

## REVIEWER FOR GUIDANCE

### (Self-efficacy Concept and Prom)

#### LESSON 1

### WHAT IS GUIDANCE?

#### BROAD & GENERAL DEFINITION

- means “to direct”, “to point out”, “to show the path”
- providing some help or assistance to somebody by somebody
- man at each and every stage or sphere of life needs guidance from others.

#### NARROW & SPECIFIC DEFINITION

- specialized service to help the individual to solve certain major problems—personal, educational, vocational and the like

#### **As a concept:**

Guidance is concerned with the maximum development of the individual to make his own decisions.

#### **As a process:**

It makes the individual aware of his abilities and potentialities.

### DEFINITIONS OF GUIDANCE

Guidance involves personal help given by someone; it is designed to assist the individual to decide where he wants to go, what he wants to do and how best he can accomplish his purpose”. —**Jones**

“Guidance is a term with many meanings. It is a point of view a group of services, a field

of study which we should be required to choose one of the emphasized service would pre- dominate”. —**Moser and Moser**

“Guidance is a process of enabling each individual to understand his abilities and interest to develop them as well as possible and to relate them to life goals and finally to reach a state of complete and matured self-guidance as a desirable human element of the social order.” —**Traxler**

“Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to the society”. —**National Vocational Guidance Association (USA)**

“Guidance is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and in life”. —**Dunsmoor and Miller**

“Guidance is assistance made available by professionally qualified and adequately trained men and women to an individual of any age to help him manage his own life activities, develop his own decisions and carry his own burdens”. —**Crow and Crow**

“The elements of guidance are learning about the individual student, helping him to understand himself, effecting changes in him and in his environment which will help him to grow and develop as much as possible.” —**Knapp**

### NATURE OF GUIDANCE

## **1. Guidance is education itself.**

- educating the individual for understanding himself and developing his potentialities to their maximum to be a good member of the community
- a significant education procedure

## **2. Guidance is a process.**

- a process that enables an individual in discovering himself in the most satisfying and positive manner
- provides direction to enable an individual to harness his potentialities, abilities, interests and aptitudes

## **3. Guidance is a continuous process.**

- a dynamic and a non-stop process
- individuals continue their struggle for adjustment in different situations and develop the capacity of decision-making

## **4. Guidance is related with life.**

- related to life, its problems and challenges and how to face them
- problems and challenges are the building blocks of our personality & helps people live a balanced and tension free-life with full satisfaction

## **5. Guidance is self-direction.**

- The ultimate purpose of guidance is guide the individual to direct himself in the right direction, to make his own choices, to fix his own life-goals and to carry his own burden.

## **6. Guidance is individual-centred.**

- the focus is the individual who need to manage himself for a joyous today and a happy tomorrow by a healthy alignment of individual desires and aspiration with socially desirable good

## **7. Guidance is a qualified and complex and organised service.**

- Guidance is given by qualified and trained personnel. Hence guidance is a skill-involved process.
- a complex process since involves study of the individual, his assessment, initial counselling, interview, case study and other subsidiary activities

## **8. Guidance is based on individual differences.**

- Individual differences or, the fact that individuals differ significantly, forms the basis of Guidance.
- Individuals differ not only in their appearances but in their mental and intellectual endowments, desires, aspirations, and aptitudes.

## **9. Universality of guidance.**

## THE HISTORY OF GUIDANCE IN THE PHILIPPINES

- Every person needs guidance at all the stages of life situations from childhood to old age.

### 10. **Guidance is making potential actual.**

- aid the individual in the discovery of a hidden potential individual for his own benefit that that of the community
- used as an aid to discover the talent and use it for the progress of the country

### 11. **Preparation for future.**

- helps in the choice of one's career, one's partner in life etc

### 12. **Modification of Behaviour.**

- helps the persons in his adjustment in different situations and to modify one's behaviour
- negative personality traits have been modified through skilful guidance and counselling
- According to **Carter V. Good**, "Guidance is a process of *dynamic interpersonal relationship* designed to *influence the attitudes* and subsequent *behaviour of a person.*"

Guidance aims to help people in terms of:

- Pre-problem
- Preparation

Who is the Father of Guidance?

