

Guidance and Counselling: Meaning and Review

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INTRODUCTION

VIEWS:

Guidance and counselling are essential components in the discipline management of people in all societies. Even the most primitive societies grew out of the necessity of guiding individual behaviour patterns in the interest of the group. Guidance and counselling are essential elements in the discipline management of people. Without the practise of discipline, society as a whole would be unable to operate properly. If individuals are going to cooperate harmoniously toward the accomplishment of a shared goal, then the use of guidance and counselling to strengthen discipline is something that must be consistently performed. Hendrikz (1986) places a strong emphasis on the fact that it is the duty of both the teaching staff and the management of the school to ensure that each student develops steadily along his or her own particular trajectory. Students represent one of education's most valuable assets and indispensable components. It was a requirement that teachers instruct pupils on how to maintain a positive attitude and behave appropriately both inside and outside of the school. The rapid increase in the number of students enrolled in most African countries since the attainment of political independence, coupled with inadequate resources to cope with the ever-increasing demand for educational provision, had made the management of schools a much more complex and difficult enterprise than it was a few decades ago. This was due to the rapid expansion of student enrolment in most African countries since the attainment of political independence. According to Meyer (1991), educators all around the world are concerned about the lack of discipline that exists in schools and other types of institutions maybe more than anything else. In public opinion surveys, classroom discipline is almost always recognised as one of the most important issues schools face. Meyer (1991) and other academics are of the opinion that the level of discipline in American schools has not changed much since then.

LITERATURE REVIEW

Yashvee, & Malik, Poonam & Verma (2022) When it comes to human growth, particularly during the teenage period, guidance and counselling are very useful tools that should not be overlooked. The adolescent period of life is marked by fast growth and change in many aspects of life, including intellectual development, social development, spiritual development, and moral development. Due to the fact that the vast majority of teenagers are enrolled in Senior Secondary Schools, guidance and counselling services are of critical importance throughout this time. The assistances known as guidance and counselling are made available to individuals of any age by people who are qualified and trained in order to assist that individual in managing his or her own life activities, developing his or her own points of view, making his or her own decisions, and carrying his or her own burden. The goals of academic advice and counselling programmes in schools are to raise students' capacity for skill acquisition and application in the area of conflict resolution, as well as to reduce the number of students who withdraw from school due to lack of academic success. The adolescent population's lack of access to advice and counselling has contributed to a rise in negative consequences for society as a whole. These include dropping out of school, engaging in illegal activities, committing felonies, and even having trouble finding work. The purpose of educational guidance and counselling is to facilitate a student's self-adjustment to his academic responsibilities by enhancing the student's study attitude and reducing obstacles posed by the subject matter. Therefore, we can argue that guiding and counselling are key educational tools that play a vital role in moulding a child's orientation in life. Students may better comprehend the opportunities, plans, and changes available to them by receiving guidance and counselling, which assists in gaining an awareness of the students' mental, physical, and emotional states as well as their attitudes. The purpose of this article is to make an effort to bring attention to the significance of guidance and counselling throughout the teenage years.

Dudi, Jyoti & Malik, Poonam & Lohan, Sangeeta & Anshu (2022) The intellectual, occupational, and psychological potentials of children can only be uncovered and developed

with the assistance of guidance and counselling services. The students' potential is significantly enhanced by the educational opportunities provided to them. Children who participate in counselling learn to manage their emotions and find healthy solutions to the challenges they face in their daily lives. Counselling from a young age may be of assistance to a child in overcoming negative beliefs that may have been ingrained in him or her by other students when the child was attending school or college with those classmates. It is impossible for a child's full growth and development to take place outside of an atmosphere that is conducive to appropriate education and instruction. In order to accomplish the educational objectives, educational planners focus a lot of attention on any and all educational services that have the potential to make teaching and learning in schools better. It is believed that the establishment, evaluation, and improvement of educational programmes, as well as the improvement of teaching and the competency of teachers, may be aided by the provision of guidance and counselling services at educational institutions. As a direct consequence of this finding, the primary emphasis of this research is placed on the need of providing excellent guidance and counselling services in schools. It covers topics such as the function of advice and counselling in educational institutions, the contribution of guidance and counselling to the success of educational institutions, as well as the goals and advantages of successful guidance and counselling for students. Because of the roles they play in ineffective teaching and learning that is provided in schools and other educational institutions, it is recommended that individuals be educated to comprehend, respect, and embrace guidance and counselling services. This recommendation is based on studies and literature that are relevant to the topic.

