



STUDENTS COUNSELING AND GUIDANCE – AN EDUCATIONAL REVIEW

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Abstract

Counselors support students directly in their academic life to foster, promote, and increase interpersonal competencies and academic achievement. The Counseling departments believe that sound education involves the development of the whole student. This includes students' social, emotional, intellectual, and physical aspects. Counseling services are accessible to all students and their families. The work aims to identify key elements and concepts of counseling and guidance and also identify the special programs related to counseling and guidance. The Study is restricted to secondary data; the Study is also restricted to review only a few articles based on the relevance of the work. These initiatives aid each student in acquiring skills for academic success, social and personal growth, and career planning. The best long-term tactics would be improved advertising of these services and genuine university involvement in offering them to students. In addition to including advice and counseling services in the school schedule, school officials should budget for the schools to design various counseling and guidance events, meetings, and innovative methods that need to adopt for students' overall development.

Keywords: *Counseling, Guidance, Students, Teachers, Education*

Objectives of the Study

1. To understand Counseling and guidance concepts from different geographical views.
2. To identify a few special programs that help students and teachers with the view of counseling and guidance.

Limitations of the Study

The Study is restricted to secondary data; the Study is also restricted to review only a few articles based on the relevance of the work.

Introduction

Counselors support students directly in their academic life to foster, promote, and increase interpersonal competencies and academic achievement. The Counseling departments believe that sound education involves the development of the whole student. This includes students' social, emotional, intellectual, and physical aspects. Counseling services are accessible to all students and their families.

The Primary School program strives to provide continuity of services from preschool through grade; Counselors support students, teachers, and parents through individual contact and group meetings.

Counselors facilitate the PYP attitudes and social and emotional competencies through classroom contact and small group or individual skill-building activities. Parenting workshops are offered throughout the year and counselors can meet with parents concerning their child's academic and emotional development.



Senior School Counselors ensure that all students in grades 6 through 12 receive support for academic, career, and personal-social development. They collaborate with teachers, students, administrators, and families to optimize student success and achievement.

Understanding Counseling

Counseling is a process that takes place in a one-to-one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties (Hahn & Maclean, 1955). Counseling is an interactive process characterized by a unique relationship between counselor and client that leads to change in the client in one or more of the areas like behavior, beliefs, values, and level of emotional distress (Welfel & Patterson, 2011).

There are a few misconceptions regarding counseling, are counseling is advice-giving, making suggestions, recommendations, influencing the values, attitudes, interests, and beliefs. The significant skills of Counseling that can be included are competence, acceptance and flexibility, integrity, sensitivity, listening, empathy, confidentiality and understanding.

Guidance & Counseling

Counselors with the requisite expertise consciously carry out activities based on the discourse appropriated from the area of production in the field of reproduction. The counselors' deliberate application of concepts created in production and replicated in the official recontextualizing field makes up the instructional discourse. However, this is part of a regulatory discourse with production-related roots.

Since complete legal punishments finally support the regulatory discourse, it precedes the instructional discourse (Bernstein, 2003).

As a result, rather than being in any way antagonistic, the instructional discourse should be seen as incorporated into the regulatory discourse. Additionally, while a regulation discourse itself may not be harmful, its implementation in practice may be problematic if it creates conflict between transmitters and acquirers (here, counselors and students).

Although laws and formal rules may be included in Bernstein's framework, the regulative discourse generally concentrates on informal regulatory components in interactions between transmitters and acquirers.



