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Punjabi University, Patiala

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Lesson No.

- 1.1 : Counselling: Concept, Nature, Scope, Goals, Process, Skills and Relationship between Guidance and Counselling Objectives
- 1.2 : Counselling : Meaning, Purpose, Approaches - Directive, Non-directive and Eclectic
- 1.3 : Counsellor : Characteristics, Education, Training and Ethics

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**Counselling- Concept, Nature, Scope, Goals, Process, Skills and Relationship
between Guidance and Counselling Objectives**

1.1.0 Structure

1.1.1 Objectives of the Lesson

1.1.2 Concept of Counselling

1.1.3 Nature of Counselling

1.1.4 Goals of Counselling

1.1.5 Process of Counselling

1.1.6 Skills of Counselling

1.1.7 Relationship between Counselling and Guidance

1.1.8 Self Evaluation Questions

1.1.9 Suggested Questions

1.1.10 Suggested Books

1.1.1 Objectives of the Lesson: After going through the lesson, the students will be able to:

- (i) Explain the concept and nature of counselling
- (ii) Understand the process and skills of counselling
- (iii) Explain the relationship between counselling and guidance

1.1.2 Concept of Counselling

Counselling is a scientific process of providing assistance extended by an expert, to needy persons in an individual situation. It is often referred as the heart of any guidance programme. It is one of the services of guidance which intend to establish a relationship between the counsellor and the subject, in which, the former attempts to assist the later, in achieving his optimum educational, vocational, personal and social development and adjustment. In the field of education, counselling may be described as the interaction, developing through the relationship between the counsellor and a counsellee on a temporary state of indecision, confusion or distress, which helps the individual to make his own dislikes and choices, to resolve his confusion or cope with his distress in a realistic and meaningful way, having consideration for his emotional and practical needs and for the likely consequences of his behaviour.

1.1.3 Nature of Counselling: In order to clarify the concepts we need to understand its distinction with identified terms.

- (i) **Counselling and Guidance:** The fact remains that guidance is a broader term which includes many services and counselling is just one of these services. This service is regarded by counselling psychologists as the heart of the guidance programme.
- (ii) **Counselling and Advice :** In the process of guidance, where counselling is the nuclear, even psychological tests, tools and techniques are used, while the advice of old days included only technical assistance in self-analyses, self-understanding and self-guidance process. Secondly, in advice the decision is made generally by the one who gives advice, while in counselling the decision is wholly of the recipient of the counselling. On the whole, the process of counselling is more sophisticated, scientific and needs trained services by workers while advice can be given by those also who might not have formal training in it.
- (iii) **Counselling and Directions :** Direction is a bit more authoritarian than mere advice. It contains an element of authority, command and obedience, while the process of counselling provides permissive and democratic environment in which he is helped to look at himself in a relatively objective manner.
- (iv) **Counselling and Training :** Teaching and training are closely related. However, training is comparatively more methodolgcsl functioning of knowledge, information or skill than teaching. It also contains a slight connotation of command in it. When guidance and training are carried out as a process in the school, one of the major differences is that training is carried out in group situations while counselling is generally done in individual situations. While all teachers can be involved in the process of instructions, as well as, guidance, the technical duty pertaining to counselling, is the sole responsibility of the trained counsellors.
- (v) **Counselling and Education :** All guidance is education, but all education is not guidance. Again all counselling is guidance, but all guidance is not counselling. In this sense, at the first guidance programme and within it the counselling programme form an integral part of sound education programme.
- (vi) **Counselling and Psychotherapy :**
Psychotherapy is the technique used by the counselor in medical setting while counseling is used in educational, vocational and personal type of problems. In psychotherapy special techniques and tools are made use of, while in case of

counseling the tools which can be used in school are made use of. Psychotherapy deals with individuals who have acute problems while counselling is used to deal with normal problems which disturb him.

1.1.4 Goals of Counselling : The goal of counseling is not to decide something for the counselee but to make him wiser to make his own decision to solve his problem. We give a list of the problems which are generally faced by the students and thus become the goals of the counselor.

- a. Getting along with one's peers and making and keeping friendship with them.
- b. Getting desirable social experience and problems in this regard.
- c. Problems of health, the headache, laziness, inattentiveness etc.
- d. Getting along well with teachers, parents, brothers and sisters.
- e. Problems related to personal appearance and figure.
- f. Appropriate use of leisure time i.e. inadequate or necessary participation in school activities.
- g. Clarification of manners, morals and values.
- h. Personal problems connected with planning the future, choosing of career etc.
- i. Problems about money.
- j. Problems of sex i.e. mixing up with the opposite sex and dealing with them.
- k. Personal behaviour problems.
- l. Developing and satisfying philosophy of life.
- m. Problems related to school adjustment.
- n. Home and environmental problems.
- o. Adjustment needs stemming feeling of inferiority, inadequate, social skill and unfortunate personality traits.
- p. Educational problems resulting from scholastic difficulties.

1.1.5 Process of Counselling : Counselling is strongly dedicated to self-direction and self-realization of the client. It is the development of the insights and under-standings of the relations of self with environment in a structured learning situation. Its methodology varies with the needs of the client. It is primarily a voluntary preventive and remedial process.

