



Practices of guidance and counseling in Nepalese context

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Abstract

This article relates to the guidance and counseling of students in educational sectors. The purpose of the study is to examine the role of counseling and guidance in enhancing student counseling and guidance in the schools of Nagarjun municipality of Kathmandu district. The study adopted a descriptive survey method design. The population of the study was 27 including Education officer, SMC presidents of 4 schools, 12 teachers; 3 teachers of each school, 4 Head teachers, 4 ECD facilitators.

For an effective and efficient management of school education, guidance and counseling are essential factors for quality education. Generally guidance is an advice provided a person of experience to solve the problems and improve something. Guidance aware a person from his her capabilities and skills for the involvement. It helps to make right decision in various fields. It is essential in education field. A guidance counsellor having a professional personalities who gives personal, academic and career advice to the students in academic institution. Similarly, Counseling is related to emotional and psychological concern. Counseling is professional and counselor must be specialist.

Key words : Counseling, Guidance , Education officer, teachers, SMC presidents, ECD facilitator

Introduction

Guidance and counseling, has been identified as an important tool in Educational and Training institutions. Many countries in the world are owing to its internationally recognized role of improving all aspects of quality education in school and higher education level. Although guidance and counseling programme has existed in the Nepalese learning educational institutions or organization since 1990s. These institutions still experience problems that are expected to be prevented and even solved through the programme. Recently Government of Nepal conduct in Country Program on "Career Guidance and Counseling for Technician and Vocational Education and Training (TVET)" in collaboration with the Training Institute for Technical Instruction (TITI) and Council for Technical Education and Vocational Training. The Government of Nepal has pro-actively participated in the south cooperation on the development of Technical and Vocational Education and Training (TVET)) which has benefited the country through an array of capacity building programs. [source:- www.ctevt.org.np]

According to Budhanilkantha School, Guidance and Counseling informally started in 1987 when the first batch of A-level graduates started applying to the British and American Universities. Mr. Andrew Jason Wild, then Housemaster of Gaurishanker House, can be credited for laying the foundation of guidance counseling at Budhanilkantha School. Even after the departure of Mr. Wild from Gaurishanker House, the system of Head of Gaurishanker House providing the service of guidance counseling continued for several years.

From 1997, Mrs. H. Gurung started providing the counseling service to the girl students. After the introduction of Byas Risi House, every housemaster of the four upper senior houses became the Co-Guidance Counselors providing the service to the students of their respective houses.

In 2005, the school set up the Board of Counselors under the leadership of formal office of Guidance Counselor with the aim of making the college counseling service even more effective by centralizing it. Mrs. Chomu Dolma was officially appointed as First Guidance Counselor of the school. Mr. Atiram K.C. succeeded Mrs. Dolma in 2007.

Objectives

The purpose of this study is to identify the key problems of guidance and counseling and provide short informative outlines on the inclusive school guidance and counseling in Nepal.

Literature Review

Policies of guidance and counseling in Nepalese educational organization

In Nepal, there are not well prescribed policies and laws related to guidance and counseling in education for different levels of education. Even though some educational organizations in public and private sector has started to guidance and counseling programs to the concern students, who are willing to join for the school and higher education in national and international organization.

In Nepal guidance and counseling services are organized at the three levels: Government level, Public schools level, Private agencies.

Government Level:- The Ministry of Education and its technical arm, Council for Technical Education and Vocational Training (CTEVT) constituted in 1989 (2045 BS), which is a national autonomous apex body of Technical and Vocational Education and Training (TVET), are concerned with guidance services in higher secondary schools at the Government level with activities like policy formulation, quality control, preparation of competency based curriculum, developing skill standards of various occupations and testing the skills of the people, conduct various research studies and training needs assessment etc.

