CHAPTER 1

INTRODUCTION

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INTRODUCTION

1.1 Guidance : Its Conceptual Shades

Guidance has been defined from different points of views. According to Shertzer and Stone (1976) it is the process of helping individuals to understand themselves and their world.

Mortensen and Schmuller (1976) have defined guidance as a part of total educational programme that provides the personal opportunities and specialized staff services by which each individual can develop to the fullest of his abilities and capacities in term of the democratic ideal.

Rao (1987) said that the essential function of guidance is to make individuals responsible. Traditional education is concerned with ‘three Rs’, reading, writing and arithmetic. Modern education, in contrast, is concerned with ‘four Rs,’ the fourth ‘R’ represents responsibility. Guidance, as a service, believes that individuals of average intelligence should be able to choose the right and discern the wrong.

According to Chouhan (1982) guidance is necessary for the following reasons :-

(a) Guidance services, if properly organized, help to eliminate wastage and stagnation by developing the curriculum according to the needs and abilities of students.
(b) Students are helped to select courses according to their abilities, interests and aptitudes.

(c) Guidance services decrease the number of misfits by helping such cases to see things realistically and adjust themselves.

(d) Students are prepared for professional leadership in the changed socio-economic and industrial conditions in which different occupations have emerged.

(e) The child's healthy growth is encouraged.

(f) Problems of discipline and delinquency are solved.

(g) It helps to supply the right personnel for various jobs in private and public sectors.

(h) The population in our country is increasing at a tremendous rate and if it is not checked it will create chaotic conditions in the country. The individuals require guidance to plan their family.

(i) The increase in population, industrialization and westernization have created a number of problems for our adolescents who are facing frustration, conflicts and tensions and other strain and stress in the present decade. It is imperative to provide guidance to the young generation to save them from stress and strain of a developing society.

(j) Individuals differ in physical, mental, social and emotional characteristics. To provide for the maximum development of
individuality, guidance is essentially needed, particularly for exceptional children.

(K) Problems of women are emerging as a new area where guidance is needed for proper adjustment in the family. The cases of divorce, separation and desertion are very rapidly increasing in our society which are posing a new threat to our traditional social system.

(I) There are other problems which are unique to our society as for instance problems of scheduled castes, problems of social conflicts, problems of retired persons and problems of industrial relations where guidance is needed.

In this way guidance is a life-long process. Its emphasis is on self-direction and is oriented towards cooperation not compulsion. It is an interrelated, systematic and well-organized activity and is essential to all human beings, especially to adolescents who want meaningful progress and all-round development of their personalities.

Adolescence is described as the spring of human life. It is the most important period in the total life-span. It is a transitional period of life in which the child experiences a number of changes. According to Jersild, (1957) “Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. The years from 12 to 20 are also called the teen age.”

Grinder (1973) had classified the needs of adolescents into the following three categories :-
1. Primary needs- Hunger, sex and thirst.

2. Secondary needs- Affiliation and dominance.

3. Tertiary needs- Wealth and academic achievements.

According to Hurlock (1959) the developmental tasks become fruitful for an adolescent where one or more of the following characteristics have been developed.

(a) Physical maturation: There are certain tasks which arise out of physical growth of the adolescents.

(b) Vocational preparation: There are certain tasks which the adolescents learn under social and cultural pressures.

(c) Psychological competence: Such as personal values and aspirations.

After an extensive study of the problems of adolescents, Station (1953) classified them into the following areas.

1. Teaching- Learning relationship in school,

2. Occupational adjustment,

3. Financial Problems,

4. Home-life relationship and,

5. Social and Health adjustment.
1.2 NEED FOR GUIDANCE: ITS THEORETICAL ASPECTS

Psychologically speaking, as the child grows, his needs not only grow but also get multiplied, making his survival meaningful and comfortable.

Maslow (1970) attempted to explain human behaviour by offering a need hierarchical theory to highlight the motivational force of human behaviour. As a matter of fact, as one grows, his need for seeking guidance, shortly known as 'need for guidance' also grows to make his life more and more meaningful and effective. However it is also true that there exists individual differences among the persons of any age in the degree of need for guidance.

