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# Guidance and Counselling

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## INTRODUCTION

In India the advent of formal guidance and counselling is a post-Independence phenomenon, though its antecedents started in 1938 with the introduction of applied psychology as an independent discipline in the Calcutta University and the establishment of the Batliboi, (later, Parsi Panchayat), Guidance Bureau which was a voluntary organisation. Guidance at that time originated out of the felt need of school students for educational, personal and career guidance and counselling due to the emergence of complexities in the society. The scientific and technological advancements all over the world ushered the Indian society also into the era of industrialisation. The ensuing constant increase in the complexity of life left most parents, teachers and other adults baffled and rendered them incompetent to provide the requisite assistance to their children and students at the time of need to resolve their personal, educational and career concerns as had been the practice in India from ancient times. The great *Guru-Shishya Parampara* epitomised the highest traditions of guidance and counselling. Over the centuries this got diluted partly under the influence of foreign systems of education imposed upon the indigenous system of education from time to time and partly due to some practical constraints such as large number of students, social and geographical mobility, complexities

of problems and the information explosion.

Though guidance is a universal need, it is required most at the crucial developmental stages, namely, childhood and adolescence and across the formative and impressionable years having implications for future life. Guidance should thus be all pervasive throughout the school stage which coincides with the period of growth. It should ideally operate within the framework of the total educational experience in any society and since both education and guidance aim to make an individual self-actualising and provide a preparedness for life in the future, it would not be wrong to call guidance an integral part and a tool of education which helps in achieving its goals and objectives of nurturing the human resource for the benefit of the society.

## RESEARCH IN GUIDANCE AND COUNSELLING: INTERNATIONAL PERSPECTIVE

The concept of formal guidance and counselling initially emanated from the United States of America with the work of Frank Parsons (1909), where after gradually and consistently developing for almost eight decades it is now visualised in three distinct forms: a discipline, a philosophy, and as a constellation of helping services (Pietrofesa, J.J. et al. 1980). Guidance along with counselling is considered a discipline in its own right with well-developed theories,

concepts, and a philosophy which swamps some assumptions and fundamental principles based predominantly on the tenets of humanistic psychology and democratic ideology that emphasise the dignity and worth of the individual, an unconditional positive regard for him and helping him realise and actualise his best self. Guidance and counselling services pervade the entire school system as far as the developed countries, particularly the USA, Canada, the United Kingdom, and Australia are concerned, where the discipline took off out of a concern for school leavers and unemployed youth. It stressed the understanding of the psychology of work and the processes involved in career preferences, choices, adjustment, job satisfaction and vocational success. The initial focus was on understanding the psychology of the working individual rather than the work.

Gradually, however, as Super, D.E. (1983) points out, the importance of personality dynamics in career choice making, job satisfaction and adjustment was recognised. The emergence of the developmental concept of the individual (Super, D.E. 1942; Rogers, C.R. 1942) facilitated the acceptance of a psychological approach to vocational guidance with the emphasis on personality dynamics and cognitive and affective factors, and consequently the use of personality theories in explaining the vocational behaviour of an individual. The current view, however maintains that the people are increasingly viewed as active shapers of their lives, including their careers, rather than passively adjusting to external demands (Hill, C.E. et al. 1988; Borgen, F.H. 1991 and Hill, C.E. 1992). This view led to the convergence of guidance and vocational guidance into one in the West.

Since guidance and counselling form an integral part of the education system in the USA and Canada and are in the most developed state, the purpose of research in the field is to clarify concepts, theories and evolve methodologies. It also investigates into critical problems relating to or affecting education in general and guidance and counselling, in particular, and disseminates results among teachers, counsellors, school administrators and policy makers to determine the most promising solutions and apply them in the school. To meet this end, basic, applied and developmental research is conducted in these countries.

Research in the USA not only contains a broad spectrum of substantive knowledge, but it also covers a wide range of methodological issues. Though all aspects of guidance and counselling are researched, more emphasis is laid on career and vocational behaviour related topics. This is one area which has received tremendous attention from researchers. The nature of study of career development has changed dramatically over the past 20 years. Theoretical and empirical sophistication has increased and the impact of career development on other areas of applied psychology has grown (Osipow. S.H. 1987). Research in this field has contributed to evolution and expansion of the concept of career development, theories and techniques. Borgen F.H. (1984) pointed out that in the USA, vocational counselling has been and continues to be one of the most vigorous areas in the field of guidance and counselling. Research on all possible aspects of career guidance and career counselling has been accomplished and the vocational intervention literature is so large that it can be described as a "catalogue of methods" (Meier, S.T. 1991). Research is done on diverse and multiple special groups such as women, racial and ethnic minorities, adults, and the aging in addition to the mainstream (Betz, N.E. 1991).

Guidance research in the USA is very much influenced by technological change. The research methods as well as research agenda are determined by the technology available. Over the past few years interest has been evident about the combination of vocational assessment and micro computers and the research literature during these years reflects that interest. SIGI and DISCOVER guidance systems have been researched and evaluated considerably vis-a-vis other methods of guidance and their differential efficacy on career decision making.

Research trends in Canada and Australia are somewhat closer to the United States. In these countries career counselling is well-developed and career education programmes are well integrated with the school curriculum and therefore research on career education is a part of career guidance. In these countries highly developed research in terms of concepts, methodology, target populations and application is being carried out.

