

### **1.1.1 Definition and Functions of Guidance**

The purpose of education is to prepare the child not only for a “good life”, but also for an “efficient life”. Child requires help to develop physically, morally, socially, intellectually, spiritually and aesthetically so that he/she can live the life of a ‘good’ person. Also, he/she requires help to develop vocationally and as a citizen so that he/she grows into an “efficient” worker and a “good citizen”.

In this context, guidance is considered as assistance provided to the child who helps in his/her development: physical, moral educational, vocational and personal, etc. According to the nature of the assistance, guidance is also referred to as educational guidance, personal, and social guidance, and vocational guidance.

From this point of view, guidance is a continuous educative process which goes on from cradle to grave and every person who is in a position to extend assistance, is considered a guidance functionary. Accordingly, for a child, the teacher, the parent, the counsellor or any individual who provides help becomes a guidance functionary. Guidance can be provided in the home, at school, in the playground, and in any place where a child or an individual comes in contact with others. This is a developmental view of guidance.

In brief, guidance is a continuous function aimed at promoting holistic development of every individual. In actual practice, lower the emphasis in school as well as at home, generally has been on the remedial aspect because it is the children in trouble who are likely to receive the most attention from parents and/or teachers. The child who has problems with school subjects, who is truant, who is withdrawn or who is not adjusting with others, etc. gets noticed and receive help. Guidance is a general term which means helping people to make wise choices and solve their



educational, vocational and personal problems. It is a process by which the individuals are assisted in making adequate adjustments to life's situations. 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, their assets and limitations.

It is a service which also aims at providing the individuals relevant and necessary information about himself and also about the world around him. Arming the individuals with these two sets of information guidance process aims at developing maturity and desired level of integration which are required for bringing about a harmony between their inner and the outer world. Thus, guidance is a process by which individuals are helped to make adequate adjustments in difficult situations of life.

A comprehensive definition of guidance given by **Ruth Strang** (1966) runs as follows: Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities. Ruth Strang for his personal fulfilment and social usefulness highlights four important characteristics of the process of guidance: (1) it is a process of gaining understanding of one's self, (2) it is a process of gaining understanding of one's relationship to other people, (3) it is a process of gaining understanding of solving personal problems, (4) it is a process of gaining understanding of making decisions. He considers process of guidance more important than the outcome of guidance and emphasizes that, learning how to understand himself and to arrive at certain decisions is more important an element of guidance than solving the problem. By giving the individual information or sources of information that he needs, by directing his attention to relevant facts in the past, to his future goals and to possible consequences of certain behaviour the counsellor may show him how to think through himself. Thus, he gradually acquires a method or a process of guiding himself.

In the words of **Jones**, "Guidance is the personal help that is given by one person to another in developing life goals, in making adjustment and in solving problems that confront him in the attainment of goals." In this manner, guidance is personal assistance. Although guidance is sometimes offered at the group level, yet even in these matters every member of the group is also individually given advice. Applied psychology is based on the conception of individual differences. General experience and scientific research have both established that every single individual has certain abilities, problems and difficulties that are distinctly his own, as distinct from those of others. Evidently, if any advice or guidance is to be rendered, it must be rendered individually and personally.



This personal help is forthcoming from one individual to another, one of these two individuals is a psychologist, or one who knows psychology and the other a person who is in need of psychological guidance. Guidance, then, is a help rendered to an individual by the psychologist. In its more extensive sense the term may be taken to comprehend the advice rendered by any individual who is in the know concerning psychology to another who is in need of it.

### 1.1.1.1 Definition of Guidance

- In the words of **Jones**, “Guidance involves personal help given by someone; it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purposes; it assists him in solving problems that arise in his life. It does not solve problems for the individual, but helps him to solve them. The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self-direction.”
- According to **Ruth Strang**, “Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness.”
- According to Secondary Education Commission (1952-53), “Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the work of a few specialists, but rather a service in which the entire school staff must cooperate under the guidance of some persons with special knowledge and skill in this particular field. Guidance in this sense 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 cooperative endeavour of understanding parents, teachers, head-masters, principals and guidance officers.”
- According to **Mathewson**, “Guidance is a continuous and pervasive process as a favourable directional influence upon appropriate social behaviour, personal effectiveness in every-day affairs, academic competence and progress and assimilation of right values and attitudes.” “Guidance cannot remain solely remedial or even orientation, it must also be developmental.”
- **Proctor** opined that “Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment inside or outside the school.”