Fromm (1964), the famous psychologist, has pointed out that every human being has certain needs, that must be satisfied in order to develop his or her personality. He has written that the understanding of man's psyche must be based on the analysis of his needs stemming from the condition of his existence. According to him, there are five specific needs that arise from the conditions of human existence. They are as follows:

1. The need for relatedness,
2. The need for transcendence,
3. The need for rootedness,
4. The need for identity and,
5. The need for a frame of orientation.
For Fromm (1964) these needs are purely objective. They have become embedded in human nature through evolution. The specific manifestations of these needs are determined by the social arrangements under which he lives. The personality of a child develops in accordance with the opportunities that a particular society offers to him. He further added that there are five social character-types in today's society. They are:

1. Receptive,
2. Exploitative,
3. Hoarding
4. Marketing and,
5. Productive.

These types represent the different ways in which adolescents can relate to the world and to each other. It is absolutely essential that the child's character be shaped to fit the needs of the society he belongs, as well as to fulfil the needs of his own pertaining to various fields to shape his or her personality.

Sullivan (1953), identified that various needs of a man are the main sources of tensions, because they are connected with physiochemical requirements of life. He said that tensions can be regarded as needs for particular energy transformations that will dissipate the tension, often with an accompanying change of 'mental' state, a change of awareness, to which we can apply the general term, satisfaction.
According to Lewin's (1951) Field Theory, need is a motivational concept and is equivalent to such terms as motive, wish, drive and urge. Thus human needs may be based on various factors, such as:

1. Physiological: Hunger, thirst, sex, etc.
2. Desire for something: Job, spouse etc,
3. Intention to do something: To complete a task or keeping an appointment.

He had discussed in detail the nature, source, number and kinds of need and came to the conclusion that the word need should be dropped from psychology in favour of more suitable concept. He said that neither the list of needs could be prepared, as it were so long, nor they could be well classified. Thus he is purely pluralistic in his conception of needs. He says:

"The problems of emergence of needs lie at the crossroad of cultural anthropology, developmental psychology, and the psychology of motivation. Its investigation has been hampered by premature speculative attempts to systematize needs into a few categories."

According to Lewin (1951), there are two types of needs- (1) Needs and (2) quasi-needs. Hunger, thirst, sex etc are need indeed, while quasi-needs show specific intention, such as having a meal in a particular restaurant, gives a specific satisfaction to a person.

Lewin (1951) feels, that the needs of a person are determined to a large extent by social factors. They release energy, increase tensions,
impart values and create forces. This is the central concept of needs, concluded by him.

Maslow (1970) has propounded a theory of human motivation. He differentiates between basic needs and meta-needs. The basic needs are prepotent over the meta-needs in most cases. They are arranged in a hierarchical order. Both of these needs are instinctive in humans, but meta-needs can be easily substituted for one another. The hierarchy order given by Maslow, is as under:

(I) The Physiological Needs :-

These are at the low end of the scale and are the first to demand satisfaction. When these needs for food, water, oxygen, rest, activity, sex and sensory satisfaction have been satisfied, one can devote his energies to the satisfaction of the next higher order of needs. If these basic needs are not satisfied the organism tends to become dominated by them and other needs just fade out of the picture.

(ii) Safety Needs :-

Safety needs tend to be satisfied by care during illness, routiness, dependable relatives etc. Normally, the safety needs are obviously active only in emergencies of one sort or other. Need satisfaction is enhanced at the safety level by discipline, law and order.

(iii) The Need for Belongingness and Love

People want a place in their group and affectionate relation with other people. The dissatisfaction of these needs, is one of the common cause for unhappiness, for neurosis, and even more severe psychopathology.
These needs involve not only receiving but also giving love to others.

(iv) The Esteem Needs

These needs are for self-respect and self-esteem, which are firmly based in reality and the respect and esteem of others. Esteem needs tend to be satisfied by recognition and appreciation from others.

(v) Aesthetic Needs :-

A need for beauty is emerged on the basis of common experience rather than of clinical or laboratory research. These needs take the form of beauty, order, symmetry and completion.

(vi) Need for Self Actualization :-

It means that a person must be what he can be. His potentialities must be actualized. All that a man can be, he must be if he is to be happy. The specific form of this need naturally varies with the capacities of the individual, and effective self-actualization.

All these six needs are arranged in order of potency, but their strength also varies between person to person.

Murray (1951), has made serious efforts to present a complete taxonomy of needs. He says.