In Great Britain also, increasing importance is being attached by schools and colleges to career education to enhance students' awareness of further education and career opportunities and help them to prepare for adult and working life. As a result, the links between schools and the career services are being strengthened. The work of career guidance at the local level is supported by careers information material produced by the Careers and Occupational Information Centre. A computer-assisted careers guidance system for students at different levels of education, known as PROSPECTS (HE), has been developed.

A number of universities provide professional training programmes for counsellors. Extensive research on different aspects of career guidance and counselling is carried out in Britain, with more emphasis on psychological testing and assessing individual differences as well as occupational. In Hongkong, the Special Education Section of the government is more concerned with guidance and counselling programme and carries out research programmes as well. The focus of research is on child guidance, educational guidance, student counselling and construction of psychological tests for school populations. In other European countries two new words in the field of careers guidance have emerged. They are: transnational guidance and transfrontier guidance. Both allude to international cooperation between career guidance services and guidance practitioners. (Plant, P. 1991)

In the USSR, problems of vocational orientation are taking priority because of the ongoing radical socio-economic changes in the country. In the beginning of the century, in the European countries especially, those questions have been of interest that had a connection with the empirical research of vocational aptitude, starting with the research on development of special psychological tests for the selection of pilots. After that, though a department of vocational guidance was established in Leningrad, the vocational guidance services were not integrated into the school system. Gradually, however, during the late 1980s, vocational guidance was made an integral part of the school system. This led to research efforts in the field and research accompanied the guidance work on changes in regard to contents and functions under the conditions of the transition to market economy; elaboration of criteria for estimation of efficacy of vocational guidance work (Nowikowa, T. 1991).

The need for research in guidance and counselling has also been felt in the developing countries due to the recent changes in the society at large in terms of the use of drugs and alcohol, the cases of AIDS, and juvenile delinquency acquiring unparalleled dimensions on the one hand, and emergence of new and unconventional innovative occupations, expansion of private sector and shift of emphasis to develop the underdeveloped populational groups on the other. Efforts have been made in some of the countries to introduce these services at different levels, however, they are still in the infancy stage. As far as these services are concerned they have, by and large, borrowed the concepts of guidance and counselling from the West and are studying the adopted or adapted concepts. Research agenda in the field is, to a very large extent, determined by the needs and problems in these countries.

Most of the developing countries undergoing the process of industrialisation are facing an acute problem of manpower planning and proper training and utilization of human resource.

These countries have tried to resort to vocational guidance and career counselling. Research is also geared to the needs of such countries. In Cyprus, research concentrates on such areas as mental retardation, standardisation of tests, vocational guidance, psychological disturbances in the student population and other social problems. Finland, Czechoslovakia, Poland, Qatar, Greece, Denmark, the Ukranian Soviet Socialist Republic, Peru, and Spain concentrate on research on issues relevant to vocational guidance. The major concerns of career guidance which have been researched most in Israel are job satisfaction and congruence between vocational interests and job selection.

Topics relevant to educational guidance have been taken up for research primarily in countries like Mexico, Korea, and Germany. The research work in Pakistan is still rather at an infancy stage. However, some studies conducted in the USA and the UK have been replicated. Efforts have been made to translate tests into Urdu and standardise them on Pakistani samples. Issues in educational and vocational guidance include studying the causes of failure in the High School Examination and suggestions for improvement, study of the educated unemployed, and study of the psychological needs of secondary school students. Attention has been paid to research in the field after the guidance services have been introduced into 50 schools of Islamabad area.

In Greece, the objectives of Applied Educational Research are provision of guidance in primary, general, technical, vocational and higher education. Basic, applied and developmental research in Turkey helps solve educational problems of various kinds and focuses on evaluating guidance programmes in the country. In countries like Japan, where technological and scientific advancement are producing acute occupational stress and strain, research is targeted towards such aspects of career development as job satisfaction, career self efficacy, job demands, worker health, and

life space career development, etc. Both cross-sectional and longitudinal studies are being encouraged to investigate these aspects of vocational behaviour.

As far as the research in the Third World countries is concerned, it is carried out mostly by American and European psychologists who are interested in cross-cultural issues. Such research in these countries has been highly diversified. Psychologists in black Africa compared the aptitudes and achievements of the African population to non-Africans and tried to develop culture-free tests and tests adjusted to the local socio-cultural climate. The topics covered also include areas such as vocational guidance, psychological disturbances and mental health in the student population.

The foregoing survey shows that in countries like the USA, Canada, the UK and Australia, research is very comprehensive and well-developed in terms of substantive and methodological issues. However, in the developing countries research in the field of guidance and counselling is sparse and is still in its infancy. In fact, this trend provides an important cue, that is, the status and agenda of research in this field is linked directly with the state of guidance and counselling services since this is an applied field. The reason for guidance research not being well formulated, comprehensive and useful in some developing countries is simply that these countries do not have well established guidance services.