### **FRANK PARSONS**

- stressed the scientific approach to selecting a career
- In selecting vocation (profession):
  - One must have a clear self-understanding of one's aptitude, abilities, interests, resources and limitations
  - Knowledge of the requirements, advantages and disadvantages of different employment

An understanding of how these two are related

Who is the Father of Guidance in the Philippines?

### **SINFOROSA PADILLA**

### **GUIDANCE AND COUNSELLING ACT OF 2004**

It is hereby declared a policy of the State to **promote improvement, advancement and protection of the guidance and counselling profession** by undertaking and instituting measures that will result in

professional, ethical, relevant, efficient and effective guidance and counselling services for the development and enrichment of individual and group lives.

The State recognizes the **important role of guidance counsellors in nation-building and promotes the sustained development of a reservoir of guidance counsellors** whose competence have been determined by honest and credible licensure examinations and whose standards of professional practice and service are world-class and internationally recognized, globally competitive through preventive regulatory measures, programs and activities that foster their continuing professional development.

## **GUIDANCE MOVEMENT IN THE PHILIPPINES**

In the Philippines, guidance is said to have both accidental and incidental origin.

**Before 1925** - Guidance practice was unknown to the Philippines

**1932** - Dr. Sinforoso Padilla opened a psychological clinic which focused on cases of student discipline, as well as, emotional, academic and vocational problems.

**November 1945** - the first Guidance institute was opened.

- The Bureau of Public Schools started to send teachers as pensionados for observation and study of guidance services abroad.

**1951** - Congress proposed the establishment of a functional guidance and counselling program to help students select their course, activities, occupations, friends, future mates.

**1953** - Philippine Association of Guidance Counsellors was organized in order to study the needs, interests, and potentialities of our young people and to establish a testing bureau.

## **Guidance Section of the United States Veterans Administration**

- launched the most systematic guidance program in the Philippines was launched by the
- Composed of both American and Filipino psychologists like Dr. Sinforoso Padilla, Dr. Jesus Perpinan, and Mr. Roman Tuason

## **LESSON 3**

### **AIMS OF EDUCATIONAL GUIDANCE**

1. Ensure that choice of education & career will be of great benefit to society
2. Targeted at young people with special needs for guidance in education & career
3. Account for Individuals' interests, personal qualifications and skills including educational background for the need in labor and jobs
4. Contribute to limiting the number of possible dropouts & shifting of courses by students
5. Contribute to improve individual's ability of using information technology in finding educational

institutions, career and educational course.

6. Be independent of sectoral and institutional interests.
7. Improve the quality of guidance including the improvement of counsellor's qualifications and competencies.

## **PURPOSE OF GUIDANCE**

1. To enable a person to be matured, socially-responsible, economically sufficient and self-directing.
2. Enable an individual to make the right decisions by overcoming and incorporating necessities.

## **MAJOR AREAS OF GUIDANCE**

### **🚩 EDUCATION**

- Helps students benefit from education & solve their problems related to education
- Ex. Students ask for help with problems at school

### **🚩 VOCATIONAL**

- Assist in selecting area of interest in education & for career preparation
- Ex. Choosing a strand in senior highschool (GAS, HUMMS, STEM, TECHVOC, etc.)

### **🚩 PERSONAL**

- Help an individual adjust to the environment to be an effective citizen
- Ex. Guidance in emotional problems, decision-making, etc.

## **SCOPE OF GUIDANCE**

“Guidance touches every aspect of an individual's personality- physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities.”

Any person needs guidance despite of different ages, different interests, various characteristics and persons of different nature.

## **FACTORS FOR EXPANSION OF GUIDANCE**

- These are factors that help improve and widen the scope of guidance.

### 1. COMPLEX NATURE OF PERSONALITY

- to help individuals cope with adjustments in their job, place of work, physical & social environment, technology and modernisation.

### 2. COMPLEXITY OF OCCUPATION

- Individuals who change their jobs undergo adjustments; the process of development will increase number of complex jobs with higher requirements in education and training

### 3. COMPLEXITY OF TRAINING

- New jobs involve new type of training & course studies, new type of machines and preparation which can be a problem for some and has to be solved in an effective way, with the help of guidance

### 4. INCREASING AREAS

- As time passes, according to Brewer, guidance will be needed in areas like educational, vocational, religious, home relationship, citizenship, leisure time and recreation, personal well-being, right doing, cooperation and cultural action

## 5. MIGRATION

- People who migrate or move to another country experience difference in religion, culture, mode of living, dress, eating habits and marriages.. The problem of adjustment becomes serious for which guidance is needed.