“A need is a construct (a convenient fiction or hypothetical concept) which stands for a force...in the brain region, a force which organizes perception, apperception, intellectualization, conation and action in such a way as to transform it in a certain direction in an existing, unsatisfying situation. A need is sometimes provoked directly by internal process of
a certain kind...but, more frequently (when in a state of readiness) by the occurrence of one of a few commonly effective press (environmental forces)...Thus, it manifests itself by leading the organism to search for or to avoid encountering or when encountered, to attend and respond to certain kind of press...Each need is characteristically accompanied by a particular feeling or emotion and tends to use certain modes...to further its trend. It may be weak or intense, momentary or enduring, but usually it persists and gives rise to certain course of overt behaviour (or fantasy) which...changes the initiating circumstances in such a way as to bring about an end situations which still appeases or satisfies the organism.

According to Murray (1951) every need is aroused either internally or set into action by an external stimulation. He states that the existence of a need can be inferred on the following basis:

1. The effect or end result of the behaviour,
2. The particular pattern or mode of behaviour involved,
3. The selective attention and response to a particular class of stimulus objects,
4. The expression of a particular emotion or effect and
5. The expression of satisfaction when a particular effect is achieved or disappointment when the effect is not achieved.
1.3 CLASSIFICATION OF NEEDS : ITS VARIETIES

Murray (1951) has prepared a tentative list of twenty needs, which are highly representative in every man and woman. The list of Murray's needs is as follows:

1. Abasement : To submit passively to external force.
2. Achievement : To accomplish something difficult.
3. Affiliation : To draw near and enjoyably cooperate or reciprocate with an allied other.
4. Aggression : To overcome opposition forcefully.
5. Autonomy : To get free, shake off restraint, break out of confinement.
6. Counteraction : To master or make up for a failure by restriving.
7. Defendance : To defend the self against assault, criticism, and blame.
8. Defereence : To admire and support a superior.
9. Dominance : To control one's human environment.
10. Exhibition : To make an impression.
11. Harm-avoidance : To avoid pain, physical injury, illness and death.
12. Infavoidance : To avoid humiliation.
13. Nurturance: To give sympathy and gratify the need of a helpless object.

14. Order: To put things in order.

15. Play: To act for fun without further purpose.

16. Rejection: To separate oneself from a negatively cathected object.

17. Sentience: To seek and enjoy sensuous impressions.

18. Sex: To form and further an erotic relationship.

19. Succourance: To have one's needs gratified by the sympathetic aid of an allied object.

20. Understanding: To ask or answer general questions.

He had classified these needs into two parts—primary needs and secondary needs. The primary needs are linked with physical satisfaction, such as air, water, food, sex, lactation, urination and defecation. The secondary needs are referred as psychogentic needs. They are derived from primary needs, such as acquisition, exhibition, achievement, recognition, construction, dominance, autonomy and deference.

Murray (1951) has also classified needs as overt or manifest needs and covert or latent needs. Overt type needs are more or less direct and immediate expression. Overt type needs are generally restrained or trigger repressed, so they belong to the world of fantasy or dreams.

Murray (1951), also classified needs as proactive and reactive. Pro-active needs are largely determined from within so that they become
spontaneously kinetic. Re-active needs activate as a result of some environmental event.

Needs are also classified as model and effect-needs. According to Murray (1951), model needs perform certain acts with a certain degree of excellence or quality. Effect-needs lead to some desired state or end result.

Murray (1951), also speaks of a need integrate, i.e. a need for a certain kind of interaction with a certain kind of person or object. A need integrate leads the person to seek in an appropriate way the environmental object corresponding to the image that was a part of the need integrate.

1.4 GUIDENCE AND COUNSELLING: THEIR VARIETIES

Guidance is a kind of assistance which is given to individuals in making intelligent choices and adjustments. Thus it is the process of helping which creates a kind of relationship. According to Shertzer and Stone (1976) the helping relationship:

1. is meaningful because it is personal and intimate.
2. is affective in nature involving mild to strong emotional relationships.
3. involves the integrity of the helper and the helped and is sustained voluntarily.
4. involves the mutual consents of the counsellor and the counselee either explicitly stated or implicitly to be inferred.
5. takes place because the individual in need of help is aware of his own limitations and inadequacies.
6. involves confidence reposed in the helper.
7. is often achieved and maintained through communication and interaction; it involves give and take, that is, it is not a one way process.

8. involves a certain amount of 'structure'. The situation is either vaguely or clearly defined.