## GUIDANCE RESEARCH IN INDIA

It is interesting to note that guidance, since its emergence in India, has been synonymous with 'guidance services' which are more tangible and intelligible than 'guidance as a discipline or as a philosophy' for a layman, and falls in the category of student personnel services in schools along with the clinical and pupil regulatory services. Orientation, counselling, placement, follow-up, research and evaluation activities are subsumed under guidance services. All these services converge in the counselling services and

are well-known to students, teachers and parents. These services cover the educational, vocational, personal and social aspects of development. They need to be well planned, systematically defined and properly organised for helping the students attain total development comprising all these aspects. Thus they should ideally form an indispensable part of the school system in the society.

Guidance and counselling services consolidated their position in India after the recommendations of the Mudaliar Secondary Education Commission and the Kothari Education Commission, when they were implemented under a centrally sponsored scheme in the states. Due to this central financial aid during the 1960s and the 1970s, guidance services were then perhaps at their zenith in the country. During this period a number of state bureaus of guidance were established and the existing ones were strengthened under the guidance and supervision of the Central Bureau of Educational and Vocational Guidance (CBEVG). During this period new guidance activities and programmes were launched, development of literature and guidance tools and techniques was taken up, publication of guidance newsletters, journals and articles was at its peak, and the All India Vocational and Educational Guidance Association (AIVEGA) was very active in carrying out professional programmes, seminars, conferences, research, etc. During these years research also thrived in the field which was considered a new and emerging force in the education system. In the beginning of guidance and counselling, researches were conducted in areas such as:

(i) Organisation and administration of guidance, which included work on its history, need, aims and objectives;

(ii) Concepts, viewpoints and methods suggested and formulated from time to time for improving the methods and techniques used in the practice of guidance;

(iii) Vocational guidance covering the results of surveys planned from time to time;

(iv) Surveys from time to time to define the relevant factors in vocational choices and occupational information;

(v) The use of appraisal data for evaluation of guidance tools and techniques; and

(vi) Selection and preparation of guidance personnel including suggestions and recommendations from time to time regarding the organisation and methodology of training programmes (Mohsin, S.M. 1968).

Researches were conducted in all these aspects during the late 1950s and 1960s when very fundamental questions about guidance were asked. This was the time when guidance and counselling were considered innovative ideas and substantive and methodological issues were taken up for research. A number of new psychological tests were developed or adapted for use and standardised with diverse populations. Efforts were made earnestly to establish coordination among guidance, education and employment, and central, state and district level coordination committees were formulated to facilitate guidance functions.

The development of guidance literature and material was taken up during the early years to support guidance services at the state and school levels. However, due to predominantly directive and psychometric orientation of the guidance workers at that time, emphasis was more on gathering data about the client. Both testing and non-testing techniques were employed to elicit the requisite information. During this time, therefore, attention was given to development and adaptation of standardized guidance tests/tools, the major ones being the psychological tests to measure intelligence, aptitudes and personality dimensions. The preparation/adaptation of tests was taken up in a big way as big projects by the central agencies such as CBEVG, the state bureaus of guidance, other research institutes and by university departments of psychology, education,

sociology, child development, as well as by training colleges as part of the doctoral and master's degree level theses and dissertations. Cooperative and collaborative test development projects were also taken up at different levels. Some state bureaus of guidance enthusiastically took up development of audio-visual guidance material, including films on career, educational and personal guidance. With the emergence of the humanistic point of view, however, efforts were directed towards preparing more non-testing techniques and tools of guidance and counselling. Although research was carried out in development of different types of psychological tests, and other material, the work was sporadic and unsystematic. Moreover, most of the tests were prepared by individuals for their specific purposes and very few tests were developed by institutions with the rigour of psychological test development. Proper validity studies, establishing reliability and preparation of norms were also not undertaken (Harper, A.E.(Jr.), 1964). A lot of duplication of effort in this field and little tendency to profit by other people's mistakes and to learn from the experiences of others could also be observed. However, guidance experts realised that too much attention to tests at the cost of counselling was not beneficial. Mohsin, S.M. (1957) observed

that "psychological tests are not the *sine qua non*" of a guidance programme and maintained that counselling has to be the core of the programme in order to make it a really effective service and lamented that enough emphasis on counselling was lacking. This observation points towards the dearth of research on other aspects of guidance.

Gradually attention was paid to research in other aspects such as counselling and information and to follow-up also, in the late 1970s and 1980s, and evaluation of guidance services or guidance interventions as well as some unexplored topics were also considered for research in India.

With the neglect of guidance services during the late eighties and early nineties due to various reasons, interest in guidance research also dwindled. It is a common observation that while guidance services thrive and form an integral part of the education system in the advanced countries, they exist in only 9% schools in India (NCERT 1992). In fact, they exist in most schools only in the abstract form of an 'accepted philosophy of education'. As Dave, I. (1974) puts it, "The entire technical work field in the area appears to be raw in terms of unclarified concepts, inadequately trained counsellors and

