UNIT 16 GUIDING STUDENTS

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16.1 INTRODUCTION

You have studied in the foregoing units (Units 13, 14 and 15) of this Block that many critical situations occur in a student’s life in which important and far-reaching decisions must be taken through informal advice. Too often informal advice, without a clear understanding of the problem involved, is likely to be not only ineffective but harmful and misleading. During the past decade the term guidance has become increasingly popular in school. Perhaps no other aspect of education has acquired so much importance and has been a matter of such concern to educationalists, teachers and administrators as that of guidance and counselling of students. The need for guidance and counselling has always been present for several reasons such as social and economic changes, changing conditions of home, increasing number of aspirants for all sectors of education, expansion and diversification of courses of study, mismatch between curricula and individual’s characteristics, poor study habits, lack of interest in specific subject areas, change in the focus of the disciplines of psychology and education, and changing educational objectives.

Not only educational problems but also the constantly growing complexity of industry and business with more and more different kinds of occupations, the need for assistance in choosing suitable occupations increase year after year. Students have major problems in choosing and preparing for vocation. Many students suffer from an uncertainty about their future plan and vocational interest. They feel that there is too much of a gap between their ability and vocational aspiration. Uncertainties in career and higher academic pursuits have clearly demonstrated the need for guidance services in schools.

Personal problems of the children cannot be ignored in schools. Students with hostility, fear, jealousy, frustrations, stress, and neurosis need personal guidance to solve their emotional prob-
Iem and to control their emotions. Such personal problems generally involve emotions and are hence difficult to deal with. Solving such problems mostly require an application of psychotherapy approaches which can only be handled by psychologists and psychiatrists. This does not mean that teachers do not have any role in personal guidance programme. They have to identify such students who have such emotional problems and show empathy to them. They can also counsel them.

It is clear that all the conditions of modern life point out unmistakably to the increasing necessity for organised guidance services particularly for youth. What is needed is professional help to enable a student to help himself. Such help can be provided through guidance and counselling services. In this unit we discuss the concept guidance and counselling, domain of guidance, process of guidance students and the organisation of guidance services in your school.

16.2 OBJECTIVES

After going through this unit, you should be able to:

- define the concept of guidance,
- explain the relationship between guidance and education,
- describe different types of guidance services,
- state different types and procedures of counselling,
- describe the method of providing guidance to under-achievers, gifted and talented children, and
- discuss the role of teacher in educational guidance.

16.3 GUIDANCE: THE CONCEPT

Generally we use the term guidance in a sense of helping someone in solving problems related to different aspects of one’s life. Let us elaborate on the concept of guidance in the school setting.

16.3.1 Meaning of Guidance

Guidance can better be understood by contrasting it with what is not guidance. According to Crow and Crow, “Guidance is not giving direction, it is not the imposition of one person’s point of view upon another person. It is not making decisions for an individual which he should make for himself. It is not carrying the burden of another’s life”. What, then is guidance? In this definition Crow and Crow observe that guidance is an assistance made available by a qualified and adequately trained person to another person to help him manage his own activities, develop his own point of view, and make his own decisions. It is clear from the above definition that guidance cannot be given by everyone and anyone; the person should be a qualified practitioner. Whenever a person is aided directly or indirectly by a qualified person in knowledge, emotional fitness, mental acuity, social and civic adjustments, guidance increases individual’s ability to think and act independently or follow his own initiatives.

There are many expressions used to mean guidance. These expressions are to lead, to steer or to direct. But in all these terms we find compulsion, indoctrination and direction. In general, to guide implies help that is more of personal nature than either to steer, to direct, to regulate, or to conduct. The focus of guidance is on the individual and not on the problem. Its purpose is to promote the growth of an individual for self-direction. This help may be given to a person as an individual or in a group.

A clearer picture of guidance emerges from the definition of Emery Stoops: “guidance is a continuous process of helping the individual develop to the maximum of his capacity in the direction most beneficial to himself and to society”. An analysis of this definition indicates that the concept of guidance includes several significant characteristics. Some important characteristics are listed as follows:
Facilitating Learning and Development

- Guidance leads to self development and self direction
- Guidance is a continuous process
- It is given by technically and professionally trained persons
- Guidance leads to discovery of needs, assets, plans of action and adjustment of emotional blocking
- Guidance focuses attention on individuals, and
- It is an assistance rather than direction, imposition or compulsion.