Guidance and counseling services in public secondary or higher secondary schools:- Some of public secondary or higher secondary school of Nepal has provision of guidance and counseling program for improvement of quality education and assists students for the selection of subjects and other curriculum activities by guidance personnel like, the headmaster and his/her colleagues, teacher-counselor or career masters, parents, community health, welfare

Guidance and counseling services in private secondary or higher secondary schools:- Most of private secondary or higher secondary school or colleges providing higher education of Nepal has good provision of guidance and counseling program for improvement of quality education and assists students for the selection of subjects, academic or non-academic programs, selection of educational institutions and other curriculum activities. In most of the Nepalese private secondary or higher secondary school or colleges providing higher education, guidance and counseling services are conducted by the guidance personnel, conducting well- equipped guidance services in schools or colleges: The principal and his/her colleagues, guidance counselor, teacher-counselor or career masters, specialists in specific areas of service (part-time or full-time), which include following personnel, social worker, parents.

Some of the private educational institution has started well structured and organized way, some of them as **Guidance Counseling at Budhanilkantha School:-** Budhanilkantha School has a Board of Counselors to cater to the growing need of providing guidance-counseling service to the college-bound students of the school. **Private guidance agencies:-** Some private guidance agencies have been sponsored by social welfare organizations or educational societies in Nepal. Some of them are as follows:-

a. **Educational Consultancy Association of Nepal (ECAN) :-** The Educational Consultancy Association of Nepal was registered at the chief District Administration Office (CDO), Kathmandu, Nepal on 29th August 1997 - to provide proper information, guidance and counseling to guardians who want to send their children abroad for their further education. ECAN also plans to advise all students and parents seeking counseling for their higher education to go through only certified members of ECAN. ECAN provides proper and professional consultancy through expertise and experience to students, guardians, education establishments in Nepal, education establishments outside Nepal; brings respectability to educational consultancy profession;

b. **National Educational Consultancies' Association (NECA):-** The National Educational Consultancy Association (NECA) has been registered and authorized by the Government of Nepal. It has been formed with a strong potential capacity to accommodate all aspiring educational consultancies without any disparities in the association and business. NECA also plans to advice concern students and their parents seeking counseling for their higher education in national university and reputed colleges.

Findings and Discussion

Problem faced by students during guidance and counseling in Nepal

During the guidance and counseling of the students from 4 schools of Nagarjun Municipality of Kathmandu district, students are facing different types of problems. The problems that I found from my visit are; gap between the understanding of teacher and students; cultural barrier between students and counselor or teacher; understanding gap between students and counselor or teacher. Different interests and needs of students are; unmatched expectation of parents, school and teacher from students. Wrong notion of what guidance and counseling are failure to complete assignments given to students in given time. Domestic problems are poor relationship with parents, guardians, brothers, sisters, headmaster and teacher. Unexplained fear of failing exams are gap between the culture of students, counselor/teacher or school organization and no technological advancements. Involvement in unwanted activities are taking of drugs, smoking, alcohol habit, political involvement. Lack of motivational techniques are confusions during the

selection of career development, increasing drug abusers, psychopaths; no well-organized structure of guidance & counseling department within school. Provision of equipment and facilities available with guidance and counseling department; lack of Guidance and Counseling facilities and resources (office, literature etc.), attitude of teachers towards guidance and counseling services, lack of support from head teacher, parents, students, colleagues and other stake holder, lack of adequate time for counseling students; incompetence of the teacher-counselor; students negative attitude towards Guidance and Counseling (students do not seek for Guidance and Counseling services), lack of cooperation from the parents; lack of confidentiality of the teacher-counselor (teacher-counselor do not keep information private).

Problems faced by teachers during guidance and counseling in Nepal

During guidance and counseling to the concern students, teachers are facing different types of problems for the effectiveness like organization structure provision of equipment and facilities of guidance & counseling department; attitude of teachers; history and the importance of training of teachers in guidance and counseling skill; administrative support; lack of support from head teacher, parents, students, colleagues and other stake holder; lack of adequate time for counseling students; incompetence of the teacher-counselor; students negative attitude towards guidance and counseling (students do not seek for Guidance and Counseling services); lack of cooperation from the parents.