- In the words of **Rama Rao**, "Guidance is essentially an educative process the outcomes of which are mental and educational preparedness for courses of action centered round the basic functions of men, especially those pertaining to vocational, recreational and community service field."
- According to **Hamrin & Erickson**, "Guidance is that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his personal situation and to plan his future in line with his interests, abilities and social needs."
- According to **Lefever**, "Guidance is that systematic, organized phase of the educational process which helps youth in his power to give point and direction to his own life, to the end that he may gain richer personal experiences while making his own unique contribution to our democratic society."
- According to **Humphrey and Traxler**, "At any level, guidance implies that the individual attains self-direction just as fast and as far as mental, social and emotional abilities permit. Guidance of the younger or less mature individual, of course, calls for closer direction than does guidance of the older or more mature individual. The term guidance, moreover, aptly applies to working with an individual all along the lines from early childhood into adulthood."
- According to **Knapss**, "Learning about the individual student, helping him to understand himself, effecting changes in him and in his environment which will help him to grow and develop as much as possible—these are the elements of guidance."
- **Chisholm** opined that "Guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and help him prepare himself so that he can find or develop a place in which he can live a well-balanced life and contribute his part to the welfare of his fellow men."
- **Brewer** is of the view that "The word guidance should be used whenever an important activity is to be learnt and assistance is needed by the individual to learn that activity and adjust himself, whether that activity is the choice of leisure time activity or habit of eating or behaviour towards the opposite sex."
- **Ritch and Segel** maintained that "On the elementary school level, guidance is predominantly educational guidance, broadly viewed as encompassing the objectives of physical and mental health, well- rounded social development, proper use of leisure time and mastery of the fundamental school processes."



- According to **Baquer Mehdi** (1966), "Guidance is the process which is concerned with the development of the total personality of the individual and the welfare of the society."

### 1.1.1.2 History of Guidance

'Guidance' as an organised professional activity is more than four decades old in our country, while in America, the guidance movement started as an attempt to fulfil the practical needs of employers and teachers, in India it began as an academic discipline.

Calcutta University enjoys the privilege of being the first Indian University to introduce guidance as a section of its Dept. of Applied Psychology, the main aim of the section was to conduct research in the field of educational and vocational guidance.

Bombay did not lag behind in initiating programmes of guidance. In 1941, **Batliboi**, a retired accountant, with the help of a psychologist Mr. Mukherjee from Calcutta University set up the Batliboi Vocational Guidance Bureau services to the community.

Guidance movement received another push forward when Trustees of the Parsi Panchayat Funds and properties in Bombay decided to establish a guidance service bureau. This bureau organised a career conference for the first time to disseminate occupational information.

Another step forward was taken by the Govt. of UP when it gave official recognition to the movement by setting up a Bureau of Psychology at Allahabad in 1947.

Guidance is not teaching, but it may be done by teachers. It is not separate from education but is an essential part of the total educational programme. Guidance is a term which is broader than counselling and which includes counselling as one of its services.

The Education Commission (1964-66) recommended the inclusion of guidance and counselling including vocational placement among student services.

### 1.1.1.3 Aims of Guidance

- To help the adolescents to know about their skills and abilities and also develop the same in an effective manner.
- To enable the students to understand their strengths and weaknesses. It also helps the students to do scholastic work as per their abilities and skills.
- To help students in making educational and vocational choices which are realistic in nature.
- To aim at helping students in acquiring information about various educational opportunities.