## 6. THE EXPANSION OF EDUCATION

- More students need guidance in educational and career choices to ensure that they will be in the right placement in the future.

## 7. AREAS OF GUIDANCE

- The areas of guidance are:

- Educational Guidance
- Vocational Guidance
- Personal Guidance
- Social Guidance
- Avocational Guidance
- Health Guidance

## **PRINCIPLES OF GUIDANCE**

**1. Principle of all-round development of the individual.** - Guidance must take into account the all-round development of the individual.

### **2. The principle of human uniqueness.**

- Individuals are different in their physical, mental, social and emotional development.

Guidance service must guide each individual according to their specific need.

### **3. Principle of holistic development.**

- Guidance has to emphasize total development of personality. The focus of guidance should not only be in one area of a child's personality but also other areas of development too.

### **4. The principle of cooperation.**

- No individual can be forced into guidance. The consent and cooperation of the individual is a must for providing guidance.

### **5. The principle of continuity.**

- Guidance is a continuous process of service to an individual in different stages of his life.

### **6. The principle of extension.**

- Guidance service should not be limited but it should be extended to all persons of all ages, who can benefit from it directly or indirectly.

### **7. The principle of elaboration.**

- Curriculum materials and teaching procedures should be elaborated according to the view point of guidance.

### **8. The principle of adjustment.**

- Guidance is concerned with an individual's physical or mental health, with his adjustment at home, school, society and vocation (course or career).

### **9. Principle of individual needs.**

- The individual and his needs are of very significant. The hallmark (feature) of guidance is to recognize:

- individual freedom
- worth
- respect
- dignity

Freedom to make a choice and take a decision needs to be respected and encouraged.

#### **10. The principle of expert opinion.**

- Specific and serious guidance problems must be referred to professionals in the field for their expert opinion.

#### **11. The principle of evaluation.**

- The guidance programme should be evaluated in terms of its effectiveness and improvement. Evaluation is essential to make new goals or improving the existing goals.

#### **12. The principle of responsibility.**

- Parents and teachers have great responsibility in the execution of the work of guidance. The responsibility for guidance should be centred on a qualified and trained person, who is the head the guidance centre.

#### **13. The principle of periodic appraisal.**

- Existing guidance programmes must be appraised (evaluated/assessed) every period so that needed changes, if any can be done for its improvement.

## **Conclusion**

Wise and experienced leadership in guidance is, extremely important. It is often said that "As the principal is, so is the school." This is true given that how a school is managed is important.

Intelligent application of the basic principles of guidance services is valuable to young or older pupils, their parents, the members of the school staff, and the community as a whole.

## **LESSON 4**

### **Guidance Services Provided to Students in School | Education**

1. Orientation Service
2. Individual Inventory Service
3. Information Service
4. Counselling Service
5. Placement Service
6. Referral Service
7. Remedial Service
8. Follow-Up Service
9. Research Service
10. Evaluation Service

### **ORIENTATION SERVICE**

- provided to the students those who are new comers and those who go to new class or new course in the school set up
- normally meant for students to enable them to know school courses, rules, regulations, different facilities given to the students by school and to know the clear image of the school

**The orientation service is highly needed due to following reasons:**

(i) It **assists new students to know the information** about school

(ii) It helps **students to adjust with school situations** and enables students to develop academic standard, personal qualities, high moral values and ethical standards

(iii) It **assists students to achieve success in academic life** by learning to study carefully, developing interest in study, taking examinations and notes sincerely and utilizing time properly.

(iv) It helps students **to know the almost all useful information's regarding physical facilities** in the school and different teaching aids

(v) It assists students to **provide remedial reading, language programme, projects and clubs** and **different financial help** by schools.

(vi) It assists students to **develop social adjustment** abilities, citizenship education, well adjustment in different school activities and facilities, with different members of school

## **INDIVIDUAL INVENTORY SERVICE**

- recognized often as "pupil's" inventory service
- assists to know the student "himself" at the time of taking any decisions so far his educational courses and careers are concerned
- the adequate and accurate data are collected for the same purpose.