**Table 1**

**Discipline-Wise Distribution of Ph.D. and other Research Projects on Guidance and Counselling Conducted between 1988-92**

| Subject-wise Distribution | Ph.D.Theses | | Research Projects | | Total | |
|---|---|---|---|---|---|---|
| | Upto 1988 | Upto 1992 | Upto 1988 | Upto 1992 | Upto 1988 | Upto 1992 |
| Education | 70 | 76 | 29 | 29 | 99 | 105 |
| Psychology | 42 | 46 | 17 | 20 | 59 | 66 |
| Sociology | 2 | 2 | - | - | 2 | 2 |
| Home Science | 1 | 1 | 1 | 1 | 2 | 2 |
| Philosophy | 1 | 1 | - | - | 1 | 1 |
| Food and Nutrition | 1 | 1 | - | - | 1 | 1 |
| Total | 117 | 127 | 47 | 50 | 164 | 177 |

haphazardly planned programmes." Unfortunately, what was true regarding the position of guidance and counselling in 1974 is equally or perhaps more true today. This shows the state of the art to a very great extent. Table 1 indicates that since the last review very few studies have been available in the field, as against more than 40 studies available for each of the previous four Surveys. It also reveals that all the studies have been conducted in departments of education and psychology in the universities at the Ph.D. level and other sister departments have not shown interest in this field. The institutional research has only been taken up by NCERT. This is an important indicator of the research trend in the field.

**Table 2**

**Topical Trends in Guidance and Counselling**

| Sl. No. | Topics | First Survey upto 1972 | Second Survey 1972-78 | Third Survey 1978-83 | Fourth Survey 1983-88 | Fifth Survey 1988-92 | Total |
|---------|--------|------------------------|------------------------|----------------------|-----------------------|----------------------|-------|
| 1. | Developmental Aspects | 11(18) | - | - | - | - | 11(3) |
| 2. | Interests and Vocational Choice | 12(19) | - | 21(18) | 13(31) | 5(14) | 51(16) |
| 3. | Tests | 18(29) | - | - | 2(5) | - | 20(6) |
| 4. | Exceptional Children | 8(13) | 7(11) | 16(14) | 8(19) | 3(8) | 42(13) |
| 5. | Descriptive and Correlational Studies | 13(21) | - | - | - | - | 13(4) |
| 6. | Needs and Problems of Children | - | 9(14) | 13(11) | 6(14) | - | 28(9) |
| 7. | Vocational Preferences, Vocational Maturity | - | 9(14) | 8(7) | 2(5) | 4(11) | 23(7) |
| 8. | Student Appraisal | - | 31(47) | 27(25) | 5(12) | - | 63(20) |
| 9. | Study Habits, Reading Habits | - | 4(6) | 15(13) | 2(5) | - | 21(7) |
| 10. | Appraisal of Guidance, Follow-up, School Climate | - | 5(8) | 6(5) | 1(2) | 9(25) | 21(7) |
| 11. | Selecting Students | - | - | 6(5) | 1(2) | - | 7(2) |
| 12. | Mental Health | - | - | 3(2) | 2(5) | - | 5(2) |

*Table 2 continued ...*

| Sl. No. | Topics | First Survey upto 1972 | Second Survey 1972-78 | Third Survey 1978-83 | Fourth Survey 1983-88 | Fifth Survey 1988-92 | Total |
|---------|--------|------------------------|------------------------|----------------------|------------------------|----------------------|-------|
| 13. | Special Groups | - | - | - | - | 10(28) | 10(3) |
| 14. | Assessment of Guidance Inputs | - | - | - | - | 1(3) | 1(.3) |
| 15. | Development of MMP and Instructional Material | - | - | - | - | 4(11) | 4(1) |
|  |  | 62(100) | 65(100) | 115(100) | 42(100) | 36(100)* | 320(100) (Approx.) |

Note: Figures in the parentheses indicate percentages.

*The author has considered 36 studies for developing trend report but only 13 abstracts are available in abstract volume.

Table 2 shows the Survey-wise distribution of topical areas covered in research studies in the field of Guidance and Counselling. It is evident that during the First Survey, studies belonged to only five areas but gradually the interest grew in new areas also and studies were conducted in additional areas. During the Second, Third and Fourth Surveys it seems that research gained momentum and covered many more areas, that is, 6,9 and 10, respectively. In the present Survey, however, the number of areas has gone down to only 7, which perhaps indicates a tendency towards the declining popularity of this field in the universities as far as research is concerned.

The table presents a picture of topics that have waxed and waned during the last four decades of guidance research in the country. It also shows the relative popularity of topics over time. As is evident, research in developmental aspects, tests and descriptive and correlational studies was taken up maximally up to 1972, but during the later surveys these topics were not considered for research. Some other topics like interests and vocational choice, exceptional children, needs and problems of children, vocational preferences and vocational maturity, student appraisal, evaluation of guidance, follow-up had been more popular. Topics such as selection of students and mental health were the focus of studies during the Third and Fourth Surveys. However, some unexplored topics have been tapped during the late 1980s and early 1990s. These are special groups, and development of instructional material and multimedia packages. This indicates the latest concerns in the field of guidance and counseling and also that the research efforts are expanding in new directions.

In terms of overall popularity across the five surveys, it is evident that student appraisal has been the most used topic (20%) followed by interests and vocational choice (16%) and exceptional children (13%). Researchers' interest in vocational maturity is a recent phenomenon. Many other topics however have been used in a sporadic and scattered manner over the surveys.

As has already been mentioned very few studies have been available for the present review. These studies have been classified under seven areas which include;

    (i) Vocational Interests, Career Choices, and Work Values;

    (ii) Exceptional Children;

    (iii) Special Groups;

    (iv) Career Maturity;

    (v) Evaluation of Guidance Programme/ Intervention;

    (vi) Assessment of Guidance Inputs; and

    (vii) Development of Instructional Material/ Multi-media Package.

