious & inquisitive about each other's new dimensions. They become restless, agitated & distracted. They seek more freedom & independence and tend to resent interference from adults.

The guidance counsellor's relationship with his school pupils must display warmth, understanding & firmness by which a bond of confidence & trust can be built between him & his pupils. Thus it is possible to inculcate in them the desirable attitudes interests & goals. The guidance worker can help the pupil gain insight into his problems and help resolve them, which if neglected could assume tremendous proportions.

Another important aspect is to help the pupil develop vocational consciousness, occupational interests & related goals. Most societies hold up academic achievement as an important goal. The guidance can help adolescents surmount serious frustrations

trying to relate their abilities + interests to academic pursuits.

Preventive guidance in secondary schools at the prepuberty stage reduces the need for remedial guidance later + improves the ability of pupils to make independent choices with regard to occupational, social, civic + other activities.

Society imposes on the adolescent the responsibility of having to choose a vocation to become a productive member of the society + prepare for marriage + family life. The task necessitates making important decisions for the future. Adolescence is the period of choice making + guidance is the systematic effort to help improve the quality of choices made.

If guidance is to play a part in increasing the individuals effectiveness it must help them prepare themselves to take appropriate decisions at this time.

Vocational Guidance

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it + progress in it (The National Guidance Association 1937)

It is primarily concerned with helping individuals make decisions + choices in planning a future. and

building a career & effecting a satisfactory vocational adjustment. Super remarks "Vocational guidance is the process of helping a person to develop and accept an integrated & adequate picture of himself & his role in the world of work, to test this concept against reality & to convert it into reality with satisfaction to himself & benefit to society."

Every vocation needs certain educational and professional training. For training to be effective the individual should have the aptitude and interest for the vocation. Guidance is required to assist the students to have a reasonable estimate of their abilities and limitations & to strike a balance between their aspiration and available opportunities.

Objectives of Vocational Guidance :-

- 1) To assist the pupil to obtain necessary knowledge about the characteristics & functions of different occupations, so that he may choose the occupation that meets his needs.
- 2) To enable the pupil to obtain information about specific skills & abilities required by different occupations such that he may make appropriate choice of an occupation to suit his abilities.
- 3) To assist the pupil to analyze the occupational information available to them & to develop a clear

understanding of different occupations before making a choice.

- (4) To understand each occupation in proper perspective such that people understand what personal satisfactions the occupation will provide.
- (5) To assist him to secure such information about himself his abilities (general + specific) his interests + his powers as he may need for wise choice.
- (6) To help the worker to adjust himself to the occupations in which he is engaged.
- (7) To assist socially disadvantaged students to secure assistance like scholarships, freships etc so that they may have opportunities for further education in accordance with their vocational plans.

Process of Vocational Guidance:-

The process of vocational guidance involves the following functions:

- Measurement of the individual characteristics:- Vocational guidance involves an objective assessment of aptitudes, interests, intelligence, attitudes + personality of person. This helps the person to know his own strength + limitations.
- Providing information about the occupations + educational courses; the student should be made aware of existing opportunities, advantages + disadvantages.

of each should be explained.

5) Assistance in relating the self + the vocational opportunities :- Here the person is guided in making decisions about the choice of a career. Not every person is suitable for every job. A comprehensive picture of an individual's qualities, aspirations need + the existing opportunities helps the guidance worker to suggest + advice for selection. It can also clarify the relationship between the inner resources + outside demands. This makes a complicated picture simpler, though not easy to understand. Wrong illusions about the vocation are removed. Sometimes the person's aspirations do not match with other abilities he possesses. In such case the misconception about the jobs need to be removed to bring about a realistic perception regarding the job + one's own qualities.

6) Providing placement services :- This helps the person to implement his occupational plans. Right placement reduces failure + adjustment problems at the work place.

7) Providing guidance for adjustment on entering a career :- Problems in adjustment may occur even after a careful + scientific choice. The individual is guided for adjustment. The individual is guided to enhance his own self + to develop

1. favourable attitude towards the occupation.

(b) Recounselling follow up.

After entering an occupation if changes in decisions taken by an individual are required the guidance worker should assist the person to reconsider this choice.

Difficulties in Vocational Guidance:

1) Non availability of vocational trained personnel. Entrusting the task to untrained person would do more harm than good.

2) Changing nature of jobs.

3) Lack of cooperation among several agencies involved in guidance programs.

4) Any judgement about individuals fitness for a particular job could be made only after full understanding of the individual and there is no guarantee that even after pooling information from different resources we may arrive at complete understanding of the individual.

5) People change overtime & thus our predictions might go wrong (with time).

6) The basis for selecting & preparing for any vocation rests not only upon the individuals interest & abilities but also the likely growth opportunities in it. It could be that when the individual finally is able to enter the occupation after meeting the requirements of it, it may no longer be attractive in growth terms to same degree.

that learning disabilities can be inherited. Pennington (1990) Hallgren (1950) found that first degree relatives of persons with reading disabilities have an increased risk of reading disabilities. Lewis (1992) found that speech & language disorders were more commonly reported in children of parents with similar problems.

The heritability studies involving the comparison between identical & fraternal twins have also suggested that identical twins are more concordant than fraternal twins for various language disabilities. Lewis & Thompson (1992) found higher concordance rate for speech & language disorders & reading disabilities in MZ twins as compared to DZ twins.

Environmental factors:-

Environmental factors in learning disabled is difficult to document. Researches show that disadvantaged children are more prone to exhibit learning problems. It is however not clear that whether this is strictly due to inadequate learning experiences or factors such as brain damage or nutritional deficiencies. Hallahan & Cruickshank (1973). Another possible environmental cause of learning disabilities is poor teaching, Engelmann (1977).

If teacher is prepared to handle the special learning problems of the children & the intervention can be made in early school years some of the learning disabilities can be avoided.

Assessment of learning disabilities:-

Standardized Achievement tests.