Devi, Anshu & Malik, Poonam & Boora, Meenu (2022) Being a parent is one of the most rewarding experiences a person can have in their lifetime. It is also incredibly exhausting and requires a lot of time to complete. The responsibility of aiding their children in the development of social competences, life capacities, and proper conduct falls on the shoulders of the parents. When it comes to parenting teenagers, there is no such thing as a "one size fits all" approach since each and every adolescent has a unique personality. It's possible that this will make the parents feel overwhelmed and cause them to get confused. It is a practise in which one is very concerned with the psychological well-being and parenting of the adolescent. The connection between the parent and the adolescent is essential at this time because the adolescent is going through significant changes in their social lives as well as emotional highs and lows, and as a result, they need the support and protection of their family. The purpose of this research is to investigate the effects of guidance and counselling on a person's ability to modify their behaviour, raise their capacity to cope with stressful situations, become more decisive, strengthen their connections with others, and more easily realise their full potential. The promotion of the intellectual, social, emotional, and personal growth of teenagers is the primary objective of guidance and counselling services. The objective for this is to examine the results of parent counselling and guidance, which are processes that are mostly supported by evidence and are designed to assist parents in dealing with a variety of issues that impact their teenagers. It is possible for parents to seek counselling, which focuses on supporting parents in examining methods to inspire good conduct, influence undesirable behaviour, and understand the emotional needs of their teenagers.

Dar, Rayees & Peer, Najmha (2022) In schools, guidance and counselling serve an important function for the development of the child into a successful adult. The research acknowledges the reality that counselling is a transforming process that may assist individuals in learning all there is to learn, both within and outside of the classroom setting. Because this was a paper presenting an opinion, the research design, methodology, and approach all revolved on the use of review research methodologies. The findings of this study indicate that it is essential for counsellors to establish the kid's trust in order for the counsellor to be able to provide the child with the accurate information that is required to assist the child. The article acknowledges this fact (students). Implications for daily life include that guidance counsellors should urge students to participate in therapy sessions so that they may better assist children in achieving success in the future. The originality and value of this work lie in the fact that it examines the

part that guidance and counselling play in the successful teaching and learning that takes place in schools on behalf of the child's future success.

Dar, Rayees & Peer, Najmha (2021) In schools, guidance and counselling serve an important function for the development of the child into a successful adult. The research acknowledges the reality that counselling is a transforming process that may assist individuals in learning all there is to learn, both within and outside of the classroom setting. Due to the nature of the study, which is an opinion piece, methodological approaches from review research were used. The document acknowledges the reality that it is vital for counsellors to create confidence in the kid to the point where the child can trust the counsellor enough to offer the counsellor the appropriate information that is required in order to assist the child (students). Students should be encouraged by guidance counsellors to participate in therapy sessions so that the kid may improve their chances of being successful in the future. This article discusses the importance that competent guidance and counselling play in the teaching and learning that takes place in schools for the sake of the child's future success.

