Unit 2: Guidance Services in Schools

Unit Structure

2.1 Learning Objectives

2.2 Introduction

2.3 Different Guidance Services

2.3.1 Orientation Service

2.3.2 Pupil Inventory Service

2.3.3 Occupational Information Service

2.3.4 Placement Service

2.3.5 Follow-up Service

2.3.6 Counseling Service

2.4 Concept of Group Guidance

2.5 Importance of Group Guidance

2.6 Activities of Group Guidance

2.7 Advantages and Disadvantages of Group Guidance

2.8 Let Us Sum Up

2.9 Further Reading

2.10 Answers To Check Your Progress

2.11 Model Questions

2.1 Learning Objectives

By studying this unit you will be able to-

- describe school guidance services
- plan for the organization of guidance services in schools
- arrange various guidance services according to the needs of the students
- define group guidance
- understand the importance of group guidance

2.2 Introduction

In the present time, it is seen that many students face different kinds of problems in the school environment. These problems may be personal, behavioral, educational, or

related to career. In such situations, guidance plays a very important role. One of the main aims of guidance is to help students deal with these problems, solve them properly, and move forward in life in a self-reliant way.

Generally, at the secondary level of education, the proper use of guidance and counselling has become very necessary. This is because, at this stage, students enter adolescence. During this period, it is very important for parents and teachers to be alert, as many physical, mental, emotional, and social changes take place. These changes may create confusion and instability in the lives of students. Their needs increase, and if these physical, mental, emotional, and social needs are not fulfilled properly and at the right time, there is a strong possibility that students may go in the wrong direction.

In the context of Assam, it is observed that professionally trained guidance and counselling personnel have not yet been appointed adequately in government or private schools. In such a situation, teachers should take responsibility themselves and provide proper guidance and advice to students so that they can move ahead in life in a stable and positive way.

Through this unit, various counselling services that can be provided in schools will be discussed. The functions of these counselling services will also be explained. In addition, the role of teachers in the counselling process will be highlighted. Another very important part of guidance is group guidance. Therefore, this unit will also discuss the concept of group guidance and its important aspects.

2.3 Different Guidance Services

In a school, generally six types of guidance programmes can be organized. A brief discussion of these is presented below. It may be mentioned here that the main objective of a guidance programme is to provide the right direction to the right person at the right time. Guidance programmes in schools help in achieving the goals and objectives of the school or educational institution. Therefore, in the present time, guidance services have become essential for every school.

The different types of guidance services are:

- Orientation Service
- Follow-up Service
- Student Inventory Service

- Guidance Service
- Placement Service
- Counselling Service
- Vocational Information Service

2.3.1 Orientation Service

In a school, students come from different backgrounds and environments. Because of these differences, their entry behaviour also varies. Schools should make proper arrangements to prepare students for higher levels of education, help them become socially skilled, develop emotional stability, teach values, and create a sense of responsibility.

Orientation service is very important so that in the future students can adjust properly to new environments such as colleges or other educational institutions. Through orientation service, students are also helped to adjust to the environment of the school where they are studying.

Some of the objectives of orientation service are:

1. To create awareness among students about the rules and regulations of the school.
2. To help students move smoothly from one stage of education to another.
3. To provide opportunities for interaction between new students, teachers, and senior students.
4. To develop a positive attitude among students towards the school and teachers.
5. To provide information to students and help them achieve academic success, develop their personalityand build strong moral values.Also, to create awareness among students about the rules and regulations of the school.

Types of Orientation Service

From a broad point of view, orientation service can be divided into two types:

1. **Pre-Admission Orientation**
2. **Post-Admission Orientation**

(1) Pre-Admission Orientation

This service is essential in our schools. Through this service, students get an

opportunity to become familiar with the school. It introduces them to the traditions, aims, rules and regulations, curriculum, co-curricular activities, staff members, and other important aspects of the institution.

(2) Post-Admission Orientation

This type of orientation service is provided to students throughout the year, at any time when needed. Through this service, teachers can identify the talents and needs of each student. As a result, teachers become more aware of how to use different teaching methods according to the needs of the students.