- (a) Purpose of counseling: The main purpose of counseling is to assist the individual to enable him to understand himself, his problem and situation in a meaningful and realistic way.
- (b) Tools of counseling: It includes both the testing and non- testing techniques.

- (c) Rendering of Relevant Information: Various types of educational, vocational and personal information, in accordance with the needs of the counsees, may be provided in order to widen their horizon and insight.
- (d) Encouragement: Rapport should be established with the client so that they are encouraged to express freely their idea, views and feelings. They should open their heart without any fear and inhibition and do heart to heart discussion.
- (e) Planning: The counselor is to help the counselee to choose the course of studies in systematic and a planned way.
- (f) Involvement of the Client: As the ultimate decision is to be taken by the individual so it is essential that the client should be actively involved in the discussion without any hesitation and fear.
- (g) Analysing: Self-analysis is the best method to understand one self. It is for the counselor to make him to read his limitation as well as assets.
- (h) Interpreting: The counselor should assist the client to interpret himself the data obtained through different techniques.
- (i) Clarifying: Clarification of the self concept is the main function of counseling.
- (j) Approving: The counselor is not to make it a prestige point that whatever the client has decided first, he must proceed on it. In case he wants to change his path and there is genuine reason to do so and the alternative is the second best in the existing circumstances, he must be allowed to do so.
- (k) Evaluation: The counselor should assist the counselee to scrutinize whether he is progressing satisfactorily in the selected educational stream and vocation. Simultaneously the counselor should also try to evaluate the result of his own work, which can help him to refine his compelling. Student Evaluation Form may be used for this purpose.
- (l) Reinforcing: In case a course or a job provides satisfaction to the counselee, it is bound to motivate him for further success.

Rogers remarks that the counselling process proceeds through the following five stages:

- (1) The counselee seeks the help of the counsellor.
- (2) The counselee gives free expression to the emotionalized behaviour.
- (3) The counselee gains insight into his problem in a systematic way.
- (4) The counselee formulates his plans.
- (5) The counselee terminates the counselling contract of his own.

1.1.6 Skills of Counselling

Cattle has given five elements of counselling

- (i) Rapport must be established with the counselee.
- (ii) Counselling is communication between the counsellor and the counselee. Tone of voice, facial expressions, gesture and postures of both the counsellor and the counselee play an important role.
- (iii) Counsellor should have a thorough background of the counselling process and the counselee.
- (iv) Counselee expresses changes in feeling as counselling proceeds and progresses through various stages.
- (v) The counselling interview must be properly planned and structured.

E.W. Failer gives the following characteristics of counselling:

Counselling concentrates on the normal individual. It considers breadth rather than depth. It involves a wide range of techniques. It must be a cooperative affair and the counselling must act as a point of contact. Along with psychology it must take the help of other branches of study. Counselling should meet the needs. It should be neither child-centered nor technique centered nor problem centered and nor counsellor centered alone.

1.1.7 Relationship between Counselling and Guidance

- i) Both guidance and counseling are a continue process.
- ii) Guidance is a broader and comprehensive process, process of counseling is characterized by more precise depth several specific details.
- iii) The fundamental task of collecting accumulated data about the individual and his environment, is performed through process of guidance service, before actual counseling can start is only in the professional setting of counseling that the technical task of interpreting and communicating the out-come of the takes place.
- iv) The fact is that the preliminary responsibility of data collecting and scoring may be shared by other guidance worker working at various levels. The subtle skill of counseling can be performed only by the trained counselor.
- v) Counseling is the centre of the guidance programme, but guidance programme has broader field to perform.
- vi) Counseling enlightens and guide the total organization through its technical nature. Even the guidance services performed after the counseling function take care from what has happened during the counseling selection.

It can then be said that guidance and counseling although not synonymous term are clearly and intimately related to each other.

1.1.8 Self – Evaluation Questions

(i) Write in brief about process of counselling

(ii) Write about Counselling and Training

1.1.9 Suggested Questions:

1. Describe about the relationship between counselling and guidance in detail.
2. What is the concept of counselling ? Explain the nature and scope of counselling.

1.1.10 Suggested Books:

1. T.S .Sodhi & Sodhi Harinder Kaur : Guidance and Councelling
2. Bhatia and Bhatia: Guidance and Counselling

***Counselling-Its meaning,Purpose and Approaches
(Directive-Non-Directive and Eclectic)***

Structure :

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 Meaning and Definitions of Counselling
- 1.2.4 Nature of Counselling
- 1.2.5 Counselling and Psychotherapy
- 1.2.6 Counselling and Guidance
- 1.2.7 Counselling as a Learning Situation
- 1.2.8 Counselling and Democratic Ideals
- 1.2.9 Purposes of Counselling
- 1.2.10 Approaches of Counselling
 - 1.2.10.1 Directive Counselling
 - 1.2.10.2 Non-Directive Counselling
 - 1.2.10.3 Eclectic Counselling
- 1.2.11 Questions for Self Evaluation
- 1.2.12 Suggested Questions
- 1.2.13 Suggested Books and Web Sources

1.2.1 Objectives :

After reading the lesson, the students will be able to :

- * Understand the Meaning of Counselling.
- * Understand the Nature of Counselling.
- * Define Counselling.
- * Understand Purpose of Counselling.
- * Know the Approaches of Counselling.