GUIDANCE AND COUNSELLING

According to **Birichi and Rukunga (2009)**, the process of guidance and counselling is one that has been around for a long time and has been handed down from one generation to the next. The meanings of the terms "guidance" and "counselling" are distinct from one another yet often overlap. They are intricately connected to one another and can hardly be thought of in isolation from one another. In addition, **Mutie and Ndambuki (2002)** made the observation that the concept that human beings are, in essence, animals capable of self-determination is widespread. That signifies that they had an inbuilt drive for independence and autonomy as well as for self-destruction, which meant that human beings had the potential to determine their own fate and to be totally accountable for their actions. Additionally, it suggests that they had a desire for self-destruction. The primary objective of guidance and counselling is to assist individuals in better comprehending themselves in order to deal with the events of life in a healthy manner. This is accomplished through the development of the capacity to identify the factors that contribute to problems and the pursuit of appropriate methods for resolving or avoiding the situations that might result in unhealthy lifestyles. According to **Ajowi and Simatwa (2010)**, guidance and counselling services are crucial components in the disciplinary administration of individuals within all cultures.

Approaches Used in Guidance and Counselling

The term "school discipline" refers to any reasonable method that is used by the institution in order to maintain order among its student body. One of the strategies consisted in administering punishment to the pupils. For pupils who have committed offences against school rules and regulations, which were strengthened by the Education Act and the Code of Regulation and Ethics, the administration of punishment cannot be ruled out as an option for the management of school discipline. However, the student must be held accountable in a manner that is fair and proportionate to the offence that they have done, and the penalty that they receive must be mild. The mischievous Chianu could be brought under control and instilled with a sense of responsibility and decorum by the use of physical punishment over a period of years. This method was quite successful (2007). On March 13th, a prohibition on the use of physical punishment in public and private schools went into effect. It was necessary to use non-traditional methods in order to put an end to the indiscipline problems in senior secondary schools. In the event that a student violates a particularly severe regulation at school, the student might face either suspension or expulsion.

Status of Guidance and Counselling in Enhancing Student Discipline

According to Biswalo (1996), Senior Senior Secondary Schools have a dual but equally important responsibility: first, they must cultivate students who have a wide range of abilities, capacities, interests, and limitless potentials; second, they must prepare students to become productive, functioning members of the societies in which they live. In addition, Mutie and Ndambuki (2002) note that the majority of students enrolled in Senior Senior Secondary Schools are adolescents, which are characterised by a range of emotional developments, such as shifts in mood, enthusiasm, tenderness, cruelty, curiosity, and apathy. This age group is also

associated with an increase in criminal activity and delinquency. For example, Senior Senior Secondary Schools have been linked to the discontentment of their student bodies. This antisocial conduct could be a reflection of aggressive behaviour in society. As a method for finding solutions to issues, discussion, not violence, should be preferred at all levels, whether individual or communal. In order to provide effective guidance and counselling services, it is necessary to have a comprehensive grasp of the student experience. According to Mutie and Ndambuki, competent guidance and counselling services are essential not just for students who behave in a manner that is different from what is expected of them, but also for all students (2004). Therefore, in order for students to enhance their academic, social, and personal competency, they will all need some kind of guidance and counselling services. Altering one's behaviour may also be accomplished via the process of counselling. The Kenyan government acknowledges the usefulness of advice and counselling in a variety of settings. According to the findings presented in GOK, the report that was compiled in 1976 by the National Committee on Educational Objectives and Policies recommended that guidance and counselling be taught within the context of other subjects, such as religious education, so that schools could facilitate the development of students' capacity for self-defense (1976). Despite the fact that this was recommended, the use of guidance and counselling services was inadequate in terms of helping to reduce the growing amount of disobedience in schools. Assault, arson, fighting, theft, vandalism, damage of school property, harassment, rioting, rape, and loss of life are all examples of infractions that need guidance and counselling as appropriate responses.