Activities of Orientation Service

Teachers can organize different activities to provide orientation services to students. Some of these activities are:

(1) Printed Materials

Printed materials related to orientation services include admission brochures, annual academic calendars, student handbooks, etc. Teachers should ensure that these materials contain complete information about every aspect of the institution. Through these materials, new students can get a clear idea about the new school.

(2) Orientation Day: Another responsibility of teachers is to take the initiative to celebrate an Orientation Day. This means that one day in a year should be fixed to inform students about the institution's cultural programmes, health services, recreational facilities, rules and regulations, library facilities, refreshment facilities, etc. and that day is called Orientation Day.

(3) Social Evening: This programme includes activities such as games and sports, exhibitions, film shows, or lectures delivered by invited guests.

(4) Excursions and Games: To remove fear and hesitation among some students, informal activities like excursions and games can be arranged. These help students adjust better to the school environment.

2.3.2 Pupil Inventory Service

The Pupil Inventory is also known as Individual or Self-Inventory Service. It involves collecting, recording, and using different types of information about students.

If a teacher wants to guide students properly, it is necessary not only to know their general information but also to understand their specific abilities. Without knowing students' interests and skills, it becomes difficult to decide what we can expect from them. Psychology has proved that every individual is different in terms of interests, abilities, skills, tendencies, and talents. Therefore, as a responsible teacher, one should evaluate these aspects before giving proper guidance.

Another important area is collecting information about a student's socio-economic condition and family background. The Pupil Inventory Service helps in gathering such information. Otherwise, it is not possible to understand the psychological characteristics of students properly. Moreover, without the Pupil Inventory Service, the guidance process cannot be carried out effectively. In short, this service is described as a lifelong service.

In this type of guidance service, more importance is given to the students and the causes of the problems they face rather than only focusing on the problems themselves. Therefore, guidance workers and teachers should keep records of all kinds of information related to students. The main objective of this service is to present a clear and realistic picture of the students' physical, mental, and personal abilities.

Aims of Pupil Inventory Service

From the above discussion, we understand that the importance of the Pupil Inventory Service in educational and vocational guidance cannot be ignored in schools. Its importance is even greater at the secondary level because teachers can use this service to help adolescents overcome various problems and guide them in the right direction.

Some of the aims of this service are:

(1) Development of Self-Evaluation: We know that every individual has certain inborn talents or qualities. The choice of a subject or future career is appropriate only when a student is capable of studying that subject or preparing for that profession. For this, self-evaluation is necessary. Through the Pupil Inventory Service, students can assess their own abilities and capacities.

(2) Increase in Self-Awareness: Through this service, a student becomes aware of his or her potential and abilities. Teachers can also help students develop a

proper self-concept. As a result, it becomes easier for each student to move towards his or her goals with proper planning.

(3) Providing Help According to Objectives: Through this service, when students make decisions about themselves based on proper understanding and clear objectives, they have a much better chance of successfully achieving their goals.

2.3.3 Occupational Information Service

At the secondary level of education, adolescents usually want to become independent. At this stage, they become aware of their own problems and future plans. Boys often wish to take up attractive and exciting jobs, even if they may not have the required qualifications or if such jobs are limited in number. They are also highly conscious about high-status jobs and social position. On the other hand, girls also begin to think about their security and future stability.

In such situations, teachers, counsellors, and career guidance teachers can make joint efforts to provide Occupational Information Service. The main objective of this service is to provide information about different levels of education, training programmes, and available careers. As a result, students become aware of the courses they can choose in the future and the different job opportunities available to them. Gradually, they also gain knowledge about the world of work, its nature, job patterns, and the skills required.

Objectives of Occupational Information Service

1. To make students aware of necessary educational and vocational information.
2. To help students develop a broad and realistic understanding of various educational opportunities, training programmes, and career options.
3. To help students collect and understand different types of information so that they can make proper career choices in the future.