Nature and types of guidance: The nature of guidance can be understood clearly by the functions it performs in the adjustment of an individual with relation to his environment. There are many problem areas where students require assistance. As a matter of fact the types of guidance are as varied as the problems confronting students. It is, of course, difficult to make any hard and fast rules for classification of the problems students are confronted with. They are often inter-related and overlapping. However, researchers have identified several areas where students need your assistance. These areas can be classified as educational, vocational, personal, social, health, religious, home and family. These areas can be used to designate different types of guidance. The ways in which the guidance practitioners help students are:

- Professionals help students seek the information needed to make decisions and choose the best alternative out of various choices.
- They assist them to secure adequate information and develop techniques that will enable them to develop desirable information as and when they need it.
- They assist them to develop desirable attitude, interest and ideals.
- They provide tryout and exploratory experiences.
- They assist in choosing an appropriate vocation.
- They assist students in attaining emotional stability.
- They assist them in becoming progressively responsible for their own development.
- They help students in developing leadership qualities.
- They assist students in making effective use of their study time.
- They encourage students to follow a balanced programme of physical activities.

16.3.2 Basic Assumptions of Guidance

Guidance and counselling programmes in community and other institutional settings represent a wide range of approaches for delivering services. The development and implementation of guidance services is based on certain underlying assumptions and basic principles. Arthur J. Jones discussed seven basic assumptions which are given below:

- Variations within the individuals are significant.
- Abilities already existing in individuals are not usually specialised.
- Race, colour and sex have little or no relation to aptitude and abilities.
- Many crises cannot be successfully met by students without assistance.
- The school is in a strategic position to give the assistance needed.
- Guidance is not prescriptive but aims at progressive ability for self guidance.

16.3.3 Relation between Guidance and Education

Some educationists regard education and guidance as separate processes. How is guidance related to education? Let us discuss this relationship.

To understand the relationship between guidance and education let us analyse the meaning of education as conceived by the various writers. If we look into the various definitions of education, we can group them into three broad categories.
Education has been defined as a process that goes on in the individual, consisting of change that take place within him.

Education has been defined as teaching or instruction.

In its broader concept education is a conscious effort of society to guide and direct the growth of its immature members.

### 16.4 DOMAINS OF GUIDANCE

There are three major types or domains of guidance. They are educational, vocational, and personal. Let us discuss each domain.

#### 16.4.1 Educational Guidance

Educational guidance is concerned with the assistance given to students in their choice and adjustment with relation to school, curriculum, courses and school life. Emphasis is given to assistance to students to perform satisfactorily in their academic work and optimally utilise institutional resources.

#### 16.4.2 Vocational Guidance

Vocational guidance as defined by George Myers is a process of assisting the individual to choose an occupation, prepare them for it, enter upon and progress in it. It is not concerned with doing things for the individual but with helping the individual to do certain things for himself. It is a process rather than merely a body of methods by which the process is carried on.

#### 16.4.3 Personal Guidance

Personal guidance is an assistance given to students to solve their emotional problem and to help them control their emotions and feelings. Several emotional problems have been identified during adolescence. Hostility, frustration, anxiety, fear, jealousy, fear of favouritism, etc., are common emotional problems which have their origin inside or outside school. The aim of personal guidance is to help students in such a way so that they do not involve themselves in anti-social activities. They should be given help to overcome prejudices and negative attitudes.

Personal problems are mostly emotional in nature and hence are difficult to handle. Guiding students to solve personal problems require the special type of techniques and training. Trained counsellors or clinical psychologists can handle personal problems. But this does not mean that teachers have no role to play in solving emotional problems of their students. They have to identify students who have personal problems and show empathy to them. We shall discuss the role of teachers in guidance programme in Sub-section 16.9.2.