### **Why is student information is required?**

(i) for student to know his abilities, interests, aptitudes, skills, personality characteristics, achievement standard, level

of aspiration and his physical health status as well as his mental capacities

(ii) to know himself from various point of view such as socio-economic-status, family background, educational status of family, will of parents and students etc

(iii) to provide a record of the academic standard and status and his progress in this regard

(iv) enables guidance worker, and teacher to know about student adequately to suggest for further progress of the students

## **STEPS OF INDIVIDUAL INVENTORY SERVICE:**

### **1. Data Collection:**

- necessary and adequate data regarding student's ability, interests, aptitudes, skills, habit patterns, family background, socio- economic-status, health, vocational interest, educational standard should be collected by guidance personnel with utmost care

### Type of Data Collected:

#### **(i) General data:**

Pupil's name, his father's name, age, date of birth, place of birth, permanent address, present address, etc.

#### **(ii) Family data:**

Home and school environment, relation with family members, parental educational status, socio-economic-status of the family, home situation and health status of family members

#### **(iii) Physical data:**

Pupil's height, weight, body structure, complexion, eye sight, hearing condition, heart and lung condition, chronic disease, health status of the student etc.

**(iv) Academic data:**

Present achievement records, past achievement records, progress of studies in different subjects, marks or grades obtained the position of student in the class-room so far his academic achievement is concerned.

**(v) Social data:**

Manners of the student, his customs, values, social skills, participation in various social institutions, etc

**(vi) Data about co-curricular activities:**

Interest in games, sports, interest in participating different competitions

**(vii) Psychological data:**

Mental ability, emotional maturity, power of reasoning and thinking, self-concepts and other personality traits etc

**(viii) Data regarding entertainment:**

Leisure time activities, sources and means of refreshment, other liking hobbies and other engagements

**2. Maintenance of data:**

- organised and recorded properly in a cumulative record after collection of data
- the cumulative record should be based on up-to-date, adequate and appropriate data about the student

**3. Use of data:**

- proper guidance is given to the student after analysing and interpreting the data collected previously by the guidance personnel

- student becomes able to find out a better choice in regards to education, vocation and career planning

**4. Self Inventory Service:**

- *know thyself* can be fulfilled by self inventory service which helps students to develop awareness and self confidence
- students become more conscious of their strength and limitations as a result of which they become able to carry on academic work and vocational work perfectly
- data of self inventory is collected by self analysis, questionnaire, self ranking chart, self evaluation chart

**INFORMATION SERVICE**

- plays a vital role in each and every guidance programme
- it assists students to take suitable decisions in case of educational planning and career and vocational career
- to adjust well in different social situations including school situation and occupational situation

**Various Sources of Essential Information:**

- (1) Teachers
- (2) Parents
- (3) School guidance personnel or Counsellor
- (4) Intimate friends and mates
- (5) News papers and different useful journals and
- (6) Other mass media such as Radio and T.V.

- information which students get from different sources should be authentic and free from all business and errors
- for students to take right decision in regards to his educational and vocational careers

### **Types of Information:**

#### **Educational information**

- highly needed by students in taking right decision in case of planning educational career and to provide information regarding educational opportunities
- Educational information is valid and usable data about all types of probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance and condition and problem of student life. (Norris)
- Ex. rules & regulations, subjects & courses, scholarships, educational programs, examinations, etc.

#### **Occupational information**

- to have a better choice in occupational world one needs several information's regarding job, nature of job, emoluments and other financial benefits, working condition, promotion facilities, qualifications and other aspects etc

- using reliable information a student gets privilege to select a suitable occupation, according to his own abilities, interests, skills, aptitudes, attitudes including present family conditions and social situations
- valid and usable data about positions of jobs and occupations including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers and sources for further information (Norris)

#### **Highly needed because:**

- (i) It makes vocational guidance more informative
- (ii) Enables students to know clear picture of occupational world in the context of dynamic (changing) society
- (iii) Helps students in educational and vocational planning
- (iv) Helps students in changing the old courses and in accepting new one
- (v) Provides maximum benefits to the student in case of occupational career

#### **Personal-Social information.**

### **COUNSELLING SERVICE**

- a service having wide applications in different social set up such as family,

school, medical, other counselling centres etc

- may be provided by parents to children in the family, by teachers to students in school, by doctors to patients in medical and so on to overcome the problems what generally occur in their lives
- highly felt to find out the solutions towards innumerable problems such as problem of study habits, preparing for examination, planning for future vocation, making and keeping relation with people, adjusting with family members and parents, etc.
- initiated by counsellor for the purpose solving the problems of counselee
- meant for the betterment and welfare of the students so called counselee and the service is offered by the counsellor which cites a picture of their better relationship between them

### **Objectives and Purposes of Counselling Service**

The **American Psychological Association** has pointed out the objectives counselling in the following words:

(a) the client's realistic acceptance of his own capacities, motivations and self attitudes,

(b) the client's achievement of a reasonable harmony with his social, economic and vocational environment and

(c) society's acceptance of individual differences and their implications for community employment and marriage relations.