1.2.2 Introduction :

Counselling is frequently referred as the heart of the guidance programme. Through counselling, the student is given assistance in analysing the problem, making decisions and devising plans. It is a self-finding experience in which the client is stimulated to think through the situation and develop plans and attitude which effectively help him to meet his difficulties.

While guidance authorities do not question the value or place of counselling, there exists much confusion concerning the nature of the counselling process. Sometimes back, a doctoral candidate rightly remarked, "Counselling appears to be the most defined and yet least understood aspect of the guidance programme."

1.2.3 Meaning and Definitions of Counselling :

It has been defined differently by different writers.

Bingham and Moore thought of counselling as being synonymous with interview, interview for them being “the conversation with a purpose. “ Garret took counselling as a “Professional conversation.”

As against almost completely outdated definitions, **Mc Daniel** views counselling as “a series of direct contacts with the individual aimed at offering him assistance in adjusting more effectively to himself and his environment.” Shostrom and Brammer have gone a step further in characterising counselling as a “relationship.” According to them “counselling is a purposeful, reciprocal relationship between two people in which one, a trained person, helps the other to change himself or his environment.

Shertzer and Stone offer a very simple and concise definition. According to them, “Most simply defined counselling is a learning process in which the individual learns about himself and his interpersonal relationship”. A much valued and frequently used definition by C. Gillbert Wrenn, “Counselling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of the student's need, but in which there is always a mutual participation by the counsellor and the student with the focus upon self-clarification and self-determination by the student.”

According to **Erickson**, “Counselling is a person to person relationship in which an individual with a problems and needs turns to another for assistance”.

A.J. Jones States. “Counselling is a personal and dynamic relationship between two individuals are of one is older, more experiences and wiser than the other who together approach the problem of the younger less experienced or less wise to derive and solve it.”

Webster's Dictionary defines counselling as, “Consultation, mutual interchange of opinions; deliberating together.”

Hatin and Maclean defines, “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.”

1.2.4 Nature of Counselling :

Patterson describes the nature of counselling by enumerating the following characteristics included in it :

1. Counselling is concerned with stimulating voluntary behaviour change on the part of the client.
2. The purpose of counselling is to provide conditions which facilitate voluntary change.
3. As in all relationships, limits are imposed upon the counsellee (limits are determined by counselling goals which in turn are influenced by the counsellor's values and Philosophy.)

4. Conditions facilitating behaviour change are provided through interviews.
5. Listening is present in counselling but not all listening is counselling.
6. The counselling understands his client.
7. Counselling is conducted in privacy and the discussion is confidential.
8. The client has a psychological problem and the counsellor is skilled in working with clients who have psychological problems.

In spite of vast differences found in various authorities regarding the nature of counselling, there are certain areas of agreement among them. To fully understand its nature, therefore, a fruitful approach would be to identify the common elements of agreement among the various counselling theorists. **Andrew and Willey** have enlisted the following elements:

1. Professional counselling is a process involving only two persons.
2. The aim of counselling is to help the counsellee to become self-directive.
3. Rapport is essential for effective counselling.
4. Communication between counselling and client is accomplished in many different ways.
5. Counselling should be performed by a professionally trained person.
6. In counselling, the client's feelings progressively change.
7. The counselling situations must be structured.
8. Referral is a common technique in counselling.
9. Counselling involves the client's recognition of a state of conflict and his inability to solve the conflict.

1.2.5 Counselling and Psychotherapy :

Counselling and Psychotherapy both have, as their basis, a helping relationship which seeks to assist the individual in attaining self-direction. Because of their common basis, the distinctions among the two terms frequently tend to appear forced or contrived and theoretical rather than qualitative and practical in nature. Yet it is important that these distinctions be known and understood. Some common distinctions frequently made between counselling and psychotherapy include :

1. Psychotherapy usually deeper-involvement with the individual's personality and is more concerned with amelioration of more serious behaviour conditions. Counselling on the other hand, deals with situational, environmental condition. It stresses rational planning problem solving and support in the face of situational pressures.
2. Counsellors deal primarily with normal individuals, Psychotherapy exists for individuals with psychological disorders.
3. Counselling approaches are based more upon emphasising present, conscious material, while psychotherapeutic approaches tend to emphasize historic and symbolic unconscious material.
4. The setting in which counselling takes place is mostly to be an educational setting or a community agency, while psychotherapeutic services are usually found in clinics, hospitals and private practice.

5. Psychotherapy usually takes a longer period of time to achieve its goals than does counselling. Counselling is usually conducted during shorter, more limited contacts.

1.2.6 Counselling and Guidance :

Guidance is a broad term usually applied to total programme of activities service aimed at assisting an individual make and carry out adequate plans and to achieve satisfactory adjustment in life. A comprehensive programme of guidance includes collection of data about the individual and about the educational and vocational opportunities available, environment helping him to make wise choices and plans and satisfactory adjusted helping him to find suitable placements and finally, following him up to ensure that he is well adjusted. Thus the total frame-work of guidance consists of the following services, individual inventory service and follow up service. Counselling is obviously one part of the guidance services, it is subsumed by the general term 'guidance' in that it is one service with guidance although a very important one.