#### 16.4.4 Procedure for Educational and Vocational Guidance

The following procedures are generally adopted for educational and vocational guidance

- In providing educational and vocational guidance several orientation talks are organised for choosing a right type of education and vocation.
- Students are encouraged to participate in groups in academic, vocational and recreational activities in order to know their interest, ability and aptitude.
- Psychological tests are administered in order to know their personality and abilities.
- In order to provide educational and vocational guidance school examination results are also taken into consideration.
- Teacher's assessment about individual's ability and other characteristics are also considered.
- Parents' opinion about their wards are also taken into consideration.
Facilitating Learning and Development

- Occupational-oriented talk and visits are also one of the steps for educational and vocational guidance.
- Interviews are also conducted in order to know the educational and vocational plans of the individual.

Check Your Progress 1

Notes: a) Write your answer in the space given below.

b) Compare your answer with one given at the end of the unit.

Explain, with examples, the impact of guidance and counselling on the education of a learner.

16.5 COUNSELLING : THE CONCEPT

It has been discussed in Section 16.3 that there are many problems which cannot be solved by an individual alone. Individuals need help of a trained person for solving their emotional problems. Such help in school is provided by the counsellor. Counselling has been defined in different ways by different people. It implies a personal relationship between two individuals in which one gives certain kind of help to the other. Counselling is, thus, the activity where all the facts are gathered together and the experiences of the student are focused upon the particular problem to be solved by him, where he is given direct and personal help in solving his problems. Counselling is aimed at the progressive development of the individual to solve problems. Carl Rogers is of the view that counselling is definitely a structured, permissive and dynamic relationship which allows the student to gain an understanding of himself to a certain degree which enables him to take positive step in the light of his new orientation. The help must be given in such a way so that it encourages the growth in the individual for self direction.

16.6 TYPES OF COUNSELLING

There are three widely known viewpoints that are influential in the practice of counselling. They are directive counselling, non-directive counselling and eclectic counselling. Let us discuss these three types of counselling.

16.6.1 Directive Counselling

This counselling is also known as prescriptive, informative or counsellor-centred counselling. E.G. Williamson is the chief exponent of this type of counselling. In the directive counselling, it is the counsellor who plays the major role in the process. He gives advice to the student. He is the leader of the situation. He does most of the talking. The problem and not the individual is the focus. The function of the student who is being counselled is to cooperate with the counsellor in the whole process. He works under the counsellor and not with him. In this approach the counsellor is supposed to be an authoritative person or one who passes judgment over the student's behaviour. Directive counselling gives more importance to the intellectual rather than to the emotional aspect of the individual's personality. The directive nature
of counselling lies in the fact that the counsellor employs varying degrees of directions in helping the students arrive at sound decisions through the conscious use of intellectual resources. The following are the six steps of directive counselling as described by Williamson.

- Analysis of the problem
- Synthesis of the problem
- Diagnosis of the problem
- Discovering the causes of the problem
- Prognosis or predicting future development of the student's problem
- Counselling or prescribing remedial measures
- Follow up

16.6.2 Non-directive Counselling

This type of counselling is also known as client-centred counselling. Carl Rogers has been the chief exponent of this type of counselling. The steps in this counselling process, according to Rogers, are as follows:

- The individual comes for help
- The helping situation is usually defined
- The counsellor encourages the individual for free expression of his feelings
- The counsellor accepts and clarifies negative feelings
- Negative feelings or impulses are followed by faint and tentative expressions of the positive impulses
- Counsellor accepts and recognises positive feelings of the individual
- This provides a basis on which the individual can go ahead to the new level of integration
- Counsellor clarifies possible decisions or course of action
- Counselling develops further insight, a more complete and accurate understanding of the problem
- This facilitates integrated positive action
- This develops a feeling of increased independence.

These processes are not necessarily in serial order and mutually exclusive.

16.6.3 Eclectic Counselling

The main exponent of the eclectic approach in counselling is F.C. Throne. He is of the view that counsellors should not limit themselves to one method but should attempt to vary their approaches in keeping the needs of the individual students in view. Throne stresses the importance of counsellor relationship. He further emphasises that it is possible for a counsellor to alternate between directive (problem-centered) and non-directive (client-centered) methods even in the same interview without disrupting the student. The eclectic counsellors select their counselling procedures according to their predicted effect on the student rather than on the basis of theoretical allegiances.