Dunsmoor and Miller (1949) have given their view that the core of student counselling is meant to help the student to help himself.

### **Purposes of Student Counselling**

1. To give the student information on matters important to his success.
2. To get information about student this will be of help in solving his problems.
3. To establish a feeling of mutual understanding between student and teacher.
4. To help student work out a plan for solving his difficulties.
5. To help the student know himself better- his interests, abilities, aptitudes and opportunities.
6. To encourage and develop special abilities and right attitudes.
7. To inspire successful endeavour towards attainment.
8. To assist the student in planning for educational and vocational choices.

### **Steps of Counselling Service**

1. At the outset the problem is felt by the counselee and his mind goes on thinking about the possible solution.

2. Then difficulty is defined and analysed. After that intellectualization of difficulty takes place to solve the problem.

3. Various possible solutions come to mind. Out of different suggestions one suggestion after another is invited as an leading idea so called hypothesis or intellectual guess or tentative suggestion.

4. The hypothesis taken for counselling is explored through mental supposition.

5. Finally the hypothesis is verified and tested by overt or covert actions.

## **Types of Counselling Service**

### 1. Directive Counselling

- process where counsellor plays a major role as the leader of the counselling situation
- considered and recognized as **counsellor centred counselling**
- changed by Williamson and Darley to **clinical counselling**
- emphasis is on problem not on the individual

### 2. Non-directive Counselling

- based on the Carl R. Rogerian self-theory and known as **counselee centred counselling**

- the counselee develops insight for the solution of problem with the help of the counsellor whose role is passive
- both the sides such as counsellor and counselee should be co-operative to handle the counselling work in a familial setting
- counselee expresses his feelings freely and counsellor accepts the idea and feeling of counselee with sympathy

### 3. Eclectic Counselling

- the counsellor is neither too active and nor too passive and the same principle is true to counselee also
- counsellor tries to adopt his methods according to needs of the counselee and motivates the counselee to solve his own problems after careful observation and analysis of personality and needs of the individual
- the main assumption is to develop philosophy among counselee that the goal of solving the problem is their responsibility and it is not the business of counsellor or teacher
- Thorne is the supporter of this type of counselling and initiated it with full stress

## **PLACEMENT SERVICE**

- especially carried on by teachers on guidance workers to assist students to find out his own place in the educational setting on occupational world considering his abilities, interests, skills, aptitudes and attitudes
- educational and vocational guidance enable student to have a right choice in case of educational courses, vocational courses and trainings.
- assist student in the placement of good job and meant to provide maximum satisfaction out of his placement
- **Placement:** “the assigning of a worker to the job for which he is judged best fitted” (H.B. English and A.C. English)

### Two important things to remember:

(i) **Fitness for the job** which implies the ability, skills, interests, aptitude and capacity of the individual on student in the context of his job placement.

(ii) **Satisfaction of the individual** which implies the student’s placement in a job should be better selected and meant for the purpose of deriving maximum satisfaction out of the job.

### Aims of the Placement Service

(i) a process meant to help the individual or student to place him in the occupational world to survive on the basis of his abilities, skills, interests and innate talents

(ii) meant for the student which helps him to adjust better in the job sphere and achieve progress in the job for his development and welfare

### Types of Placement Service

#### **1. Educational Placement**

- placing the student in educational situations or institutions with suitable courses which best suits him according to his own abilities, skills, interests, aptitudes
- includes varieties of curricular and co-curricular activity which goes inside

#### **Purposes of Educational Placement Service:**

(i) Help the student in selection of school subjects and courses.

(ii) Help the student for his preparation in next new course.

(iii) Help the student in his transfer from one grade to another grade or from one school to another new school.

(iv) Help the student for participation in various curricular and co-curricular activities.