Review of literature

No	Title	Contributors	Objective & Methodology	Findings	Conclusion
1	Students' counseling and academic achievement	Aalieh Shaterloo, Ghasem Mohammad y ar	carefully examine if advice and counseling in and of themselves may contribute to raising students' academic achievement	School counselors work with Children, parents, teachers, and the community to meet all students' academic and developmental needs, not just those most in need.	School counseling programs display several traits, including a fundamental mission and aims; school counselors create, put into practice, and manage guidance programs that align with the educational goals and philosophies at respective institutions. These initiatives aid each student in acquiring skills for academic success, social and personal growth, and career planning.
2	The Necessity Of Counseling And Vocational Orientation In Students' Career Management	A. Palade ,C. Constantin	This essay presents studies on the value of counseling services for undergraduate and Graduate students and the need for colleges to offer them. An in-depth, semi- structured interview- based qualitative research study's primary objectives were to learn how students felt about the hiring procedure for staff,	The findings showed that although students value these services and would like to use them, many need to be aware of their existence.	Therefore, the best long-term tactics would be improved advertising of these services and genuine university involvement in offering them to students.



3	Importance Of Teaching Counseling Skills To Teachers	Priyanka Behrani	This essay aims to raise awareness that few schools in India have counselors rather than providing instructors with the training or abilities to serve as the school's counselor or psychologist.	<p>The classroom teacher has the most incredible opportunity to influence pupils because they spend the most time with them of any staff member at the school.</p> <p>To sum up, it can be claimed that teachers might be exposed to counseling skills at two levels: first, during their pre-service years, when they receive teacher training through programs like bachelor's and master's degrees in education, even though This is already an elective subject.</p>	Since not all students will be interested in it, it should be included in the required papers. and second to currently employed in- service teachers
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4	<p>A systematic review of higher education students' experiences of engaging with online therapy.</p>	<p>Terry Hanley Claire Wyatt</p>	<p>Thorough analysis of the qualitative, academic, and peer-reviewed literature was done using ten databases. Six papers that matched the requirements for inclusion were evaluated for quality and thematically analyzed.</p>	<p>The belief is that internet therapy may improve the quality of therapeutic relationship quality, it would offer more autonomy in the workplace, and that it might help students in higher education to</p>	<p>They should remain nameless and avoid direct interaction. Alternatively, demotivating The main influences was practical.</p>
5	<p>A comparison of counseling self-efficacy among International and domestic counseling students.</p>	<p>Abdulkadir Haktanir</p>	<p>This study compared local and international counseling students' levels of Counseling self-efficacy (CSE). 179 participants' Data were gathered. Data analysis revealed comparable CSE results for domestic and overseas counseling students as well as for master's-level counseling students and school counseling students.</p>	<p>The CSE results of master's and doctoral-level counseling students, however, showed a substantial variation</p>	<p>There are repercussions for counselor educators, supervisors, and the counseling field.</p>



6	<p>High-Stakes counseling: when career counseling may lead to continuing residence or deportation of asylum-seeking youths</p>	<p>Jonna Linde,Joakim Lindgren,Åsa Sundelin</p>	<p>This piece examines what occurs in career counseling when it is entangled with the immigration procedure.</p> <p>A survey, fieldwork with ethnographic inspiration, and Bernsteinian theory support our analysis.</p> <p>current Swedish circumstances , strict adherence to labor demand</p>	<p>In this type of "high-stakes counseling," The market is crucial. We determine that a Consequently, conditional citizenship is introduced institutionally.</p>	<p>Career counselors must provide "high- stakes counseling" that may significantly impact people due to legal, educational, and interpersonal changes. probabilities of deportation or asylum</p> <p>This enables nations to choose their immigrants through schooling, which contradicts counseling beliefs and democratic and equality norms towards potential immigrants.</p> <p>To make decisions that will affect the future, posing moral conundrums for Counselors.</p>
7	<p>Counseling, counseling skills and encouraging pupils to talk: clarifying and addressing conhsion</p>	<p>Peter Lang</p>	<p>The problems that result from the placement of counseling expertise and counseling practice within the contexts of pastoral care and personal and social education are examined from both a historical viewpoint and a Contemporary one.</p>	<p>In terms of the environment for schooling today.</p> <p>All of the evidence suggests that teachers at all levels need to be more skilled and sensitive when it comes to the affective aspect of their profession, but given the misunderstand ings, they may encounter</p>	<p>Encounter, they must do so inside a context of understanding that is crystal obvious. It has been suggested that the "affective school" concept could lead to a fully developed and beneficial interaction between pastoral care, counseling, and counseling skills. Such institutions would support emotional competence and Give students a place to express their feelings and thoughts in safety.</p>