16.7 DIFFERENCES BETWEEN GUIDANCE, COUNSELLING AND PSYCHOTHERAPY

There is a lot of confusion in understanding the concept of guidance, counselling and psychotherapy because these expressions are often used synonymously. To avoid semantic confusion it would be better to understand clearly the uses of these expressions.

Guidance is a relatively broader term than counselling. Counselling is supposed to be one of the services under the broad scheme of the guidance programme.
These terms can clearly be understood by an example of a continuum scale on which the first point of a continuum scale of the problem is an indicative of the need for guidance. The second point of the scale is an indicative of the need for counselling. The third point of the scale is an indicative of the need for psychotherapy.

III Need for Psychotherapy
Psychotherapy is needed to help regain the balance between self and the environment.

II Need for Counselling
Counselling is needed to overcome emotional tension leading to maladjustment.

I Need for Guidance
Problems can be solved by providing information.

The first point of the continuum scale indicates that an individual has a minor problem which can be solved simply by providing information. The second point on the continuum scale indicates that an individual has a problem, may be charged with emotion. He may be unable to adjust with environment because of emotional tension. In such a case he needs counselling in order to overcome emotional tension. The third point on the scale is an indicative of the need for psychotherapy. Psychotherapy is needed when an individual has lost an integration between id, ego and superego. There is no control over ego and superego. Techniques of guidance and counselling fail to make an adjustment between the individual's self and environment. Psychotherapy is the treatment of a problem characterised by an extreme form of emotional nature where the intellectual powers of the individual fail to work.

The techniques used in these three fields are different. In psychotherapy the treatment used is quite often physical, that is, it is either through the administration of drugs, electro-convulsive therapy or psychosurgery. On the other hand, in counselling, psychological techniques are adopted to help the client gain insight and confidence. A further distinction is made in terms of the nature of the problems. Reality-oriented educational and vocational problems have been considered as the province of guidance and counselling. Personality problems of the individual are the province of psychotherapy. In short a guidance practitioner works with a normal individual, counsellor works with the normal but emotionally charged (normal anxiety), and psychotherapists with patients who have neurotic anxieties.

16.8 GUIDING STUDENTS

One of the most important responsibilities of the teacher is to create/provide conducive environment in the school for optimal learning. It is agreed that education should reach to all children irrespective of their caste, creed, and religion. Everybody should get an opportunity to develop his potentialities and maximise learning. By and large in India this does not happen. A large number of children do not get an opportunity to develop their potential for optimal learning. If we don't make special provision for their learning, their potential will remain underdeveloped. These exceptional learners require special attention from teachers. They do not profit much from learning in average group situations.

You have already studied about the students with special needs in Unit 15. Such students need special attention of the teacher.

In order to provide guidance to special learners it is important to identify them systematically based on teachers' observation, academic records, creative activities and performance in men-
tal ability tests. The following strategies are suggested for providing guidance to those students who have learning difficulties.

- Administer specially designed diagnostic test.
- Identify the student for guidance purposes.
- Analyse the causes of learning difficulties.
- Plan cooperatively the approaches for removing the difficulties.
- Implement the approaches.
- Evaluate the approaches.

16.8.1 Guiding Backward Students

After identifying the backward children, you should first decide one of the three possible ways for the education of backward children:

- Whether they should be given education in a regular class, or
- They should be taught in a separate class within the same school, or
- They should be provided education in a separate school.

The following principles of learning must be kept in mind while teaching the backward children in classroom;

- Backward children should be taught in simple steps so that they can achieve mastery in their learning at their own pace.
- They should receive immediate reinforcement for their success.
- They should receive a variety of stimulation.
- They should be provided with immediate knowledge of results.
- They should be given the opportunity to practise knowledge and skills.

16.8.2 Guiding Gifted Students

The following steps may be followed while guiding the gifted children:

- Identify the gifted children on the basis of observation of their characteristics, interaction styles, quality of assignment and participation project work.
- Administer intelligence test.
- Select the most appropriate approach for catering the gifted children. These approaches are:
  - Segregation of gifted children and arranging classes exclusively for them.
  - Acceleration through which the gifted children may be allowed to complete the prescribed course of study in a shorter period.
- Enrichment programme through prescribing enriched content and suggesting additional books and journals for their study.