It is important to mention that Occupational Information Service is generally compulsory at the secondary and higher secondary levels of education. The information provided through this service includes details about different occupations and job titles, duties related to specific careers, educational and vocational requirements, working conditions, rewards and salary prospects, and opportunities for promotion.

Such information is usually collected and shared by counsellors and career guidance personnel through career meetings, seminars, and conferences.

2.3.4 Placement Service

Placement service has a special importance in guidance services. It refers to helping students move to the next stage of education, future training, employment, or further studies. Placement service is an effort to help students get suitable and secure employment. Therefore, secondary schools should make arrangements that help students meet their future employment needs.

In simple terms, placement service is a process that requires cooperation among teachers, head teachers, counsellors, and other guidance workers. It is especially important at the secondary and higher secondary levels. The main goal of placement service is to meet the needs of both employers and potential employees. Besides helping in employment, this service also encourages students to learn how to apply for jobs.

Schools should appoint guidance personnel who can introduce students to different employment fields. They should also teach students how to apply for jobs, provide information about sources of employment, and guide them on how to prepare for job interviews.

According to Clifford P. Froehlich, placement service helps students take the next step in their future and is considered a test of the success of counselling services. H. K. English and A. C. English stated that placement means assigning a person to a job that best suits his or her abilities and satisfaction.

Significance of Placement Service

Placement service is very important, especially for adolescents at the secondary level. It helps students understand their abilities and prepares them physically and mentally for their future careers.

(1) Helpful in Getting Placement: Sometimes students want to do part-time work along with their studies. They may feel confused about choosing suitable work according to their age and time. Placement service helps students in finding appropriate part-time jobs.

(2) Providing Full-Time Scholarships or Career Opportunities: After completing school education, students often need career or scholarship

opportunities. Placement service helps students meet these needs, especially after higher secondary education.

(3) Proper Selection of Curriculum: Another important function of placement service is to help students choose suitable subjects and courses. Every student has different interests, abilities, and talents. The secondary level is the right time to help students choose appropriate courses and subjects for their future.

2.3.5 Follow-Up Service

Evaluating the effectiveness of guidance programmes is very difficult. The responsibility of doing this lies with follow-up service. After the guidance process is completed, teachers and guidance workers should observe and understand the progress of students.

This service is not limited only to academic progress but also includes students' emotional and social adjustment. For example, if a student receives counselling in school to solve social or emotional problems, teachers or counsellors should continue to monitor the student's progress even after the student leaves the school.

The responsibility of the counsellor or guidance worker is to use follow-up service to find out whether the student has been able to adjust to the new environment or is still facing problems.

In other words, follow-up service studies how a person progresses in academic or vocational fields after receiving guidance and how well he or she is able to serve society in a particular area. Through this service, it is possible to improve the curriculum, develop better teaching-learning methods, introduce new subjects, solve workplace problems, and strengthen the relationship between school and society.

According to educationist Downing, follow-up service is a basic part of the guidance programme. It provides the information needed to help young people adjust better to school, vocational training programmes, or jobs.

In short, follow-up service collects and evaluates information about students' achievement, cooperation, coordination, adjustment, and satisfaction.

Importance of Follow-Up Service

From the point of view of guidance, the importance of follow-up service can be explained as follows:

1. **Knowledge about Adjustment:**

It helps to understand how a student adjusts in academic, vocational, or personal areas.

2. **Knowledge about Opportunities:**

It studies students' future possibilities and helps teachers improve the school's academic programmes and curriculum.

3. **Knowing the Causes of Wastage:**

If a student drops out or does not complete education, follow-up service helps identify the reasons behind it.

4. **Evaluation of Planning Service:**

It helps in evaluating and improving the guidance planning process.

5. **Encouraging Students:**

It motivates students for their achievements and helps them in proper adjustment.

6. **Knowing about Maladjustment:**

If students are not properly adjusted in studies or careers, follow-up service identifies the problem and provides timely guidance to solve it.