Problems faced by parents during guidance and counseling in Nepal

During guidance and counseling to the concern students, parents are facing different types of problems for the effectiveness like; generation gap between parents and students; proper guidance for the development of their children; lack of proper sharing of ideas with their children; friends circles of their children; involvement unnecessary and unwanted activities; sharing and spending of time with their children; lack of special diagnostic and remedial process conducted in the child guidance clinics; family environment ; social, cultural and economic environment

Design of counseling to support students in Nepal's school education system

Guidance is a helping program to the students in making the best possible adjustment to the situations in the educational institutions and in the home and facilitates in the development of all aspects of the personality (Oberoi, 2005, p. 4). Counseling is a face to face and professional relationship among trained counselor and a client or counselee (Regmi, Shrestha, Aryal & Khanal, 2004, pp. 157-171). In this way, counseling is the integral part of guidance, individual helping profession. The guidance and counseling are essential and integral service in educational, vocational, personal, social process. Hatch & Coster (1961) identified the pupil inventory, information, counseling, placement, follow up and evaluation services as desirable for a school counseling program (p.28).

In the elementary school level of USA, the counselor do individual counseling, group guidance and counseling, working with parents, consultation with teachers and administration, classroom guidance instruction, assessment activity, coordination with community agencies; the middle/junior high school counselor do consultation, placement, student development and the secondary school counselor provides educational guidance, college placement, prevention activities, career guidance and assistance, group guidance and counseling, consultation and student development activities (Gibson & Mitchell, 2008, pp. 50-60).

If we go to the Nepalese context, the formal way of education in Nepal was started by Jang Bahadur Rana in 1954 by establishing the Durbar High School. To meet the determined goals and objectives qualitatively, the student learning process is necessary and guidance and counseling help. The guidance and counseling program is systematized according to the education system. There are no specific ways and programs for guidance and counseling in school education system. Although there are no organized system of the guidance and counseling, the guidance and counseling services in Nepal are providing by some private and government agencies for educational, vocational, personal development. There are no special trained counselors in school level. The classroom teachers provide some guidance services, helping activities, and advices but those are not guidance and counseling services. They have no guidance and counseling skills. The classroom teachers have vital role to help the students to achieve their potential, solve their problems, make appropriate decisions, chose the subjects, develop the career. If students are problematic or in problems, the classroom teachers would burden and they must provide the guidance and counseling immediately (Gibson, 1990, p. 254). In this way the teachers should have guidance and counseling skills.

Impact of guidance and counseling in Nepalese educational organization

Guidance and counseling services are related and more effective individually than group (Oberoi, 2005, p. 12). Generally, in school setting group guidance and counseling services are using but individual guidance and counseling services are more effective to help the individual for career development, home school and social adjustment, stimulating and motivating for learning.

Nelson (1972) has measured and found that individual counseling improved the self concept of sixth grade children (p. 377). The research done by Schmiedeing in USA has concluded that the failure children in one or more subjects counseled, then they had significantly higher academic achievement and better teacher-pupil relationships, while non-counseled children tended to worsen in both respects and Gribbons has researched the impact of guidance program in the eighth grade group of student in USA and he found that self-awareness of children was increased by guidance (Schmiedeing, as cited in Nelson, 1972, p.378).

The guidance and counseling program contributes in the children's knowledge and attitudes; help to develop the sense of personal worth, feeling that they have a place in the society, learn that success is a personal matter relevant to a total life style, build positive attitudes about themselves and their potential for success in society and career development (Nelson, 1972, pp. 309-310).

The children who are going first time in school, they may fear and reject to go school that is school phobia. They may have separation anxiety. The students may have stress, anxiety, depression, anger, low academic performance due to the physical, psychological, home, social, school causes. The students may fail to manage their study time due to the different psychological, physical causes. In puberty and adolescent age the children have more problems. They have stress to choose the subjects for further study and they have conflict with their parents, elder sisters, and brothers. For solving these problems guidance and counseling program are very useful. The lower aged and adolescents need more guidance and counseling to adopt new life situations and changes.