(v) Help the student to co-operate in community service.

(vi) Help the student to find part time employment.

(vii) Help the student to utilize leisure hour properly.

(viii) Help the student to enter into various vocational schools or trainings.

(ix) Help the student to enter into college for higher studies.

(x) Help the student in getting employment after completion of educational courses.

## 2. Vocational Placement Service

- meant for the students to enable them for the suitable placement in a liking job taking abilities, interests, attitudes, skills into consideration
- to provide optimum satisfaction and occupational satisfaction to the students out of full time appointment or part time employment

### Purposes of Vocational Placement Service

(i) Help the student to get suitable job so far various occupational choices are concerned.

(ii) Help the student to adjust him to the new occupational setting and environment.

(iii) Help the student informing necessary information about the vacancies available in both public and private sectors.

(iv) Help student as it collects necessary information about him in the context of occupation.

(v) Help employers-as it gives information about trained and qualified personnel according to their requirement and demands.

(vi) Help students' providing different occupational information's from several mass media.

### Phases of Placement Service:

1. The **general character of occupational life is explained** to the student and he is provided necessary education for the same purpose.

2. The student is **oriented towards some occupational field** for which he has pre-requisite qualification, experience and interest.

3. The student is **enabled to understand and study his own abilities, interests, aptitudes** in the context his favourite occupation for which he is interested.

4. The student needs **skilful guidance and counselling in choosing a job**. The guidance workers or teachers use different guidance techniques and tests to know all about the student at this stage.

5. The student **takes up the job and begins his work** for the purpose of his job.

6. The **follow-up of the job** for which the placement service is accepted.

### REFERRAL SERVICE

- arranged for the purpose of specialized help
- in this special cases student is advised by teachers and counsellors to go for taking special help from specialized person or agency

- the student needs specialized help and much care to overcome the problems
- the guidance & teacher should also follow-up him to know about his progress and prosperity
- the teacher or guidance worker keeps good relationship with the referral student and referral agencies

- to evaluate the performance and success in the respective field

### **Characteristics of Follow-Up Service:**

1. A welfare attempt and a continuous process
2. Careful evaluation by the expert teachers and guidance workers
3. During schooling each class is follow-up for at least five years
4. Helpful and meant for all students of the school
5. Serves the goals and purposes of students and school in a systematic way
6. Assists guidance workers to know how an educational institution has been successful and systematic in offering educational experiences to its pupils
7. Helpful for the students to know how far they made right choices in educational and vocational placement
8. Helpful for the student to know how far he is able to get benefit from the educational and vocational opportunities.
9. Gives hints whether the student needs further guidance service or not
10. Can be conducted for former students for the purpose of interaction and collection of information

### **REMEDIAL SERVICE**

- a kind of specialized service which is meant for exceptional children such as student having speech defects, hard of hearing, incapable of reading and developing study habits etc
- in case of speech articulation the arrangement may be made for tape-recorder which is instrument of low cost
- special helps and efforts should be made for children having hearing problem and readily handicaps to solve their problems smoothly

### **FOLLOW-UP SERVICE**

- an important guidance service which is intended to evaluate and ascertain the student's progress and performance in the context of educational career and activities and progress in the job placement

### **Objectives of Follow-Up Services**

- (i) It helps the institutions or personnel or agencies those who are engaged in educational and vocational placement services in achieving educational, vocational or personal adjustment of the students.

(ii) It helps the school to keep relationship with its students for the collection of needed information's.

(iii) It helps the students and teachers in realizing the aims and objectives of education as well as guidance in education and occupation.

(iv) It helps teachers and guidance workers in inviting required changes in the school programme on the basis of information's collected from former students so far their present educational and vocational career is concerned.

(v) It helps teachers and guidance workers to study the number of causes of drop outs in different classes.

(vi) It helps the teachers and guidance workers to take essential steps to check the wastage and stagnation in the field of education.

(vii) It helps the teachers and guidance worker to bring certain changes in curriculum as the student and present society needs.

(viii) It helps the students to know their correctness in selecting certain educational career and occupational career.

(ix) It helps students to know about available educational and vocational opportunities and to proceed accordingly.

(x) It helps teachers and guidance workers to evaluate the success and achievement in educational career and vocational career of the student.

(xi) It helps students in providing occupational statistics as a result of which they are able to adjust in the occupational placement.