## Vocational Interests, Career Choices, and Work Values

Five studies are reviewed in this section. They aimed to find out the vocational interests, vocational choices and work values of different groups.

Mishra, K.M. (1990) investigated the relationship between vocational interests and SES. His study also aimed to find out the effect of sex and residence on vocational interests. The sample consisted of 200 students —100 urban and 100 rural. SES was found to be positively related with administrative and scientific interests and negatively related with agriculture and social service areas of interest.

Sharma, K. et al. (1991) conducted a study to explore differences in the vocational interests of students of socio-economically advantaged and non-advantaged students of secondary schools of Rajasthan. For collection of data, standardised tools were selected and administered on a sample of 142 students. The findings revealed differences between the vocational interests of the two groups.

Segal, U.A. (1988) in an exploratory study sought to compare Indian social work and business students with the intention of isolating character traits that could suggest their choices of careers. A two-way analysis of variance was conducted on the 18 personality characteristics

of the California Psychological Inventory, which was administered to each of the 183 subjects.

Akhilesh, K.B. (1991) conducted a study aimed at generating a comprehensive database of vocational patterns of young urban adolescents, a database that could be useful for school counsellors and vocational guidance experts. The influence of the adolescent's age, socio-economic status (SES) and gender on his or her vocational patterns, was examined through a survey conducted on a sample of two hundred and forty adolescents, who were asked to rate one hundred and seventy six occupations. Differences were seen in the vocational choice patterns of the sample as a function of SES and gender but not for the age factor.

Kumari, R. and Sethi, A.S. (1990) studied 100 college girls who were classified as high and low on self-esteem on the basis of the median split of their combined scores on a self-acceptance test, and on their differential career and family values. The results were discussed in the light of the need for encouraging career aspirations of women.

## Exceptional Children

Three studies conducted on different groups of exceptional children were reviewed under this area.

Dhammi, A.A. (1988) concluded from his study of pre-vocational and vocational training in occupational therapy for the mentally retarded that they need help in transition from school to work, and especially need help in development of motivation, emotional skills like expression of different emotions, social skills, personal skills and physical-motor skills.

Kumar, G. (1989) in a follow-up study of creatively talented college students tried to find the occupational choices and work values of creatively talented subjects and compared them with those of the less creatives. He found that they tend to differ from their less creative counterparts on different work values. His sample consisted of 120 subjects as creatively

talented at college who were 14 years of age when they were enrolled for the B.Sc course.

Srivastava, R.K's. (1990) study aimed to find out the mean values of the dominating needs of high school pupils possessing a high intelligence level, and to testify the significance of the difference among these needs. The sample consisted of 75 boys and 65 girls studying in Class X, in the 14-15 years age-group, having a high intelligence level. The findings showed a strong difference among these needs at a high level of intelligence.

Studies need to be conducted on a large number of other categories of exceptional children, which have not been researched so far.

## Special Groups

There are ten studies in this section which have been conducted on different categories of special groups of children.

Mehta, P.H., Bhatnagar A. and Jain, V.K. (1989) conducted a field study of an exploratory nature to find out the vocational planning among the tribal first-generation learners of Meghalaya. From a judgment sample of 9 schools in and around Shillong (Meghalaya), a sample of 257 tribal students of Class IX was taken, of which 77 were first-generation learners (FGL) and 180 were non-first generation learners (NFGL). Data were collected through the group administration of a questionnaire entitled the 'Vocational Planning Questionnaire'. The tribal FGLs were found to differ on a number of family and environmental factors but did not differ too much on most of the vocational planning variables from the NFGLs despite many obvious drawbacks.

In another study, Mehta, P.H., Bhatnagar, A. and Jain, V.K. (1989) studied the educational and vocational planning as also the home background, and psychological and academic achievement of tribal high school students of Meghalaya. The major objective of the study was to acquire information about these characteristics of the tribal students. Another

objective was to understand the role of these characteristics in the educational and vocational development of high school students in the north-eastern state of Meghalaya, to validate certain aspects of theories of vocational development propounded in the USA in a very different socio-economic and cultural context. The comparative approach was adopted in this study, in which different groups of tribal and non-tribal students were compared on the independent variables. Data were collected through a number of tools, techniques, questionnaires. Both parametric and non-parametric techniques were used to analyse the data. The findings of the study have provided information about various characteristics of the tribal students of Meghalaya. Also, the theoretical assumptions about the importance of certain psychological and environmental variables in educational and vocational development of individuals have been confirmed in cultural and socioeconomic context quite different from the context in which they originated viz., USA.

Sharma, S.C. (1990) concluded from the results of his study that tribals had prominent needs in areas such as intraception, nurturance, change, autonomy, heterosexuality. The need for autonomy, intraception and dominance were also reported high by Singh, R.J. and Sengar, P.S. (1990) among the lower castes.

Sharma, K.R. (1990) in his study of Scheduled Tribes reported that STs had poor self-concept and low achievement. However they had a positive attitude to education, although the textbooks and other reading materials were not in line with their experiences and problems.