Special programs to help promote successful learners

New Student Orientation focused on making new students feel welcome and prepared upon admission into school at any time during the academic year. Academic Counselling is designed to help students and parents acquire knowledge of curricular choices, plan a program of studies, and interpret academic opportunities. Career counseling helps students acquire information and plan for appropriate education and training for career choices and post-secondary goals. Personal/Social Counselling to assist students in developing an understanding of themselves and respecting the rights and needs of others. Individual Counselling helps with personal difficulties which impede personal growth and satisfaction, as well as academic success. Peer Helper and Ambassador Programs train students in problem-solving, decision-making, and conflict resolution.

Career management is a very used concept, as all people go through several periods during their life and need to perform some jobs according to their personality and personal interests. In this respect, proper career development should start with detailed planning, starting from school. This planning could help young people choose their study programs based on their vocation.

The most recent trends in higher education reveal the need to customize study Programs according to the labor market requirements. On the other hand, students should begin their career planning before the faculty degree to determine their compatibility with various jobs. The next step is to benefit from proper counseling services that help students perform their career planning.

Starting from the above considerations, we conducted a qualitative research study among the students of the Transilvania University of Brasov. The main aim of our research was to identify the students' opinions regarding the necessity of Counselling and vocational orientation for their career management. We started the research from the hypothesis that students appreciate such services; they want to benefit from them. However, they need to learn about the existence of counseling centers in the university or outside this one.

The research was completed with a literature review to have a comprehensive image of the necessity of developing counseling centers within the university.

Competence

It means that individuals should be proficient in Counseling. They stay informed about the most effective ways of handling a situation. Their competence is based on metacognitive knowledge. They tolerate ambiguity, and they can examine unstructured situations. Competence also includes the awareness of their expertise; that is, they know they are not sufficiently competent and refer to the right expert (Guindon, 2011).

Acceptance

Acceptance is a warm regard for the client as a person of unconditional self-worth and value, no matter what his condition, his behavior, or his feelings are (Rogers, 1961). Accepting every statement of the counselee is a major characteristic of a counselor. The attitude of positive acceptance is a must as the counselee is a bundle of feelings of disappointment, and accepting such feelings unconditionally is a significant component of Counseling.



Flexibility

Counseling is not rigid mechanical applications of formulas for reducing behavior change. Counselors are free to move naturally, quickly, and easily in their thinking and feeling to adapt to client Behavior's nuances.

Listening/Attending

Orienting oneself physically to the client to indicate one is aware of the client and that the client is given entire, undivided attention. Methods include eye contact; nods; not moving around, being distracted, eye contact, encouraging verbalizations; mirroring; body postures and language; leaning forward, etc. Researchers estimate that about 80 percent of communication takes place non-verbally. This skill requires capturing and understanding the verbal and nonverbal information communicated by the client.

Counseling or relationships

How should a balance be achieved? Another possible reason for the limited impact of school counseling is that even the most competent counselor can do little to remedy such situations. Only in schools with an effective and sensitive pastoral the system can address the key issue of the appropriateness of counseling or counseling skills. Best *et al.* (1983), in their seminal book reporting their research into the pastoral system of a comprehensive school, felt it appropriate to choose the title *Education and Care* Emotional intelligence. For the last 30 years, emotional intelligence has been a subject that has attracted the attention of researchers. Many researchers have introduced different models to explain emotional intelligence.

Emotional intelligence was first based on Gardner's theory of Multiple Intelligences, released in 1983 (Gardner, 2011). Gardner's internal and social intelligence dimensions helped to conceptualize Emotional intelligence. Mayer and Salovey (1993) defined emotional intelligence as the evaluation of feelings and other people's feelings by the individual, regulating these feelings, and using feelings to direct thoughts and behavior. Emotional intelligence contains competencies grouped under five dimensions. These dimensions are: (1) the individual's awareness of their own emotions, (2) the ability to manage their own emotions, (3) the ability to understand the feelings of others (empathy), (4) the ability to motivate themselves, and (5) ability to form relationships (social skills) (Goleman, 1995). Given Bar-On (2006), emotional intelligence, which is a system the personal and social skills, allows an individual to: (i) effectively understand themselves and others, (ii) express their emotions and thoughts, (iii) initiate and sustain interpersonal relationships, and (iv) meet their desires and needs.