16.8.3 Guiding Creative Students

The teacher in the class and outside the class may encourage the spirit of enquiry in the student. Full freedom should be provided for coming out with new ideas. Psychological freedom and psychological safety are essential for creative expression. The technique of brainstorming or creative problem solving can be conveniently used in small groups of students. They should be given full freedom for the development of their imagination. You may use special programmes designed to facilitate their thinking. They should be encouraged to think on the courses and consequences of an action. They should also be encouraged to think different approaches and alternatives.
16.9 ORGANISATION OF SCHOOL GUIDANCE SERVICES

You have studied in Section 16.8 that students face a lot of problems both in schools and at home. These problems cannot be solved effectively by untrained and unqualified persons. Schools are in a strategic position where appropriate guidance can be given in an organised and systematic manner. Therefore, it is essential to organise guidance services in schools to assist students in their adjustment with the environment. How should guidance services be organised? There are certain fundamental components of organisation of guidance programmes.

Let us discuss important components underlying organisation of guidance services in schools:

- The purpose to be achieved
- The functions to be served
- The allocation of responsibilities
- Methods of evaluation of the programme

After indentifying these four components of guidance certain fundamental questions must be asked. If the answers of those questions are in “Yes”, the guidance services should be organised. The following are some of the questions which must be addressed before deciding whether or not guidance programmes should be initiated. These are known as pre-organisational considerations. At this stage we have to find suitable answers to the following questions.

i) Are qualified persons available for guidance services?

ii) Are staff members ready to cooperate?

iii) Will additional staff be available?

iv) Are Principal and staff willing to devote required time?

v) Is Principal interested in the guidance programme?

vi) Is there an appropriate space available?

vii) Are the parents interested in the guidance programme?

viii) Is there any budgetary provision for the guidance programme?

ix) Is cooperation of other community/agencies available?

Once answers to these and many other such questions are obtained, a guidance committee can be formulated.

The guidance committee in an average secondary or higher secondary school can have the following members:

- **Principal**: He will be the Director of the guidance committee.

- **Trained counsellor**: He will be the Secretary of the committee.

- **Members**: All the class teachers of the different classes will be the members. Chief-warden, Sports Officer, Guardian’s representatives, community representative can also be members of the committee. The committee will offer help students adjust in school and society.

16.9.1 Types of Guidance Services

A comprehensive programme of educational, vocational and personal guidance services in the secondary school will be concerned with eight types of different services. If we want the programme to be effective, provision should be made not only for all of these services but also each service be performed in an efficient manner.

Let us discuss each type of guidance services in brief.

i) **Information services**: This service is concerned with aiding the individual to obtain needed information concerning education and occupation. For example information needed to choose a career for engineering.
ii) **Self-inventory services**: This type of service is concerned with aiding the individuals to obtain equally needed information pertaining to their ability, aptitude, limitation and personality characteristics, their personal assets and liabilities. For example selecting a line of occupation which is very special like the Fine Arts or the Defence Services.

iii) **Personal data collecting services**: The purpose of this service is to provide the basis for the effective counselling.

iv) **Counselling services**: This service is concerned with helping the individuals to weigh and evaluate personal assets and liabilities in relation to the opportunity and requirements of education and occupations that interest them, and to make plans that are based on resulting decisions.

v) **Preparatory services**: This service is based on the assumption that choice of courses and occupations have been reached, at least tentatively. The problem now confronting the individual is that of making such preparation as is desirable, either before or after actually entering upon the education and occupation chosen. Success in educational and occupational life depends upon the preparatory service performed.

vi) **Placement services**: The function of this service is to aid the individuals to make such preparation as seems practicable to get a good start by entering that education and vocation advantageously. Assistance is needed in finding out a suitable place to start work at a wisely chosen education and occupation. These days there are good placement services for professionals courses.

vii) **Follow-up services**: This service is concerned with aiding the individuals to make necessary or desirable readjustment after entering in their education and occupation.

viii) **Research services**: This service is essential to the success of comprehensive educational and vocational guidance. This service is concerned with checking upon the effectiveness of the other services and with discovering their strong and weak points with a view to strengthening the programme.