Educational guidance and counseling help students to solve the learning problems, to increase the academic performance; to manage time, adapt in the home school and society; to develop aptitude, shape the behavior; to understand the social, school norms, values and rituals (Gibson & Mitchell, 2008, pp.). Vocational guidance and counseling help students to choose the subjects as their need, interest, attitude and aptitude; to develop career and vocational skills and personality guidance and counseling provides solutions of personal and emotional problems e. g. scarcity of friends, isolation, inferiority complexes; the lack of such counseling may create disturbed , unhappy and un-adjusted mental state (Oberoi, 2005, p. 259). In this way, guidance and counseling help student to become more mature and more self-actuated, socialization, create child will environment and diminish the inter and intra personal tensions and conflicts.

The impacts of guidance and counseling in students are as follows:

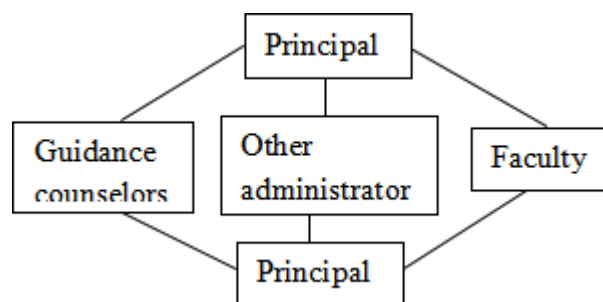
- Guidance and counseling help to adopt the children in the new situations and changes; reduce the learning and the social, physical, psychological, personal problems.
- To minimize the stress, anxiety, depression, anger guidance and counseling are useful.
- Guidance and counseling program provide the information, knowledge, and ways to solve the problems.
- For adaptation, increasing the academic performance, choosing the subjects and career development guidance and counseling play vital role.
- These assist the students for self-learning and develop the self-concept, self-confidence, self-realization, and self-actualization.

Design of counseling to support the students in school education system

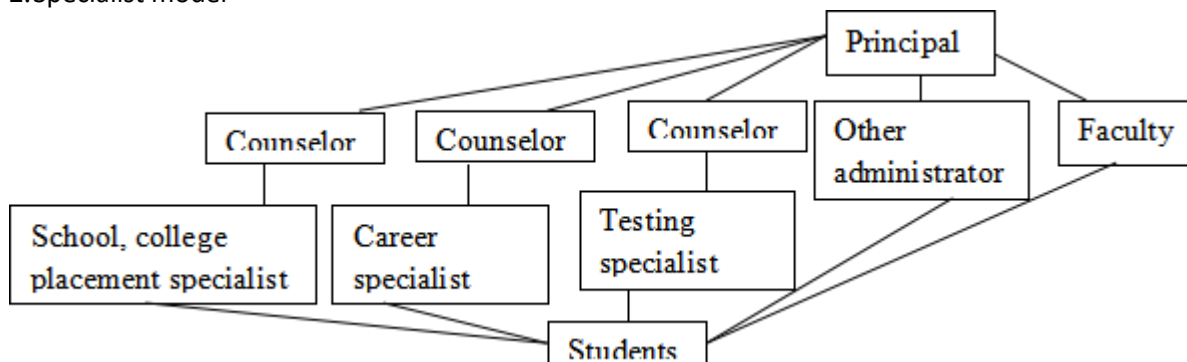
Guidance and counseling services in school setting is the student helping program, head teacher and teachers are more responsible persons in the developing and designing the guidance and counseling program.

According to Gibson & Mitchell (2008) need assessment, data analysis & interpretation, identification of priorities, procedural planning, program evaluation and improvement are the some processes for developing and designing of the guidance and counseling programs (pp. 364-377). They advised some guidance counselor model as follows:

1.Generalist model



2.Specialist model



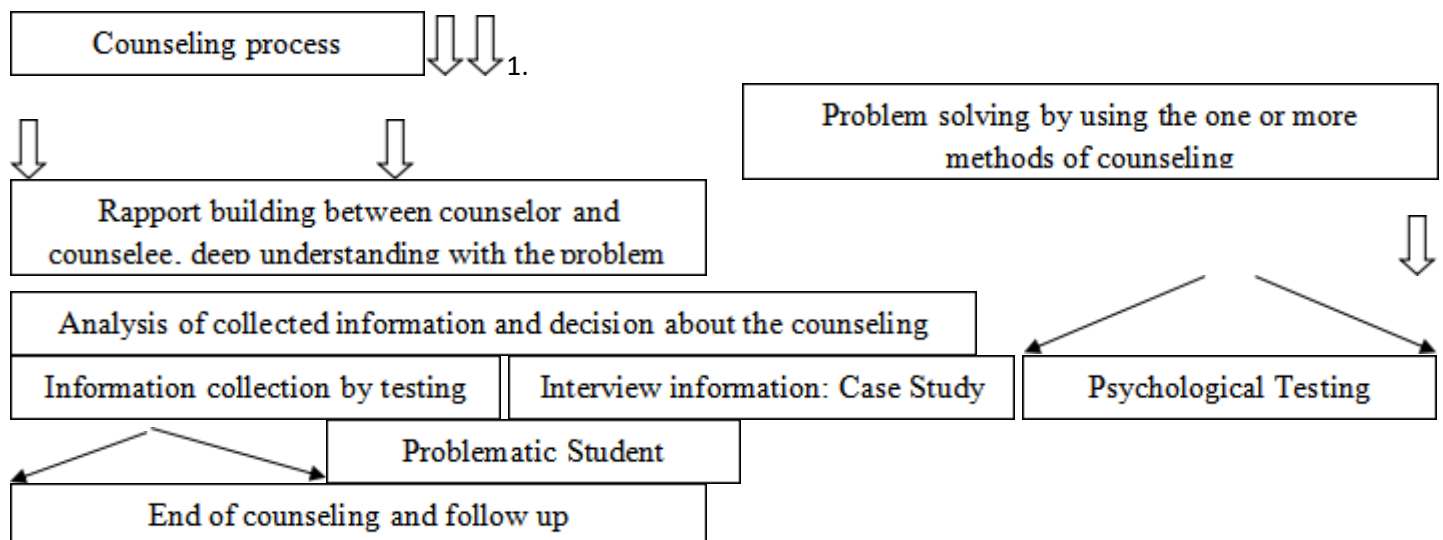
3. Counseling skill model



(Source: Nelson & Jones, p. 68)

Oberoi (2005) has described about the steps of model of eclectic counseling- study of the needs and personality characters of the client, selection and application of techniques, evaluation of effectiveness, preparation of counseling, providing counseling and in India there are centralized, decentralized and mixed form of guidance and counseling services design (pp. 274-294).

There are different designs of counseling to support the students' learning in the Nepalese education system:



(Source: CVICT & Save the Children, 2006, p. 109)

2. For all level of school education and higher education system, the counseling service for students can be provided by the following design:

- 1.) Joining: - meeting with student who has learning, adaptation, behavior or any other problems
 - creating environment and building rapport
 - helping counselee to present his/her problem
- 2.) Defining problem: - listening the counselee's problems
 - describing the situation, environment, circumstances of problem
 - understanding and analyzing the problem
- 3.) Widening the view of problem: - finding the causes and roles of parents, teachers, peers, relatives in the problem.
- 4.) Planning for helping to solve the problem: - finding internal and external causes and solving ways of the problem by using the appropriate ways of counseling.
- 5.) Seeking alternative ways: - creating believability, positive attitude, trustworthiness, and applying the appropriate ways for solving problems.
- 6.) Ending the counseling and evaluating.
- 7.) Meeting again and again if necessary.

(Source: NCED & Save the Children, 2008, p. 73)

In India there are traditionalism, lack of training, eco-social condition, unemployment, faulty curriculum and examination system, extra load and negligence of teachers, caste religion & multilingual problems in guidance and counseling program in school setting (Oberoi, 2005, pp. 316-320). In this way, Nepal is not out of such problems.