- To help the students to adjust to their personal as well as social space and environment.
- To help the school authorities to understand students so that the educational programmes can be designed and delivered in an effective manner.
- To help the students to choose the curriculum according to their abilities, interests and future needs.
- To enable students to develop work and study habits which guide them towards success.
- To encourage students to understand the purpose and the function of the school in fulfilling their needs.
- To help students in finding out what the school has to offer in terms of study plans.
- To facilitate the students to identify the schools that they may want to attend to acquire higher education.
- To help the students to select and try out the various courses that they may be interested in.
- To help the students in developing leadership qualities by allowing them to participate in various school activities.
- To help the students to develop and maintain fitness levels that can help them to continue their studies.
- To enable students to develop an attitude to continue their studies in the chosen educational institution.
- To help the individual in realizing his potentialities and to make maximum contribution towards the society.
- To help the individual to solve his problems and make proper choice and adjustment.
- To provide help to the individual to lay a permanent foundation for sound and mature adjustment.
- To help the individual to live a well-balanced life in all aspects-physical, mental, emotional and social.

#### 1.1.1.4 Objectives of Guidance

**Robert Henry Mathewson** has given following four main objectives of guidance:

1. **To Appraise and Interpret Personal Characteristics:** Self-understanding the discovery of aptitudes and capacities, attributes of the self, weak points and strong points ability to evaluate the self in relation of personal and several experiences and to use the self more effectively in everyday living is sought by guidance.
2. **To Adjust to School, to Teachers and Pupils:** Guidance aims at satisfactory adjustment to academic work, getting the most out



of studies and school activities, diagnosis of severe learning problems and instructional difficulties and their remedy, placement in suitable educational experiences in accord with individual needs and potentialities etc. Guidance helps transfer from one course to another or from one programme to another, depending upon need, performance or other circumstances. It provides social adjustment to teachers and other pupils. It develops personal status in school; growth in self-confidence and acceptance of self.

**3. To Provide Orientation to Educational, Vocational and Avocational Opportunities and Requirements:** Guidance seeks selection of appropriate courses in line with individuals needs, interests, abilities and circumstances by making choice of various types of experiences in the whole school curriculum including co-curricular activities. Guidance aims planning a total educational programme, choice of suitable and feasible types of advanced training programme-college or otherwise-in line with individual needs and social requirements. Its objective is selection of tentative broad area of preparation of vocational pursuit, information on occupational opportunities and trends. Aid in obtaining work experiences, exploratory try-outs.

**4. To Develop Personal Potentialities:** Guidance aims at growth in intellectual and academic capacities, skills and understandings commensurate with personal potentialities. It seeks development of favourable attitudes and habit-disposition. It aims at understanding and assimilation of ideas and of capacity to undertake consistent action in accord with a socially constructive and individually satisfactory philosophy.

At the Primary Education Stage, the objective of guidance can, thus, be summarized as follows:

- To assist the students in developing a better attitude towards school activities.
- To enable the children to adapt to the school traditions and regulations of the school.
- To assist the students in developing their physical and emotional stability in a balanced manner.
- To enable the students to identify their problems regarding adjustment with the school environment.
- To make the students independent.
- To ensure cooperation among the students.
- To facilitate the transition of students from primary to high school.
- To provide information to children regarding high school.



At the Secondary Stage, the objectives of guidance are listed as follows:

- To familiarize the students with their school environment and enables them to cooperate with their classmates.
- To enable the students to critically analyse the subject options and to help them choose the best according to their aptitude.
- To encourage the students to participate in co-curricular activities according to their skill set for their overall development.
- To ensure that the students grow in a healthy environment and have a healthy mind and body.
- To meet the individual and social needs of adolescents.
- To create an environment feasible for the healthy growth and development of the students.

At the Higher Secondary Stage, the objectives of guidance are listed as follows:

- To inform the students about the process of admissions to colleges and universities.
- To provide information to students about the co-curricular activities they can participate in their college or university.
- To help the students choose subjects and programmes that can help them build a bright future.
- To help the students get vocational advice so that the students can choose a career for themselves.
- To develop an environment conducive to the educational and social needs of the students.