(xii) It helps students in providing encouragement and giving inspiration to them as they are not benefited and encouraged by placement.

**Planning the Follow-Up Service:**

It is quite well known that no purposeful activity and goal oriented service can be successful and fruitful without proper planning and organisation. That is why the purpose and aims of follow-up service should be kept in the mind before planning the follow-up service.

The teacher and guidance worker should proceed to plan for the follow-up service keeping following major points in the mind:

(i) The school guidance personnel should collect useful and desirable information's from former students to know about educational and vocational opportunities available to them.

(ii) The school guidance personnel should carry systematic evaluation to study the effectiveness of the offered follow-up service meant for students.

(iii) The school guidance personnel should utilize the information collected by follow-up service for developmental purpose of the student of school.

**Organisation of Follow-Up Service:**

For the purpose of organizing follow-up service, the teacher or guidance worker should keep close content with the former students by certain techniques like questionnaire method, telephone communication, organisation of old boy's association, interview or post card survey to study about the educational and occupational opportunities.

In spite of certain limitations in the aforesaid techniques like validity of information, time consuming and money consuming aspect of information collection, the guidance personnel should use any

advantageous technique for purpose of collecting information from former students.

With this task a plan should be chalked out with certain aims and objectives before entering into follow-up services meant for the school students. Then the assessment work is started on the basis of previous collected information's. It is important to remember that the data collected from the former student should be reliable and satisfactory. Otherwise no benefit of follow-up service can lie available and entire efforts will go without any effective result.

Thus in order to remove this difficulty certain training should be offered to the former students for the same while they are in the school. At the same time the co-operation of parents, teachers and former students is required to continue the follow-up service in the school. The follow-up service is meant for all those who need it.

With these precautions the guidance personnel should be active in starting follow up service in the school. Besides this the guidance personnel should take all the concerned initiatives with due emphasis and proper care as a result of which the follow-up service can be made effective and successful.

## **RESEARCH SERVICE**

Research service occupies an important place in guidance service which is needed highly in the guidance process for the following reasons:

- (i) Better understanding of students, school activities and difficulties of students
- (ii) Chance to know about available school resources

(iii) Evaluate the achievement of the students in the context of their goals

(iv) Enrich the curriculum on the basis of findings of the studies

(v) Redirect and re-orient the various other services which are already provided

(vi) Examine and study the personnel those who are involved in the school guidance programme

(vii) Examine the techniques of guidance programme which are used by guidance personnel to accelerate the guidance service

(viii) Provides a basis for guidance development programme in the school

(ix) To develop new methods and techniques of guidance

Research service is not a one dose panacea (cure). It is a continuous process and carried on in school from time to time.

It should be systematic and planned by which its goal can be achieved.

## **EVALUATION SERVICE**

- an essential part of the process of guidance which is continuous in nature and done from time to time

- it completes the entire process of guidance provided in the school

Needed to evaluate following considerations such as:

- (i) Use and application of collected information's to continue activities to find its effectiveness.

(ii) How far guidance services satisfy the needs and the student's efficiency.

(iii) To what extent the time consumed for guidance service is right.

(iv) To what extent the money spent for guidance service is right.

(v) How far guidance personnel involved in the guidance programme have done their work.

**Evaluation service should be employed to find out the following consideration such as:**

(i) The number and proportion of students with educational and vocational plans.

(ii) Degree of relationship between educational and vocational achievements and the student's capacity

(iii) Degree of harmony between subjects or courses preferred by students and the requirements of the college or university

(iv) Extent of succession in work of college or university and its examination

(v) Observe the number and proportion of students with vocational choices and to study the number of students those who are shifting in vocational choices

(vi) Observing the amount of maladjustment among students and success in provided treatment to the student

(vii) Information's about the degree of accuracy of student's self ratings

(viii) Extent of interest and participation in co-curricular activities which is carried on inside school

(ix) How far students have used various information given by guidance service for

the purpose of educational and vocational choice

(x) How far students are satisfied and benefited by the guidance programme sponsored by school#

A successful evaluation process helps students as well as teachers and society to:

- facilitate good teaching and learning,
- to develop academic achievement,
- to check wastage and stagnation
- to improve student performance, to improve class attendance
- to create favourable faculty opinion,
- to check indiscipline and unrest in school campus and outside
- to create familiar and open organisational climate in the school