9. is marked by the desire for change in the existing condition of the client, that is, it is concerned with the improvement of the client. Being the oldest and specialized subject, almost all the psychologists have given the list of various types of guidance services. A comprehensive list given by Brewer (1962) is as follows:

1. Educational guidance
2. Vocational guidance
3. Guidance for home relationship
4. Guidance for citizenship
5. Religious guidance
6. For personal well-being
7. For right doing
8. For thoughtfulness and cooperation
9. For wholesome cultural action.

Jones (1951) Patterson (1970) and Crow and Crow (1962) have also suggested the need for guidance in the following fields:

1. Guidance in social, civic and moral activities
2. Guidance in healthy and physical activities
3. Guidance in the worthy use of leisure time.
5. For Choosing a Curriculum and school.
6. Leadership guidance;
7. Recreational guidance,
8. For Economic guidance.

Counselling is called the heart of guidance programme. Tolbert (1974) has defined it as “a personal, face to face relationship between two people, in which the counsellor, by means of the relationship and his special competencies, provides a learning situation in which the counsellee, a normal sort of person, is helped to know him and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society and can learn how to solve future problems and meet future needs.”

Thus it is clear that the professionally trained counsellor should understand first the individual problem and its environmental aspects fully. Then he should try to establish a personal communication between the counsellor and the counsellee freely, and in a good faith with taking him or her confidence. He should also evaluate the co-relation between the pertinent and non-personal factors in the problem in question. He may use diagnostic tools, occupational information and tests to understand the
psychological make-up of the individual. He may adopt the interview technique for this purpose. In the last he should guide him/her properly to tie up obstacles and to achieve optimum development of his/her personal resources. It is to be remembered that the socio-economic status and environment of the individual are most important in the counselling process.

Counselling is generally classified into the following manner-

1. Crisis Counselling
2. Facilitative Counselling
3. Preventive Counselling and
4. Developmental Counselling.

According to the nature of the problem, any one or more than one techniques of counsellings can be used, for the maximum benefit of the counsellee but it would be pointless unless it is based on the worth of man as value. Smith, (1955) believes that at the core of counselling lie

1. Faith in humanity
2. Concern for persons
3. Belief in the potentiality of human beings for realizing their selfhood and their developing responsibility for themselves.
4. Groups and institutions which embody and implement the values to which they subscribe.

One-to-one relationship in counselling is not casual, and business-like but as described by Rao (1987) it is characterized by warmth,
responsiveness and understanding. In this context he says that the following works would not come in the category of counselling:

1. Giving information though information may be given.
2. Giving advice, making suggestions and recommendations.
3. Influencing the client's value, attitudes, beliefs, interests, decisions, etc, with or without any threat or admonition, and
4. Interviewing clients.

He further says that counselling is concerned with bringing about a voluntary change in the client. The client alone is responsible for the decisions or the choices he or she makes. The counsellor may assist in this process by his warmth and understanding relationship.

Guidance and counselling have different fields and aspects too. Guidance is a kind of help given to individual in making intelligent choice and adjustments. Every individual is quite free to choose his/her own way of life. Guidance is given to develop this ability. It is also the prime duty of education to provide opportunities to develop such abilities among students. In this way guidance becomes an integral part of education, as it gives reliable, dependable and sound informations to pupils in order to make his/her own choice. Thus guidance helps students or any individual in choosing the most appropriate course of action voluntarily and not out of compulsion. In spite of guidance, an individual is wholly responsible for his good, bad or indifferent action.

A counsellor also provides information to a client, but it is therapeutic. He tries to give all the details of the field, i.e. requirements, demands,
limitations, prospects etc. in which the counselling is requested. An individual takes decision in the light of his own needs, abilities, aptitudes and interests. Thus counselling is very delicate and specialized function. Rao (1987) rightly says that counselling has a cognitive dimension through which a behavioural change (conation) is sought to be achieved. Thus Counselling aims to achieve a state of self-autonomy through self-understanding, self-direction and self-motivation. A counsellor does not solve the problem of an individual, but through counselling he helps the client to discover his strengths and weaknesses and empowers him to take the right decision.

1.5 THE PRESENT STUDY: ITS RATIONALE

In the attempt to know the contribution of various factors that can be identified to explain the phenomenon of the need for guidance, various investigations were carried out in the past. Some outstanding investigations, in brief, are summarized here.