1.2.7 Counselling as a Learning Situation :

If there is one point on which all counsellors appear to agree, it is that counselling represents a learning situation. Since learning is a two-way process, means both the counsellor and the students are engaged in learning from each other.

The counsellor learns :

(1) Improving and expanding procedural techniques, such as better ways preparing for an interview and a more satisfactory methods of explaining testing procedures. (2) New techniques of developing a satisfactory counselling relationship with the student. (3) Communicating more effectively to be a person with many vocabularies or vocabulary levels, including non-verbal communication. (4) Becoming more sensitive to student's attitudes and feelings, becoming more alert for the movement when the student is ready to "get down to business."

The student is also engaged in learning in several ways, such as the following : (1) He learns about himself about his personal strengths and weakness, abilities, aptitudes, interest, trait and self-concept. (2) He learns about the counsellor - he is to be trusted with personal problems and that he does not intend to give specific advice on what to do. (3) He learns to express himself more readily because he finds it as a good way of releasing tension. (4) He learns ultimately to solve problems with less help from the counsellor, i.e. attains independence in problem solving.

1.2.8 Counselling and Democratic Ideals :

Infact, counselling is based on the same ideas on which democracy is based. McDaniel lays down the following principles of counselling :

1. Each client must be accepted as an individual and deal with as such. The counsellor must have a genuine respect for the rights of the individual for his right to fail as well as to succeed. This respect constitutes the basic of the principles that the final responsibility for changing and directing his life is the client's own.

2. Counselling is basically a permissive relationship. Therefore the

counsellor refrains from instilling in the student acceptance of or conformity with his own preconceived ideas. Moreover, the student or counsellor is free to terminate the counselling relationship at any stage.

3. Counselling emphasis thinking with the individual. The counsellor does consider all the forces surround the student, enters into his thought process and works with his problems. He sums up certain aspects of the client's frame of reference. Yet he remains a distinct individual. Thus he thinks with the individual and not about or for the individual.

Obviously, these principles of counselling are consistent with the ideals of democracy. Democratic ideals demand acceptance of the individual and genuine respect for the rights of others. Acceptance of the individual implies recognition of rights of any one to be different. The counselling process is consistent with this idea of respect for individual preference in that, instead of being dictatorial and directive, it recognizes individual differences.

1.2.9 Purposes of Counselling :

There is no general agreement among authorities with regard to the purpose of counselling. Different authorities have given different lists, some to the goals being common in most of them. According to Loughary, all the problems of secondary school students can be reduced to decision-making. The counsellors help students obtain information to make decisions and gain acceptance to certain personal characteristics that may interfere with, or be related to making decisions. Arbuckle believes that counselling objectives should be based on client need, not counsellor need. Included in the purpose of counselling is that of helping the individual achieve integration, adjustment and identification with others. Blackham says, "Counselling is a unique helping relationship in which the client is provided with the opportunity to learn feels think, experience and change in ways he or she thinks are desirable. This opinion throws light on the purposes of counselling. " According to this it has two purposes : (1) To make adjustment of the child better. (2) To include confidence in the client and to develop ability to solve one's problem. In short problem solving is the main objective of counselling. Hahn and MacLean enumerate the following as goal of counselling to increase the knowledge of self. (3) To solve immediate problems. (4) To reduce tension resulting from frustrations and (5) To improve the skills required to solve the problem.

Rogers, on the other hand, believes that the basic purpose of counselling is "a more broadly based structure of self, and inclusion of a greater proportion of experience as a part of self, and a more comfortable and realistic adjustment to life."

From what has been said in the proceeding paragraph, it can be inferred that the central purpose of school counselling is to assist pupils to explore and understand themselves so that they can become self-directing individuals, it aims at effecting change in behaviour which in turn will permit the individual to live a more productive and self-satisfying life.

Byrne has adopted a more rational approach towards description of counselling

goals. He suggests that counselling goals fall logically under three heads : ultimate, intermediate and immediate. The ultimate goals of a counsellor are philosophical goals which receive their substance from the counsellor's views of universal man and of the nature of life. Intermediate goals hinge on why students seek counselling help. Immediate goals are represented by the counsellor's interviewing, techniques his purpose in saying or doing certain things. The counsellor uses the immediate goals as a means of working towards or doing certain things. The counsellor uses the immediate goals as a means of working towards intermediate goals. These intermediate goals should be consistent with the counsellor's ultimate goals. Obviously the counsellor's immediate goals will undergo constant change while ultimate goals should relatively constant.

1.2.10 Approaches of Counselling :

The publication of Carl Roger's Counselling and Psychotherapy, in 1942, marked the beginning of a debate over counselling theory that is still alive today. The opposing groups became identified as "directive" and "non-directive" or as "counsellor-centred" and "client centred" counselling. These two approaches directive and non-directive both aim at help in the individual in the quality of his adjustment. Beyond this agreement in purpose, they sharply differ in techniques or methods employed. A third theory of counselling known as "eclectic" approach, developed sometime later among personnel workers, who recognized values in both the directive and non-directive approaches and who felt that counsellors should be flexible enough to employ different counselling approaches. The approach to be used would be determined by the nature and extent of the client's problem. These three points of view are discussed in detail in the following section of this lesson.