According to **Simatwa (2007)**, the cases had continued to increase unabatedly, which led to the government's introduction of guidelines on safety in schools. **Raffer and Johson(1981)** maintained that, many of the students' discipline problems that occur in Senior Senior Secondary Schools might not exist if guidance and counselling service were correctly offered. As a result of all of these occurrences, it became imperative to increase guidance and counselling services in Senior Senior Secondary Schools in order to promote student discipline. According to **Muitie and Ndambuki (2002)**, the current obstacles of guidance and counselling in Senior Senior Secondary Schools since 1999, when guidance and counselling departments were established in all schools in Kenya to address academic career and discipline issues, are negative attitudes by teachers, parents, and school administration towards guidance and counselling service. Another challenge was incompetence among school counsellors who were merely appointed by the Teachers Service Commission. These obstacles have been in place since 1999, when guidance and counselling departments were established in all schools in Kenya to address academic career and discipline issues. The status of guidance and counselling in enhancing student discipline in Kenya has struggled with the problem of a lack of recognition and the realisation of guidance and counselling as an integral part of the education and growth of every child. This has prevented guidance and counselling from being seen as an integral part of the education and growth of every child. Although some principals of schools made time available for counsellors to give counselling services to their pupils, others saw this practise as a waste of valuable time that could have been spent on issues that could be examined. Others saw it as little more than an after-school distraction. They see the education of a kid as consisting only of the dissemination of scholastic information and the acquisition of skills in reading and writing. As a result, the vast majority of kids graduate from high school with very little information about who they are as people and how to deal with the harsh realities and arduous tasks they will encounter later in life. Students, on average, were unable to deal with a variety of challenges, such as unemployment, and even when they did find work, many of them were unable to maintain their position.

Need of guidance and counselling for Indian youth

College students in modern-day India encounter a variety of challenges, some of which are connected to their personal lives, some to their financial circumstances, and yet others to their educational experiences. They contend with the issue of substance misuse and addiction, both of which have grown pervasive in the culture of universities and colleges. They also struggle with issues with the selection of appropriate academic and professional endeavours. The

FUNCTION OF GUIDANCE AND COUNSELLING:

The functions of adjustment, orientation, and development are the three pillars upon which guidance and counselling are built.

a) Orientational Function:

The duties of orientation are performed by Guidance and Counselling. They guide the students in issues pertaining to career planning, educational programming, and the orientation towards long-term personal goals and ideals. In order to be successful in school and in the preparation for a profession after education, it is necessary to have an awareness of the need to plan within the framework of the complexity of the working world. This is an important pre-requisite.

b) Developmental Function:

Another essential role that guidance and counselling play is in the process of individual growth and development. They shouldn't only focus on finding a solution after the harm has already been done; rather, they should get started on finding solutions before the issues ever develop and the maladjustment takes place. If unresolved issues are allowed to build up over time, the cumulative impact of these issues may bring the student to a point where he is unable to go further in his learning. In situations like these, guidance and counselling serve a very vital developmental role by assisting students in the process of self-development and coming to terms with who they are as individuals. The functions of advancing the general welfare of society and being key tools in the process of national development are also among those that must be fulfilled by guidance and counselling services.

CONCLUSION:

The investigator, after doing extensive research and analysis, has arrived at the following findings and evaluations. The experiences that adolescents have are shaped by technological advances as well as the changing social, economic, and political climate of the nation, which all contribute to the process of transitioning to adult duties and responsibilities. Increasing materialism and its impact on adolescent value system, aspirations, lifestyle, attitude towards elders, and career choices have already resulted in a lack of preparedness on the part of parents to cope with the demands of parenting. This is especially true in light of the rapid social and technological advancements that have taken place in recent decades. The mass media play an increasingly important role in the socialisation of teenagers by offering worldwide ties and new role models, as well as by questioning the values and ideas that are already held by the population. It is possible that the impacts of teenagers' peers will become crucial in defining the adolescents' developmental trajectory. School load, increasing competition for limited places, and growing cost would further result in developing stress and social class division among teenagers.

The research that has been done on school counselling indicates that the services that school counsellors give have a beneficial impact on the students who receive them. It has produced a considerable influence on students' educational and personal growth. School counselling programmes have been demonstrated to have substantial effect on disciplinary issues. Baker and Gerler discovered that children who engaged in a school-counselling programme had much fewer improper behaviours and more favourable views about school than those students who did not participate in the programme. When it comes to stopping adolescents from killing themselves via suicide, school counsellors have shown to be helpful on occasion. Specialists have been assigned to the school for the goal of enabling the kid to fulfil his or her potential in the academic context. These professionals include social workers who attach themselves to the function of performance of the kid and his or her social and intellectual potential.