Srivastava, R.K. (1988) reported that both urban and rural children have need for exhibition, heterosexuality, and endurance, while the need for order is more prominent in rural children and the need for change is more prominent among urban children.

Sundarman, R.S. (1989) found that urban college students' academic achievement was better than that of the rural students but their self-concept was lower.

Singh, R.J. and Sengar, P.S. (1990) found that Class VIII rural subjects' vocational experiences were influenced by self-concept and socio-economic status. This negative self-concept would lower vocational aspirations.

Panda, B.N. (1991) reported that a number of demographic factors such as education of father, income, family size, sex, etc., affect the academic achievement of urban students.

Mohan, S. and Gupta, N. (1990) conducted a study with the broad objective of understanding the process of vocational development of students opting for the vocational stream at the +2 stage and their subsequent adjustment while pursuing the vocational courses, where, 198 vocational boys, 208 vocational girls, 94 academic boys and 72 academic girls constituted the sample. A comparison was made between the two groups.

These studies show that a variety of groups have been used for research purposes. Still there is much scope to work with a large number of special groups which have never been taken up for research before.

## Career Maturity

There were four studies which can be classified under this area. Shenoy, S. (1989) conducted a study of traditional and non-traditional career choices of 120 subjects, from various occupations which had been labelled as masculine or feminine occupations. She studied the sex role orientation of the subjects and the psycho-social factors related to their choices. She found that psychological sex rather than biological sex influences choice of occupation—whether traditional or non-traditional and also influences three psycho-social variables under the study, job stress, mental health and fear of success.

The purpose of Chandna S.'s (1990) investigation was; (i) to study the attitudes of high school students towards career choice process and (ii) to investigate the relationship between selected psycho-social variables and an aspect of the career development of high school

students attitude towards career choice processes. She found that factors related to career maturity may differ for males and females and that there is relationship between self-concept and career choice attitudes of adolescents.

Pennamma, V.V. (1991) attempted to study the patterns of occupational choices of secondary school pupils and school leavers. Seven hundred and thirty-six school pupils and 400 school leavers formed the sample for the study. It was found that the school pupils and school leavers differ in their choices of ideal, preferred and actual occupations for total sample as well as for different sub-samples such as boys-girls, urban-rural pupils, etc.

Kaur, S. (1992) attempted to investigate the predictors of career maturity, and the efficacy of self-concept, locus of control, and sex to predict the career maturity of 700 students of Class XI of twelve government senior secondary schools of Delhi. She found that self-concept and locus of control are significant predictors of career maturity with a mixed sample, whereas no sex differences were found.

## Evaluation of Guidance Programmes/ Interventions

Nine studies have been located under this area, which do not have much in common. In fact, they all have studied different dimensions of guidance programmes and techniques and the need for guidance.

Bhatnagar, A. and Gupta, N. (1988) conducted a study to find out the effect of a short-term group guidance programme on the affective domain of career decision making of Class IX students. It seems no topic can go without examination of gender differences and this topic is no exception, therefore sex differences were also studied in the career choice attitudes of adolescents after the guidance intervention. The pre-test, post-test design was used to find out the effectiveness of the group guidance intervention on the career choice attitudes. The results revealed higher career

maturity scores after the guidance intervention programme. However, no sex differences emerged in career maturity either before or after the intervention.

Kanth, R.J. (1989) studied the impact of directive counselling on the study habits and writing skills of students. A sample of 80 students each was selected from Classes VI and VII. Directive counselling was used with both the groups and its impact was studied.

Gaikwad, S.'s (1989) investigation purported to study factors that affect Class X students' decision making abilities related to educational and vocational career, and the effect of vocational guidance on these abilities. The findings revealed that the students who were above average in intelligence showed definiteness and those who were below average in intelligence were not certain about further course of study. Also those with higher intelligence had more occupational information as compared to those with lower intelligence who had less occupational information. The study showed that psychological testing, occupational information and group guidance programme certainly helps the students in making appropriate educational and vocational choices.

Gupta, S.K. (1991) made a study of the impact of training in career awareness and career decision making skills upon career related attitudes and the guidance needs of secondary school students. He found significant impact of training on career planning skills.

Dua, P. (1990) studied the effect of group counselling intervention on the academic self-concept, achievement and school adjustment of 204, Class IX students of government boys' and government girls' secondary schools of New Delhi. The study followed an experimental design wherein the pre-test and post-test double-group experimental design was used. Group counselling was found to be an effective method for changing the academic self-concept, which, in turn, improved the academic achievement and consequently improved the school adjustment.

Saraswat, R.K. and Gaur, J.S. (1990) conducted a study on the impact of the Diploma Course in Educational and Vocational Guidance conducted by the NCERT. The data were collected from the local schools as well as non-local government educational departments such as SCERTs/SIEs/SBEVGS and the school guidance units. Information was collected through the questionnaire and interview methods.

Phitaktanakhom, P.C. (1990) surveyed the socio-economic conditions and guidance services in the government secondary schools of the Nonthaburi Province of Thailand. The purpose was to study the nature of vocational guidance services in these schools and the attitudes of the school administrators, guidance teachers, and classroom teachers towards vocational guidance services which are related to Thailand's Sixth National Education Development Plan (1987-91). For the study a sample of 13 school administrators, 46 assistant school administrators, 44 guidance teachers, and 246 class teachers from the government secondary schools of Nonthuburi Province were selected. It was found that the vocational guidance services provided in the special, large, medium and small sized schools were different. The attitudes of school administrators, assistant school administrators, guidance teachers, class teachers towards guidance services were not different.