1.2.10.1 Directive Counselling :

Historically, counselling started with this approach E.G. Williamson has been the leading advocate of this school of counselling that was variously labelled as clinical, directive and counsellor centred. Others who typify this view-point include Erickson, Wrenn, Darley and Halan and Maclean.

In this type of counselling the most important role is played by the counsellor. For him the most important is the client's problem and determination of its cause and treatments intellectual interpretation is the central technique of the school of thought. High importance is given to the intellectual aspect of individual's personality. Consequently, a directive counsellor gives a great deal of attention to the interpretation of facts which are pertinent to the solution of the problem. He views the present situation of the problem in the light of the counsellor's future goals as well. Partly, it accounts for the directive counsellor's desire for pertinent information concerning the counsellee. In short the counsellor seeks to intellectualise the problem. Therefore, he is essentially an interpreter.

The directive counsellor believes the persistent unsolved problems account for the pupil's present behaviour and that as the pupil solves his immediate problems, he

will gradually acquire better adjustment. He also believes that the satisfaction which the pupil achieves from solving his immediate problems increases his confidence in himself and in his counsellor and that this confidence enables the pupil to attack his less obvious problems with increased success.

The directivists lay emphasis on diagnosing the problem situation before any treatment is undertaken. For finding out the cause, information is gathered about the problem through test technique as well as non-test techniques. Test occupy an important place in this technique. Williamson insists, "before the counsellor is in a position to work with a client solving a problem situation, the counsellor must have sufficient data available and must analyse the data and the relationships apparent in them to the extent that he obtains some understanding himself of the cause of the problem behaviour."

After making the diagnosis, the counsellor conveys the appropriate solution to the client by rational means and thereby gets him to adopt his plan of action. In the words of Williamson, "Ordinarily the counsellor states his points of view with definiteness, attempting through exposition to enlighten the student." He does not hesitate in questioning the pupil's inappropriate decision and in taking the initiative in helping him re-examine the implications of the pupil's questionable choices. Thus the directive technique generally consists of (1) gathering information by the counsellor. (2) diagnosis of the student's problems on the basis of this information, and (3) conveying the appropriate solution to the client by rational means, thereby getting him to adopt the counsellor's plan of action.

In this type of counselling, the responsibility for the solutions of the problem lies with the counsellor. The counsellor, therefore, directs and controls the interview in the manner he thinks best. Customarily, he maintains a considerable degree of control over the interview, participates much as he would in ordinary conversation except that he keeps in mind the fact that conversation has a purposed, shares experiences with the counsellee, gives information including the result of tests, makes suggestions and takes active part in planning with the counsellee. Darley compares the interview to a sales situation in which the counsellor attempts to sell the student certain ideas, plans of action or desirable attitude changes.

The method of directive counsellor consists of techniques such as questioning, reassurance, evaluation, interpretation and suggestions and advice and persuasion.

The directivists do not accept the thesis that every individual has within himself the power to solve his own problems. Williamson writes, "The history of pedagogy, as well as that of therapy, indicates that some type of direct assistance from outside that individual's human capacities seems to be needed to achieve inner growth." The directivists also feel strongly that complete freedom of choice cannot be allowed to student in our schools. The immature student is not always able to make a wise decision. The counsellor, therefore has the obligation to assist or in control, the decision-making process. He with his background of training and maturity is best qualified to understand the student's problem and help him arrive at correct decision. In short, here the ability

of the more able to direct less able is highly valued and emphasized. Willey and Andrew have summarized the basic assumptions of the directive school as follow :

1. The counsellor has superior training, experience and is competent to give advice.
2. The maladjustment of an individual does not entirely impair the intellectual ability of a client. Hence, counselling is primarily an intellectual process.
3. Because of such factors as bias and lack of information, the client is not always capable of solving his problems.
4. The objectives of counselling are achieved primarily through a problem solving situation.

Williamson identified the following steps in process of directive counselling.

- (a) Analysis-the collection of pertinent data by a variety of tools and techniques.
- (b) Synthesis-the summarization and organisation of data in order to gain a picture of the student's strengths and weakness.
- (c) Diagnosis-drawing a conclusion about the nature and cause of the problems.
- (d) Prognosis-the prediction of future direction of the student's problem.
- (e) Treatment-counselling.
- (f) Follow-up-the determination of the effectiveness of counselling.

Basic Contribution of the Directivists

1. They developed several techniques of measurement and of gathering and analysis of data.
2. They emphasis the study of relationships among various kinds of data available in order to make accurate diagnosis and prognosis.
3. They emphasized the follow-up study in order to determine the outcomes of counselling in terms of post-counselling achievements of students.

Advantages

The method of counselling provides a common-sense approach to working out a problem. It relates to school counselling more closely than any other method because it fits well in the school context in which moderate degree of authority rests with the teachers, the administrator, counsellor and other school personnel. It is a simple and a fast acting method.

Limitations

1. The approach is highly dogmatic and superficial.
2. The counsellee does not develop ability to guide himself effectively, and thus becomes dependent on the counsellor.
3. This is a dictatorial approach no importance is given to the opinion of the student.