School social workers are a 'extended arm' of the educator in attaining educational goals. They serve in the capacity of advisors by imparting their expertise onto students, instructors, parents, and professionals in related fields. Their distinctive contributions and strengths lie in the pattern and nature of practise, both direct and indirect, that is exclusively associated with the social work profession. The field of social work is just one of several disciplines that are integrated into the educational system. Its purpose is to analyse and treat issues that are associated with

the teaching and learning process, as well as to collaborate on initiatives that aim to maximise the educational potential of all students.

The preventative features of delinquency and criminal behaviour are gaining an increasing amount of attention among social workers. They hold the philosophical belief that society as a whole, as well as individuals and families, will be in a much better position if more effort, in the form of time and skill, can be invested towards avoiding antisocial conduct in the first place. The concept of prevention encompasses a wide range of subfields that fall under the umbrella of "helping." The importance of education cannot be overstated. Several studies have shown that there are a significant number of young people currently enrolled in schools who are on the verge of becoming delinquents and who will get into trouble if something is not done to assist them in resolving their issues and adjusting better to school, their families, and life in general. This population includes both young men and young women.

The National Commission on Social Work Practice of the National Association of Social Workers defined prevention in social work as "activities which have merit in averting, or discouraging the development of specific social problems or in delaying or controlling the growth of such problems after they have presented beginning symptoms." In other words, prevention in social work refers to "activities which have merit in averting, or discouraging the development of specific social problems." Instead of trying to glue together human pieces that have cracked, split apart, or splintered, prevention focuses on maintaining human personalities and human interrelationships on a level that is integrated and mature. Adolescents' socialisation is influenced by both their peers and the growing importance of the media in their lives. During the teenage years, there aren't many opportunities for parent-child engagement. Because of their power to shape a person's self-image, schools often discuss topics like the significance of healthy self-esteem.

The training that school social workers get enables them to provide assistance to individuals, including all children and adolescents of school-going age, in successfully addressing their issues and concerns. These may include changes in the surrounding environment, personal connections, or issues inside the family or the individual. Youngsters who are unable to make good use of their educational possibilities and who find it difficult to operate effectively in the school environment might get assistance from the school social worker. These children find it difficult to function effectively in the school environment. In this capacity, the social worker acts as a referral source for children who seem to have emotional or social difficulties that impede both their academic performance and their ability to socially adapt while they are enrolled in school. The school social worker has unique interviewing and casework abilities that are used within the framework of the relationship between the school and the children and parents.

Individual counselling that is conducted effectively by a social worker may not only assist a student in finding solutions to the issues they are facing, but it can also assist in the prevention of psychosocial issues by strengthening the student's problem-solving talents and coping abilities.

Every person who has an interest in education today is of the opinion that educational institutions should take on additional responsibility by offering guidance and counselling to students in order to improve their performance in a variety of spheres, establish an environment that is conducive to intellectual excellence, and reduce tensions. Research carried out in India by Riddles (1962, 1965, 1967, and 1974), as well as by other researchers, highlights the importance of receiving counselling. Given that the research found the problematic behaviour to be more prevalent in early teens, it is imperative that an intervention that is both timely and appropriate be implemented in order to avoid the behaviour from becoming more severe. A sense of priority and urgency in this era of tremendous social upheaval might help access the potentials of adolescents and young adults that have not yet been fully explored as a valuable national resource.

It is important to remember that school counselling should never be seen as an emergency response pattern but rather as one that is ongoing, sequential, and programmatic since its primary and overarching goal is the students' personal growth and development.

FINDINGS

1. The findings of the research indicate that teenagers have a need for guidance and counselling in a variety of areas, including social, psychological, economic, academic, and vocational considerations. Even educators are in agreement that they need the assistance of a counsellor in order to successfully balance their personal and professional lives.

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