Kaur, S. (1991) evaluated the guidance programme in general and service-wise guidance programme in particular in high and higher secondary schools of Punjab and Chandigarh. It was revealed that guidance is not a regular feature in most of the schools and due to many limitations the existing guidance programme in the schools of Punjab and Chandigarh are not fully achieving the objectives set forth.

Saraswat, R.K. (1992) conducted a study to develop a need based guidance programme for Navodaya Vidyalaya students of Class VI. The sample consisted of 500 students of Navodaya Vidyalayas from different states and Union

Territories. A students' problem checklist was administered and interview technique was used to collect information from students, teachers, principals and wardens of the schools. The percentage of students reporting each problem was calculated. On the basis of the problems identified, it was suggested that guidance services should be established under a trained guidance counsellor for the welfare of the students.

Research to find out the existence of guidance services and the efficacy of various guidance techniques, individual as well as group, in terms of their impact on classroom dynamics, and student achievement, retention and behaviour needs to be done on a wider scale.

## Assessment of Guidance Inputs

One study was identified as dealing primarily with field assessment of inputs provided with a view to promoting guidance services in minority schools. Sirohi, M.S. (1991) conducted this study to assess the extent of utilisation of career guidance inputs provided by the NCERT to the selected minority managed schools and to identify difficulties faced by these schools in utilization of the career guidance received under the NCERT's technical assistance to minorities schools. It was found that the teachers tried to organise guidance services in their schools to the best of their abilities despite many constraints like lack of time due to pressing multiple job requirements; poor administrative support, etc.

## Development of Instructional Material/ Multi-Media Package

Four efforts have been made to develop instructional aids and a multi-media package on guidance and counselling.

Pant, D. (1990) developed a curriculum for the training of peer counsellors which could be used for training teachers or students in limited counselling skills. The curriculum involved a series of sessions which are geared towards developing various counselling skills, such as sensitivity, listening, responding, problem-solving, decision making and conflict-resolution, etc.

Bhatnagar, A. et al. (1991) have prepared a multi-media package on developmental and career guidance, consisting of 10 audio programmes, six video programmes and one volume of print material on developing self-awareness. The purpose of this package is to use the available media for preparing instructional material for training of teachers, careers teachers, counsellors and parents. There is a dearth of such instructional material in India. Efforts are required to prepare such guidance and training aids.

Pant, D. (1992) developed self-guidance modules for reaching the maximum number of students for guidance benefits. The modules purport to develop in the students the skills of learning, career development, self-esteem enhancing, etc. These modules aim at communicating to students the problems which emerge from a lack of those skills, and the way they can develop those skills by following guided steps and examples.

Joneja, G.K. (1992) conducted action research for development of a guidance programme to promote the career potential of senior secondary schoolgirls, with the purpose of investigating the barriers in career development of girls and to help them become career-oriented. The sample of the study consisted of Class XI and Class XII students (N=465) of three Delhi Administration schools in science, commerce and arts streams. A questionnaire for eliciting information regarding self-image, identity, career-orientation, and work-related perceptions was administered. The intervention included careers information inputs, counselling to change perception related to self and work, and presentation of women role-models to help the girls identify with careers. The programme was evaluated by principals, teachers, counsellors and students.

## RESEARCH GAPS AND PRIORITIES

*The First Survey of Research* (Buch, M.B. 1974) had reviewed 42 studies in this field. *The Second Survey* (Buch, M.B. 1979) and the *Third Survey* (Joshi, J.N. and Gakhar, S. 1987) had reported 40 studies each, and the *Fourth Survey* (Bengalee, M.D. 1991) reviewed 42 studies. It is quite disheartening that only 13 studies were available for the present volume. This shows that research in the field, after remaining stable for about two decades suffered a sudden slump in the late 1980s and early 1990s in terms of the number of studies accomplished. Some gaps are also clearly visible in the repertoire of research in the field in terms of conceptual and methodological aspects. It is high time gaps and lacunae in research were identified and efforts made to make up for these.

It is a matter of serious concern that research in the theory and practice of guidance and counselling has been scarce and insignificant in India. It is also a common observation that most of the studies at present are *ad hoc*. Effort needs to be directed towards theory driven research to provide a sound base in this field, as it is true to a great extent that a profession without a sound theoretical base would easily pass as quackery (Mohsin, S.M. 1968). Moreover, most of the concepts, viewpoints, theories and methods of guidance have been borrowed from Western sources and attempts to validate them in the Indian settings are generally lacking. It is high time now that the concept of guidance and counselling was defined in terms of theory derived from educational objectives and processes as reflected in Indian philosophy and psychology, since the principles of psychology serve as the basis for the practice and philosophy of guidance and counselling. In fact, research should be taken up to indigenise the concept of guidance based on our own scriptures and the Indian world view, and to find out the extent to which this concept is suited in the present day socio-cultural context. An effort is also needed to find out whether a synthesis of both Eastern and Western concepts and processes of guidance and counselling would be appropriate in the fast changing Indian society, which can permeate the Indian education system.