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**Check Your Progress 2**

**Notes**: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the unit.

i) Enumerate three types of guidance services and three procedures of counselling.

ii) What are the types of guidances? Which procedures are adopted for vocational and educational guidance and for counselling also?
16.9.2 Role of Teacher in Guidance Programme

The teacher occupies the pivotal position in the school guidance programme. It is the teacher who observes students in the classroom, in the library and in the sports field. Thus, the teacher's part in guidance programme is inevitable. No guidance programme can be effective without the participation or cooperation of teachers in it. The teacher functions as a link with students, parents and guidance workers. He can successfully coordinate the efforts of other agencies and raise guidance to a scientific level. Given below are some of the important roles of a teacher in a guidance programme at the secondary and higher secondary levels.

- Identifying the problem children in classroom and outside the classroom
- Diagnosing the weaknesses in different subjects through observation, personal contact and diagnostic testing
- Disseminating educational and vocational information in the classroom from time to time
- Helping students in the development of their personality
- Helping students with suitable remedial programmes
- Maintaining and helping the guidance worker to keep cumulative record of every student, and
- Referring students who need special assistance to the professional counsellor.

Check Your Progress 3

Notes: a) Write your answer in the space given below.
   
   b) Compare your answer with one given at the end of the unit.

   What is your role as a teacher in providing guidance?

16.10 LET US SUM UP

In this unit we have discussed the meaning and nature of guidance, basic assumptions of guidance, relationship between guidance and education and various types of guidance that is educational, vocational and personal guidance. Procedures of educational and vocational guidance have also been discussed.

The concept and types of counselling have also been discussed. Along with this the difference between guidance, counselling and psychotherapy is also explained. You have also studied the guidance needs of the various types of students namely gifted, backward and creative. How learning of these children can be improved, has also been discussed. In order to provide proper guidance the organisation of guidance services have also been discussed. You have also studied the role of teacher in the guidance programme at the secondary/higher secondary level.
16.11 UNIT-END EXERCISES

1. Present three specific instances known to you when guidance, counselling or psychotherapy have been provided to students.

2. Prepare an orientation talk schedule choosing an appropriate curriculum and vocation.

3. Identify one gifted and one backward child and suggest ways and means of effective learning for each of them.

4. Select a problem related to each of the three respective categories of guidance: educational, vocational and personal and show specifically the extent to which a problem in one area crosses over into the other two areas.

16.12 SUGGESTED READINGS


Kakkar, S.B. (1989): Educational Psychology and Guidance, The Indian Publications, Hill Road, Ambala Cantt.


16.13 ANSWERS TO CHECK YOUR PROGRESS

1. A qualified and adequately trained person can assist the learner in:
   - managing day-to-day activities
   - developing a personal point of view
   - taking the responsibility of decision making.

   The above activities increase in individuals self-esteem and self-confidence besides motivating the person to take initiatives.

2. The three types of guidance services are:
   - Information services
   - Self-inventory services
   - Personal data collecting services
   - placement services

   Procedures adopted for educational and vocational guidance:
   - orientation talks
   - group activities
   - psychological tests for insights into personality abilities
   - school examination results
   - assessment of other characteristics
   - parent's view
   - occupational orientational talk
   - interviews for vocational plans
   - reports on educational and vocational guidance.
Facilitating Learning and Development

Procedures for counselling

- Directive - problem - centered - analysis of the problem
  - Synthesis of the problem
  - Diagnosis of the problem
  - Prognosis
  - Counselling
  - Follow up

- Non-directive counselling - client centered
  - Helping situation to be defined
  - Encouraging for free expression of feeling
  - Accepting and clarifying negative feelings
  - Accepting and clarifying positive feelings
  - Clarification of possible decisions
  - Development of insight for more accurate understanding
  - A feeling of increased independence

3. The role of a teacher in providing guidance:
  - identifying problem children inside and outside the classroom
  - diagnosing weak points in study areas by observing, diagnostic testing and personal contact
  - disseminating educational and vocational information for the benefit of students
  - developing growth of independent personality
  - providing suitable remedial programmes
  - maintaining cumulative record of each student, and
  - referring the students for special assistance.