2.3.6 Counseling Service

Counseling service is considered a basic part of the guidance process. Its main objective is to help in the overall development of students. Through this service, students can discuss their problems with a professional counsellor in a friendly and supportive environment.

Counseling can be provided in different areas of a student's life. For example, it helps in solving psychological problems, vocational and academic problems, and personal frustrations or difficulties.

Counseling is a person-centered process. It helps in developing an individual's potential, skills, and strengths. It also supports personality development and increases self-reliance. In schools, counseling is given face-to-face to bring positive changes in students' attitudes and behaviour.

It is important to mention that counseling is not the same as giving advice. A professional counsellor does not simply give advice unless necessary. In counseling, the final decision always depends on the person who receives the counseling.

2.4 Concept of Group Guidance

In simple words, group guidance means giving help to one or more persons together to solve common problems. Today, guidance is considered a universal process. Group guidance is very important in the present time because it is not possible to provide individual guidance to a large number of students in a school.

In a school setting, when two or more students have common problems, group guidance helps to solve those problems at the same time. For example, information about different subjects of study or various career opportunities can be given through group guidance, because all students need such information. It also helps students to adjust in society in a healthy and satisfactory way. Group guidance is often given in the form of workshops.

The term “group guidance” was first used by Bennet in his book *Guidance in Group*. Group guidance gives importance to each student’s experiences, knowledge, abilities, and hidden talents.

Some definitions of group guidance are:

1. **According to Jones:** Group guidance is any group activity whose main aim is to help each member of the group solve problems and adjust properly.
2. **According to Frank Parsons:** Group guidance is a type of activity that aims to provide helpful personal, emotional, and vocational information to a group of individuals.
3. **According to Mitchell Dreese:** Group guidance means guidance given in a group setting, where normal individuals are studied and guidance is provided to all children.

2.5 Importance of Group Guidance

Although guidance is needed at every stage of life, it is especially important in students’ lives. During their school years, students need guidance to meet their different

needs. When common needs and problems are addressed through group guidance, it saves time, money, and effort.

The importance of group guidance can be understood as follows:

1. **Improves Attitude and Behaviour:**
   Group guidance helps in developing proper attitudes and behaviour among students. Through discussions, students can freely share their problems and needs with teachers and classmates, which helps in providing proper guidance.
2. **Helps in Adjustment:**
   Students come from different socio-economic backgrounds and environments. Participation in group guidance discussions helps them adjust better in their future lives.
3. **Expression of Depression and Anxiety:**
   Group guidance creates an environment where students can openly express their worries and emotional problems, which helps in solving them.
4. **Coordination between Curricular and Co-curricular Activities:**
   Group guidance helps students understand different subject areas and choose courses according to their interests and abilities. It also helps them participate in both academic and co-curricular activities.
5. **Providing Placement Information:**
   Especially at the secondary and higher secondary levels, schools have the responsibility to provide information about future job opportunities. Through group guidance, students with similar interests and abilities can plan their future together.
6. **Leadership Training:**
   Group guidance provides training in leadership. By observing students' behaviour, teachers can encourage and train them to develop leadership qualities, which helps in building a healthy society.

2.6 Activities of Group Guidance

In schools, different strategies can be used to provide group guidance. These activities should be organized according to students' needs and problems.

(1) Career Conferences:

Career conferences, experts and skilled persons provide information about education and future careers. They also give useful suggestions and create awareness among students. Such conferences usually include question-and-answer sessions, where students can actively participate, clear their doubts, plan their careers, choose suitable occupations, and prepare for them.

(2) Class Talks

Class talks should be included in the school timetable. The main aim of these talks is to develop healthy attitudes about education, learning experiences, and social and personal relationships. These talks can be divided into different types such as general talks, educational guidance talks, personal adjustment talks, and vocational guidance talks, according to the needs of students.

(3) Field Trips

Field trips play an important role in creating career awareness among students. Students can be divided into groups and taken to industries or business organizations from time to time to collect vocational information. The main purpose is to help students gather information through direct experience. Proper planning is very important before organizing a field trip. Without planning, it cannot be successful.