It is apparent that some areas have received the attention of the researchers year after year, and some areas, which are perhaps more vital for the growth and development of the discipline, have been neglected all along in the country. Moreover, in the same broad areas too, which have been chosen for research from time to time, many vital issues have been neglected. One such example in career guidance is career maturity, which has been researched extensively from survey to survey, both in terms of career choice contents and career choice processes. Under the same area, however, umpteen number of equally important concerns such as differential aptitudes *vis-a-vis* job psychographs, relative influence of environmental factors affecting career maturity, and more efficacious techniques and strategies of career guidance and counselling, etc., have not been explored. Such untouched areas need to be taken up for research.

A lot of duplication is observed in guidance research. Care should be taken to avoid research which 're-invents the wheel'. Also, researches need to be planned in such a manner that they are interrelated and throw new light on the already existing concepts rather than 're-inventing' the same idea or concept. Once the concepts and theories of guidance and counselling are clear, more explanatory studies would be required with more emphasis on the probable cause-effect relationship and the why and how of the relationships. This will contribute to the stability and generality of research findings.

In the light of the concept of the Minimum Levels of Learning (MLL), diagnostic tools and techniques need to be evolved to find out the reasons for failure of students to acquire basic concepts at the elementary level and inability to sustain their interest and motivation to do satisfactorily in the school. More emphasis

needs to be placed on research in the developmental, diagnostic and remedial guidance interventions.

Researchers in the field, by and large, do not use standardised measures and techniques and tend to develop their own instruments, which makes generalisation difficult. Well planned and well coordinated research efforts are required in this direction.

Till now, very little use of technology is being made in the country for guidance and counselling though it is making a phenomenal impact on the education system. Computerised programmes are an increasingly popular form for career counselling in the advanced countries. Such researches need to be conducted in India which would find out as to what kind of computerised career guidance and counselling programmes would be effective in India and what type of people would gain most from such programmes.

Though there have been a few evaluative studies appraising one or two guidance services singly and separately, well planned and systematically conducted studies are required in this area.

Follow-up studies have also not been used to find out the efficacy of these services. Although about 200 senior secondary government schools under the National Capital Territory of Delhi have either a full-time or part-time school counsellor, no extensive or intensive follow-up study has ever been taken up. It would be worthwhile to examine whether the counsellors are effective in schools. Do the students consider guidance and counselling services useful for their self-awareness and appraisal, for knowledge of the world of work and for improving their personal-social efficacy?

Research studies need to be taken up on different aspects of individual and group counselling in varied settings. Group situations are generally used for dissemination of educational and career information. Research can be conducted to find out what specific types of problems of students can be handled

successfully through group methods of counselling and guidance.

In the absence of the right kind of climate in the Indian society and schools to have professional counsellors, there is a need to use alternative strategies to cope with the need for personal and career counselling of students. A very useful strategy, as used in the West, can be to train para-professionals like peer counsellors. In India, this strategy can be economical avoiding a financial crunch on the government departments of education or other institutions. However, training strategies and instructional modules for training of suitable individuals in counselling and communication skills may be evolved. These modules may be based on the empirical evidence regarding all the relevant aspects of peer counselling such as selection of peers, their personal characteristics, methodology of training, content and style of instructional strategies, etc. The differential impact of peer counselling on different groups of individuals in the Indian context can be studied.

The selection and preparation of the guidance personnel at different levels has not drawn much attention from researchers in the country. Research is required to evaluate the efficacy of counsellor training programmes, though very few exist now. The personal characteristics of effective counsellors should also be studied.

In view of the diversity of geographical regions and the socio-cultural milieu in the country, research needs to be carried out on diverse populations like Scheduled Tribes and Castes, hill and rural populations and girls. Extension of research to unused populations is also very desirable.

The effect of guidance and counselling should be studied on special groups of children such as slow learners, underachievers, the mentally retarded, spastics and the handicapped, on the one hand, and gifted, creative and talented children on the other.

Research in guidance needs to employ

different designs such as experimental, action research, field assessment, etc., besides ex-post facto designs. Longitudinal studies should be conducted to test developmental models like that of career development.

## IMPLICATIONS FOR POLICY MAKERS AND EDUCATIONAL ADMINISTRATORS

Some sound research has been conducted in the field, but it has not been utilised by policy planners and educational administrators, and the findings and recommendations of whatever meaningful research is conducted are not incorporated for framing the educational policies in the country. The time is ripe now to give serious thought to the entire issue of revamping the guidance and counselling services at the national, state and school levels, and to call for quality research to thrash out theoretical, conceptual, methodological and practical issues in the proper perspective—for this the educational administrators should emphasise active participation of state-level agencies and school-level functionaries.

Good and mediocre research should be differentiated and the findings of good research may be fully utilised for planning purposes. The policy makers, who are trying to bring about educational reforms in the country, it seems, tend to sidetrack the most important elements, viz., guidance and counselling, which could help reform the education system, including the curriculum, teaching practices, school climate, etc. to a great extent.

Implementation of research based guidance and counselling services may facilitate the all-round development of the child and may prepare him to be a fully functioning individual, an efficient worker and a useful citizen of the society.

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