1.2.10.2 Non-Directive Counselling :

The chief exponent of the non-directive or client centred approach to counselling has been Carl Rogers, other advocates of this school of thought include Synder, Porter and Arbuckle.

In this approach, the most important role is played by the counsellee. Its central technique is release of feelings and achievements of insight by the client. It accepts the emotional aspect of the problem as being of primary importance. Consequently, non-directive counselling employs a therapeutic approach. The non-directive counsellor often accepts the counsellee's immediate problem as of primary importance. He does not concern himself with future goals. Therefore the non-directive view point is that records are useless, if not undesirable.

The non-directive counsellor believes that failure to adjust to environment is due to some emotional difficulty and that the counsellor can help the pupil remove this emotional block through counselling, which Rogers defined as a "definitely structured relationship, highly permissive in nature, in which the client finds an opportunity to explore freely and without defensiveness, his difficulties and the emotionalized attitude which surround them. "In a relationship the counsellor is able to assist the counsellee in becoming aware of his deeper feelings and attitudes and in accepting them as part of himself.

In non-directive counselling, individual does not need to call upon his environment for help, or if on occasions he does not have such a need, he will recognise this and the help will be self initiated. Thus, if the pupil raises questions about himself that can best be answered through use of tests, the counsellor refers the pupil to appropriate person for testing. He will, but prefer not to interpret test scores. He does not want to become involved in any relationship in which the pupil could picture him as making judgement for him. What the pupil does want, according to non-directive counsellor is a warm, permissive atmosphere for thinking unrestricted by diagnosis and value judgement on the part of the counsellor.

In the counselling session a non-directive counsellor acts as a kind of agent. He does very little talking and he spends most of his time in listening and waiting. He makes non committal sounds from time to time, utters brief expressions of encouragement and often reflects feelings of the client. During the interview, there are frequent long pauses. The non-directive counsellor refrains from questioning, probing interpreting, advising suggesting or reassuring. Instead, he uses only those procedures and techniques that will convey his understanding of the emotionalized attitudes expressed by the counsellee and his acceptance of them. The understanding he generally conveys is a sensitive reflection and clarification of the client's attitude and feelings.

According to **Blocksma**, a student of Rogers, in the client centred counselling the "locus of evaluation" is the client whereas in the directive counselling it is the counsellor. In the non-directive counselling, in the words of Rogers, "the function of

responsible integration of knowledge, the evaluation of self, the function of responsible choice, and he is respected as the person upon whom they rest," this implies that the counsellee himself is responsible for the choice and decision that he makes for his eventual adjustment.

The non-directivists believe that every individual has a tremendous capacity for adaptation and readjustment to a strong drive toward maturity and independence. They therefore, maintain that pupil has within himself the resources as well as a strong desire to solve his own problems. In short, the non-directive viewpoint places a high value on the right of any individual to be psychologically independent and to maintain his psychological integrity.

Synder summarises the basic assumptions of the non-directive school as follows :

1. The client has the right to select his own life goals even though these goals may be at variance with those that counsellor might choose for him.
2. The client will, if given the opportunity, choose for himself the goal most likely to result in the greatest possible help.
3. In a reasonably short time and by means of counselling, the situation should develop to a point at which the client will be able to operate independently.
4. An emotional disturbance of block is the primary cause of preventing from adjusting properly :

Rogers listed the following steps in non-directive counselling process:

- (a) The counsellor defines the helping situation.
- (b) He is permissive so that client feels free to express his feelings.
- (c) The counsellor recognizes and clarifies the negative and positive outlining of the client.
- (d) As insight begins to develop in the client; the counsellor continues to reflect and clearly the new feeling of the client.
- (e) The counsellor watches for signs indicating that the counselling situation should be terminated. The client or counsellor may suggest termination.

To conclude non-directive counselling is characterized, as compared to directive counselling by thinking not about or for the individual but with him. It places emphasis on the forces within the individual rather on the forces without. It places emphasis on the adjustment or individual by himself, not by the counsellor. And, it emphasizes the importance of the personality of the counsellor rather than his training.

Contribution of the Non-Directivists

Mc Denial and Shaftel have cited three major contributions of the client-centred counselling which are summarized here :

1. The concept of "acceptance" has been given substance and meaning.
2. Clear expression has been given to the meaning of learning in the

counselling process. Learning is a product of the relationship and of the client's development during the course of counselling.

3. The non-directivists deserve credit for initiating evaluation of counselling and suggesting research methodology of the dynamic nature of counselling.

Limitations

Some of the common limitations of this approach include.

1. Since non-directive approach is essentially initiative, it is difficult to evaluate its outcomes objectively.
2. It is doubtful whether it is possible for the counsellor to avoid imposition while giving therapy.
3. Some of the cases are likely to be lost in the early stages of the process because of feeling on the part of the client that he is getting nothing of value from the one-sided interview.
4. There are practical limitations to the employment of this approach in the school setting because :-
 - (a) The method is time-consuming. The average number of interviews involved in each case may be three or more. The busy school counsellor can afford to find this much of time only at the expense of other counselling activities.
 - (b) Most of the problems that are faced by school students centre around effective study habits, choosing a college, choosing a vocation, applying for scholarship etc. These problems usually require a certain amount of giving and receiving information rather than non-directive type of counselling which is most suited for individual suffering from severe anxiety and conflicts.