Conclusion

Community schools of Nepal are facing different constraints in education system, Nepal is trying to prepare teacher counselor for school students. Evaluation studies of the impact of the teacher - counselor (2012) by DE,CMC,and ministry of Education in 2017 had indicated the dire need of the teacher counseling training program (Kandel, 2020 p.33). Guidance and counseling are useful to both the teachers and students when there is high drop out rates. Academic institutions have not yet been developed human resource for counseling and guidance.

The development of guidance began at the close of the nineteenth century, but it gathered momentum at the turn of the twentieth century in Europe and the United State of America. Among those who pioneered the movement was Parsons in 1909. The beginnings of guidance concentrated on occupational information. Later, there was a need to use more objective methods of assessing individuals for different jobs - hence the use of group tests and interest inventories. In Nepal, the guidance movement is relatively new in the education system. In many countries, guidance services are still on a trial-and-error basis. The place of such services in Nepal education systems is not yet well established. However, there is now a greater awareness of the need for guidance services in schools. To prevent chaos and the destruction of our society, counsellor should provide personal and social guidance to children. Counselors should learn the causes, symptoms, and signs of these problems, and know how to prevent, or deal with them. The school programme should help the children to assert themselves and to plan their leisure time. Governmental and non-governmental organizations and the home should assist schools in this regard.

- guidance is concerned primarily with the personal development of the individual.
- Human beings have a capacity for self-development, which is best encouraged through active involvement in the exercise.
- The primary way in which guidance is conducted lies through individual behaviour.
- Guidance is oriented towards co-operation, rather than compulsion, between the client and the counsellor. In other words, it is an activity based on mutual consent and trust.
- Guidance is based on recognizing the dignity and worth of individuals as well as their right to choose.
- Guidance is a continuous educational process.
- Guidance demands that the counsellor should not be emotionally involved.

Different guidance activities are defined as follows:

1. Taking action or sponsorship In some cases, it is appropriate to take direct action to help someone, rather than leave it to the individual to act.

2. Advice-giving

It will be appropriate occasionally to make suggestions to the client.

3. Structured learning experiences At times, clients may need an opportunity to learn through some form of instruction, such as role-playing.

4. Giving information: The provision of reliable information, without any evaluation or judgment on the part of the helper, is an important part of guidance.

5. Counseling: This enables the client to explore thoughts and feelings in a safe setting.

Finally, many students, at different levels of education and achievement, have difficulty planning their educational programmes and/or progress. This is due, in part, to a lack of effective academic counselling in schools. Academic counseling facilitates students' programme planning and leads to a satisfying and productive academic life. To achieve this, the counselor uses data collected from needs assessments and students' cumulative records. The counsellor should make an appraisal of the educational needs of the student. Based upon the information in the appraisal and the cumulative record, the counselor can then provide counseling with a view to helping the student understand himself/herself. Self-understanding is crucial in planning one's programme and future. Self-understanding includes the realization and appreciation of one's own academic strengths and limitations, as well as giving an insight into one's personality and how these contribute to success and a satisfying academic life. Students' realization of their academic potential facilitates students' decision making, i.e., it enables them to make realistic choices of subjects, courses, and educational institutions. Academic counseling, therefore, assists students to define and resolve their educational problems, so that they become self-reliant in exploring, choosing, and pursuing an educational programme. At last what I would like to say about guidance and counseling are; guidance and counseling are differ in different fields in their types, ways to deal with different personalities and implication. Both Guidance and Counseling are process used to solve problems of life. The basic difference is in the approach. In the process of guidance, the client's problems are listened carefully and readymade solutions are provided by the expert Both Guidance and Counseling are process used to solve problems of life. The basic difference is in the approach. In the process of guidance, the client's problems are listened carefully. Guidance simply helping person to chose one way or solution.. Counseling is changing entire perspective of person, to get a solution all by him/her. Guidance is giving leadership, supervision, direction, or professional guidance for future actions. Counseling is not giving opinion, instruction or advice. Guidance is pre-problem, that is there is no specific problem that is identified in an individual. Counseling is post-problem, meaning a problem has already been identified.

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