Grewal (1982) studied the phenomenon of need for guidance and found the significant role of sex and education stream in influencing needs among higher secondary school students.

Leclec (1985) attempted to understand educational needs of older adults (age 55 to 75 years) and concluded that the educational needs must be reviewed in the context of older adults’ situation.

Kooperman, Cooper and Clare (1985) studied various needs of adolescents and found that they share common perception of the differential need of clients.
Anttonen (1986) studied 221 female and 135 male undergraduate students and showed differences between the academic and social needs of male and female and between needs of students vs administrators.

Uribe (1986) investigated the physical, social and meta-psychological needs of adolescents and emphasized the need for their counselling.

Barbar (1986) investigated the teachers' needs and suggested scientific approach to manage their needs.

Andrews (1987) conducted a survey to assess the counselling need of 293 university students. He concluded that the multiple needs-assessment studies and implications of sex differences are to be considered in deciding the counselling priorities.

Newman, Bull, Brown et al (1986) studied Locus of Control and school evaluation needs and concluded that Locus of Control is a viable construct for examination of the decision-making process and use of evaluative information.

Kumar (1983) studied high and low scholastic achievers with respect to their personality needs. Results showed that low achievers score higher on the need for dominance. Higher achievers scored higher on need for endurance. Exhibition and endurance were related to the scholastic achievement of higher achievers.

Kandan (1985) administered a profile of organisation characteristics and need satisfaction. Questionnaire was given to 40 Bank Officers. Results indicated that significant negative correlation existed between the need for esteem and the organisational climate. It was held that the
perception of organisational climate becomes negative when the needs are deprived.

Chusmir and Hord (1986) studied the relationship between Type-A behaviour Pattern and Motivational needs of 358 male and 441 female employed persons (a mean age 34.44 years). Results indicated that Type-A Ss were higher in need for achievement, need for power, job-commitment and managerial responsibilities, but lower in job-satisfaction than Type-B Ss. Type-B Ss were higher in job satisfaction but lower in need for achievement, need for power, job-commitment and organisation-level. Need for autonomy, years employed, sex, education and propensity were not significantly related to Type-A and Type-B behaviour.

Winch (1987) investigated the relationship between defense mechanism, trait-anxiety and a need for approval, using 41 male and 51 female undergraduates. Results showed that for female defenses that turned anger towards others or towards the self were positively related to trait anxiety, while defenses such as denial, depression, rationalization and intellectualization were negatively related to trait anxiety. Approval motivated Ss reported trait anxiety compared to low-need-not-approval Ss and preferred to use socially desirable defenses, such as depression, denial & reaction-formation.

Weiss and Gallagher (1986) studied 125 teachers to assess their approach to gifted-education. The result indicated favourable to teacher's response to the need assessment approach.

Healy and Reilly (1989) investigated the career need of college
students. Data showed that most subjects reported at least minor needs in each area. Women reported more need to become aware about their career-plans and men reported a greater need for obtaining a job.

Harold & Harold (1993) investigated mental health need of 225 high school students and emphasized the need for school based clinics to serve the adolescents.

Grewal (1982) identified five areas namely (1) Physical, (2) Social, (3) Psychological, (4) Educational and (5) Vocational in which adolescents need guidance and developed inventory known as "Guidance Needs Inventory (GNI).

(1) Physical needs are the satisfactions that can possibly be brought about by the school guidance personnel by providing guidance to the pupils in such activities as physical exercise and games.

(2) Social needs of guidance refer to the availability of congenial social environment of school consisting of peers and companions.

(3) Psychological needs of guidance refer to those personal wants that are related with an individual's mental or emotional satisfaction.

(4) Educational needs of guidance refer to the preparation of an individual for living in a complete world and

(5) Vocational needs of guidance means the need to know about and prepare for the world of work.
Thus it is obvious from above that diversified needs are there to meet out the requirements of the adolescents in accordance with the social norms. It is a universal phenomenon. However the existing need for guidance among adolescents has not been thoroughly investigated by educationists and psychologists, especially in the light of Maslow's theory of motivation.

Thus keeping in mind the need hierarchical theory of Maslow (1970) the self-evident phenomenon of individual differences in the need for guidance and the results of the above cited studies, this doctoral research work is devoted to seek scientific solutions to the need for guidance among adolescents in relation to their sex, caste and educational stream.