1.2.10.3 Eclectic Counselling :

Eclectic counselling has been described as selective counselling. It is flexible and a combination of both directive and non-directive approaches. The counsellor does not have a pre-disposition to any approach. He decides the technique depending on the subject, his willingness co-operation of participant, his maturity and experience and the type of problem that he is faced with. To begin with the counsellor may be directive or non-directive but may change the approach depending upon the situation, i.e. may be directive sometime but non-directive on other occasion. So long as the individual is coming out with all the relevant information and is prepared to study the problem and the related phenomena in the light of the available detailed information, the counsellor may assume himself to non-directive. As soon as he finds the individual is not in a position to go ahead he may choose to be directive.

Throughout the diagnostic and the remedial process, the counsellor can vary his techniques though trying to help the counsellee to solve his problem mainly through his own efforts. The counsellor has full faith in the goodness of the child and his ability

to solve his problems. The emphasis is upon enabling the child to be ultimately capable of understanding the problem and its related causes, and thus enabling him to make right choices, adjust to school and classroom situations and develop wise educational and vocational plans.

This approach is based on the belief that there are strengths and weakness in both the counsellor centred and client-centred approaches and that neither position allows that the counsellor the flexibility necessary to counsel most effectively. It is pointed out that :

1. No two problems or situations are identical.
2. Problems rarely restrict themselves to one area.
3. The emphasis frequently shifts from one problems area to another often during the same interview.

Consequently, the advocate of this approach emphasize that the counsellor must select the approach that is most appropriate to the immediate problem and be ready and willing to change approaches at any time. Shirley Hamrin and Paulson describe eclectic approach, neither this, not that, but both and more.” Thorne, a leading exponent of the approach felt that , it was possible for a counsellor to alternate between directive and non-directive approaches within the same interview without disrupting, disrupting for long, the permissive relationship he had established with client. He believed that the critical factor was not the particular method used, but the skill with which it was used.

The critics of this approach often point out that it is vague and superficial. Yet, eclectic is undoubtedly of much value in most of the practical counselling situations which require neither the exclusive use of directive nor of the non-directive approach. Because of the dynamic nature of the individual and his problems, the counselling relationship and techniques should also permit the flexibility that is so characteristic of eclectic counselling.

1.2.11 Questions for Self Evaluation :

1. Counselling is referred as the heart of Guidance Programme. Yes/No
2. Counselling is a professional conversation. Yes/No
3. Main purpose of counselling is adjustment of the child. Yes/No
4. Psychotherapy deals with normal people only. Yes/No
5. In directive counselling the most important role is played by the client. Yes/No
6. In non-directive counselling the counsellor play important role. Yes/No

Answer Key : 1(Yes), 2(Yes), 3(Yes), 4(No), 5(No), 6(No), 7 (Yes)

1.2.12 Suggested Questions :

1. Examine the nature of counselling. Differentiate it from guidance and psychotherapy.
2. Discuss the statements :
 - (a) Counselling is a learning situation.
 - (b) Counselling is based on the ideals of democracy.

3. Describe in detail the eclectic approach of counselling. Point out its limitations and contribution.
4. Discuss in detail the non-directive approach of counselling. How is better than directive counselling ?

1.2.13 Suggested Books and Web Sources :

1. Miller, F.W., Fruehling J.A., and Lawis, G.J. : *Guidance, Principles and Services*, Columbus : Bell & Howell Co., 1978.
2. Shertzer, B. and Stone, S.C., *Fundamental of Guidance*, Boston : Houghton Mifflin Co., 1976.
3. Shostom, E.L. and Brammer, L.M. : *The Dynamics of the Counselling Process*, New York : Mc Graw-Hill, 1952.
4. Traxler, A.B. *Techniques of Guidance*. New York : Harper & Bros., 1975.

Web Sources :

1. en.wikipedia.org
2. books.google.co.in

LESSON NO. 1.3

Counsellor : Characteristics, Education, Training and Eclectic**Structure :**

- 1.3.1 Objectives
- 1.3.2 Introduction
- 1.3.3 Characteristics, Education, Training and Ethics
- 1.3.4 Questions for Self Evaluation
- 1.3.5 Suggested Questions
- 1.3.6 Suggested Books and Web Sources

1.3.1 Objectives :

After reading the lesson, the students will be able to :

- * Understand the qualities of a counsellor.
- * Understand the educational achievement of counsellors.

1.3.2 Introduction :

Different thinkers have laid emphasis upon different aspects of the counsellor. Some of these are, wisdom, understanding, establish rapport and to keep needed distance with the counsellor. There is no doubt, that the experience, sex and age of the counsellor also affects the counsellor.

- (a) **Age :** In case the age of the counsellor is less than the counsellor, then it becomes difficult with him to adjust and bring faith in the counsellor.
- (b) **Experience :** When a counsellor gains experience, studies different books and journals and conducts research, the experience becomes rich.
- (c) **Sex :** Only a tradition has been made, that men counsellors are better than female counsellors. At time girls prefer to be counselled by women counsellors.