Emotional intelligence studies (Austin, Saklofske, & Egan, 2005; Davis & Humphrey, 2014; Spence, Oades, & Caputi, 2004) assess emotional intelligence with two different structures. Petrides, Pita, and Kokkinaki (2007) stated that trait emotional intelligence included self-reported tendencies of the individual's emotions and self-perceptions, while ability emotional intelligence contains the cognitive skills of the individual's emotions measured by performance tests.

Emotional intelligence and counseling skills Individuals apply to psychological counseling services due to experiencing social-emotional problems, not successfully solving problems encountered in interpersonal relationships, and having insufficient social skills (Egan, 1986). Additionally, Carkhuff (2009) revealed that counselors' professional and personal development influenced their counseling services' efficacy and success. As a result, psychological counselors must develop themselves physically, mentally, and socially emotionally to become a model for their clients



(Daniels, 1994). From Egan's (1986) point of view, psychological counselors should have high social intelligence levels and a vast repertoire of social skills. Though there are Different approaches to counseling skills, psychological counselors in all aid areas should have specific basic skills and defined communication types that benefit the client. Some of the essential competencies expected from psychological counselors are understanding, awareness, effective listening, Empathic approach, target determination, forming relationships, observation, giving feedback, emotion and content reflection, interpretation, easing adaptation, and process monitor (McLeod & McLeod, 2011). Hill et al. (2008) indicate the importance of emotional reflection and content reflection techniques for counseling skills. Emotional reflection means that the psychological counselor understands the client's feelings and immediately reflects that emotion to the client. Content reflection involves the psychological counselor recognizing the client's thoughts and re-expressing this content (Meier & Davis, 2010). In this context, reflecting emotion and content plays a significant role in psychological counselor education (Daniels, 1994; Ivey & Ivey, 2013).

Findings

1. Emotional intelligence was first based on Gardner's theory of Multiple Intelligences, released in 1983 (Gardner, 2011). Gardner's internal and social intelligence dimensions helped to conceptualize
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3. From Egan's (1986) point of view, psychological counselors should have high social intelligence levels and a vast repertoire of social skills.
4. Mayer and Salovey (1993) defined emotional intelligence as the evaluation of feelings and other people's feelings by the individual, regulating these feelings, and using feelings to direct thoughts and behavior
5. These initiatives aid each student in acquiring skills for academic success, social and personal growth, and career planning.
6. The best long-term tactics would be improved advertising of these services and genuine university involvement in offering them to students.
7. There are repercussions for counselor educators, supervisors, and the Counseling field.
8. This enables nations to choose their immigrants through schooling, which contradicts counseling beliefs and democratic and equality norms towards potential immigrants.

Recommendations

1. Facilities like counseling services, publications, audio, and video recordings, and others should be available in schools.
2. Schools/colleges should educate students on the value of counseling and guidance in administering student discipline.
3. Schools/colleges should implement effective guidance and counseling programs as necessary components.
4. The administration should encourage student discipline.
5. Every school/colleges should have qualified counselors who give leadership in guiding and counseling.
6. They should coordinate the work of numerous teachers and pupils in the classroom.



Conclusion

Teachers and students interested in the guidance should actively cooperate, say, school/college administrators. Counseling, too. Parents should be introduced to the school administration to gain support. The concept of counseling and guidance. This is because no software can run effectively in a school/college. Unless the parents are encouraging. In addition to including advice and counseling services in the school schedule, school officials should budgets for the schools for designing various counseling and guidance events, meetings, innovative methods need to adopt for students overall development.

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