(4) Group Activities

Students' hobbies and leisure-time activities help teachers and counsellors understand their interests. These interests may later become future career options for many students. Examples of group activities are woodwork, clay work, music, cooking, designing, drawing, etc.

(5) Role Playing

Role playing helps adolescents learn how to face conflicts in family or school situations. Students can act out real-life situations in front of a group to demonstrate solutions. It is very helpful in solving problems related to human relationships.

(6) Group Discussion

Schools should organize group discussions with about 10 to 25 students to discuss common problems and find solutions. Group discussion is important for identifying

problems, organizing ideas, and finding solutions. It is especially useful for solving relevant and practical problems.

2.7 Advantages and Disadvantages of Group Guidance

Advantages

1. It is not possible to give individual guidance to every student in a school. Group guidance saves time by addressing common problems together. The saved time can be used by teachers to solve more serious issues.
2. It helps teachers understand students' social attitudes and behaviour. Teachers and counsellors can also observe students in such settings.
3. Discussion of problems in a group makes it easier to find solutions. It also opens the way for individual counselling if needed.
4. Some shy or introverted students may hesitate to express their problems alone. In a group, they may feel more comfortable sharing their concerns.

Disadvantages

1. Providing group guidance to a large number of students can be challenging for teachers and counsellors.
2. It is difficult to identify common problems among all students.
3. Maintaining discipline in a group may be difficult.
4. Group guidance may not always be effective for students who need personal and individual attention.

Although group guidance has some limitations, it is very necessary in schools today to address increasing problems like stress, frustration, anxiety, and indiscipline.

2 2.8 Let Us Sum Up

- In this unit, we studied different guidance services in a school. These include orientation service, pupil inventory service, counselling service, occupational information service, placement service, and follow-up service.
- Each of these services has its own importance. Their need is increasing, especially at the secondary and higher secondary levels.
- To provide school guidance services, some important steps are needed such as forming a guidance committee, arranging necessary facilities, preparing a budget,

and creating awareness among parents, students, and the community.

- Based on the aims and objectives of each service, different guidance programmes can be organized for secondary and higher secondary students. While organizing these programmes, it is very important to consider students' needs and characteristics.
- Group guidance means providing help to one or more persons together to solve common problems. It is very important today because it is not possible to give individual guidance to a large number of students. In schools, group guidance helps solve common problems at the same time. For example, information about different subjects or career options can be provided through group guidance, as all students need such information.

O 2.9 For Further Reading

1. Aggarwal, J. C. (1996). *Essentials of Educational Technology*, Vikas Publishing House.
2. Makinde, O. (1984). *Fundamentals of Guidance and Counseling*, Macmillan.

K 2.10 Answers to Check Your Progress

Answer to Question 1:

The term *Group Guidance* was first used by the educationist Bennet in his book *"Guidance in Group."*

Answer to Question 2:

According to Mitchell Dreese, group guidance means guidance given in a group setting. It includes the study of normal individuals and arrangements to provide guidance to all children.

Answer to Question 3:

1. To help in identifying the common problems of students and to support their maturity in relation to realistic goals and adjustment.
2. To help control feelings of frustration, disappointment, and anxiety that arise in students for various reasons. For this, it is necessary to develop a broad outlook and self-understanding. Group guidance is needed to achieve these aims.

Answer to Question 4:

Two group guidance activities are:

1. Career Conferences
2. Group Discussion

Answer to Question 5:

The greatest advantage of group guidance is that it makes discussion and solution of problems easier.

Answer to Question 6:

Field trips help to create vocational awareness among students.

M 2.11 Model Questions

A) Short Questions:

1. What is guidance service?
2. What is meant by counseling service?
3. Write two objectives of individual inventory service.
4. Do you think orientation service is important?
5. Mention two definitions of placement service.
6. What are the two types of placement service?

B) Long Questions:

1. Explain the objectives and levels of individual inventory service.
2. What are the different activities of orientation service?
3. Prepare a note on the importance of placement service.
4. Discuss the importance of group guidance in schools.

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