1.3.3 Characteristics, Education, Training and Ethics of a Counsellor :

Any Counsellor should have certain characteristics. These characteristics can be described under three headings. These headings are :-

- (A) Personality
- (B) Training and Preparation
- (C) Experience

(A) Personality Traits :

Walter B. Jones has mentioned the following personality traits of a counsellor-

1. **Broad based of Interests :** Each counsellor should have broad based interests, i.e., the counsellor should take interest in the different types of persons, occupations and problems.
2. **Feelings of Cooperation :** The counsellor must possess the feelings of cooperation. He should cooperate all the workers and seek the cooperation from everybody.

3. Humble : The behaviour of the counsellor should be very humble towards the pupils and clients.

4. Farsightedness : The counsellor must have the farsightedness. He should understand the problems of teachers. He should try to understand properly the problems of the pupils and have affectio for them.

5. Magnetic Personality : The counsellor must have the magnetic personality so that he may win others confidence and may eliminate their tensions.

(B) Training and Preparation :

Myers has mentioned the following characteristics of the counsellor regarding his training and preparation-

1. He should have the knowledge of high school objectives, curricula and methods.
2. He should have the knowledge of various activities about various occupations.
3. The counsellor should be equipped with the principles of guidance.
4. The counsellor should have received good education, such as, education of subjects like Sociology, Psychology, Economics, History, Geography etc.
5. The counsellor should have the full knowledge of organising guidance services.
6. In the guidance services, the counsellor must have the knowledge of psychological tests.
7. The counsellor must have the knowledge of methods for providing occupational information.

The following educational qualifications for a counsellor have been prescribed-

- (i) M.A. (Psychology or Education) or B.A., M.Ed. (With Guidance)
- (ii) Diploma in Educational Guidance.
- (iii) The counsellor should possess the knowledge of techniques for solving personality problems, testing, studying mental health and providing counselling.

(C) Experiences :

According to *Smith*, the counsellor should have the following experiences-

1. He should have attained the efficiency in the guidance programme. Such efficiency includes the following skills-
 - (i) To understand the problem of children and pupils.
 - (ii) To help in solving the problems of the client.
 - (iii) To establish rapport with the childre or clients.
2. To help in securing an occupation and to do correct actions.
3. Efficiency in interpreting every type of information.
4. Efficiency in using social means or resources.
5. To have ability to evaluate the counselling service.

Under various researches, the qualities or characteristics of a counsellor have been enlisted. *Cox* has enlisted the following 24 characteristics of a successful counsellor-

1. Fairness
2. Sincerity
3. Personality
4. Good Character and wholesome Philosophy
5. Common sense
6. Health
7. Emotional Stability
8. Approachability
9. Ability to get along with people
10. Sympathetic understanding of youth
11. Interest in People
12. Understanding people different from self
13. Flexibility and Adaptability
14. Intelligence and mental alertness.
15. Social Culture
16. Broad Knowledge and Interests
17. Leadership
18. Awareness of one's own limitations
19. Professional Attitude
20. Sense of Mission
21. Interest in guidance and personnel work
22. Understanding of classroom conditions
23. Understanding of Working Conditions
24. Understanding of social and economic conditions.

In the Indian conditions, no sufficient research has been done regarding the characteristics of a counsellor. But some counsellors working in schools have insisted on the following characteristics -

1. The teacher should be a counsellor. He knows all the pupils and vice versa. The pupils can well-explain about their problems.
2. The counsellor should be able to listen to the client properly.
3. He should have the ability to initiate conversations with the client.
4. The cooperation of the pupils and their participation are essential for a successful counsellor. If such cooperation and participation of the pupils are absent, then it would be difficult for the counsellor to help the pupils. Sometimes, the client opposes such help. Counselling is considered as voluntary service.
5. The counsellor should respect the client. In turn, the client should also see the counsellor respectfully. In this way, the process of mutual respect goes on.
6. The counsellor should be honest in recognizing his training and limitations of the skills.

7. The counsellor should be able to attract the confidence of the pupils.
8. The counsellor should possess the ability of recognizing the merits of the client and encouraging them.
9. The counsellor should have the links with the client as a person and not as a symptom or as a problem.
10. The counsellor should be sensitive towards the problem. This sensitivity of the counsellor is his important peculiarity or characteristic.

1.3.4 Questions for Self-Evaluation :

1. The counsellor does not need much qualification in guidance and counselling
(Yes/No)
2. A Counsellor should have these characteristics. (Yes/No)
(a) Good Personality (b) Enough Experience
3. The counsellor does not need much training in guidance and counselling.
(Yes/No)

1.3.5 Suggested Questions :

What are the characteristics of a counsellor?

1.3.6 Suggested Readings and Web Sources :

1. Shertzer B. and Stone S.C. : Fundamentals of Guidance
2. Shostom E.L. and Brammer L.M. : The Dynamics of Counselling process
3. Aggarwal, J.C. : Educational Vocational Guidance and Counselling
4. Suri, S.P. and Sodhi T.S. : Guidance and Counselling

Web Sources :

1. www.wiziq.com
2. www.blurtit.com