

A Follow-Up Study of Trained Guidance Counsellors

G.K.Joneja

National Council of Education Research and Training, New Delhi

A Post Graduate Diploma Course in Guidance and Counselling was started by National Council of Educational Research and Training more than four decades ago. The purpose of the programme was to train counsellors to work primarily with school students and state level guidance agencies. The study was undertaken to know the employment opportunities for counsellors and the extent of utilization of their training. A follow-up of the counsellors trained during fifteen years from academic session 1980-81 to 1994-95 was conducted to discern their demographic data, work history, current employment status, work emphasis, work environment, job success, job satisfaction, advancement and future employment plans. 135 respondents revealed their training related employment with work in diverse settings - school, non-school settings and teaching as well as in non related settings. 61% respondents got employment congruent to their training within one year after completion of the training and 84% within two years. Those who undertook training as subject teachers remained as subject teachers only. The employability during recent years has broadened to include a variety of non-school work settings and private practice. Counsellors in school setting, non-school settings and a large number of teachers who were trained during the last five years are utilizing their training in performing guidance and counselling activities. Lack of physical facilities and resources and role difficulties at work situation are some of the problems which counsellors face in performing their duties. By and large the counsellors reported job success and satisfaction. Though, the opportunities for advancement are limited but they have plans to continue in their job. Conclusions and implications are drawn for counsellors wanting to work with school students, employers, administrators and counsellor training institutions.

The Post Graduate Diploma Course in Guidance and Counselling offered by NCERT was one of the first full time counsellor training programmes in India. The nine months training programme was started in the year 1958 as Diploma Course in Educational and Vocational Guidance. It was conceived and designed to train deputed personnel to work in state level guidance agencies, and teachers to teach guidance and counselling in the universities

and teacher training institutes. Over a period of time, fresh trainees were also admitted to the course. The course was offered to candidates with M.A. Psychology or M.A. Education and the preference in admission was given to persons deputed by State departments of education, teacher training colleges and guidance agencies. Fresh entrants were admitted on the basis of selection test and interview.

The objectives of the course focused on preparing counsellors to provide guidance services at secondary and senior secondary stages. The practical and theory components of the course aimed at developing knowledge, understanding, skills and attitudes pertaining to :

- Basic philosophy, scope and Principles of guidance and counselling.
- Career development theory and process
- Human adjustment
- Individual and group, techniques of assessment.
- Group guidance methods
- Individual and group counselling skills.
- Career information/resources collection, compilation and dissemination
- Consultation
- Special population
- Ethical/legal issues
- Research and evaluation.

The above areas have been found to be very much in accordance with the NCDA Report on career counselling competencies (1993)

In view of the limited resources available with counsellors in schools and other settings in India, there was heavy emphasis in the course on preparing trainees with skills to organize group guidance activities, to use non-testing techniques of assessment, and to organize career information services etc. The trainees tried their skills during practical work in schools during the entire duration of the course.

The Department of Educational Psychology and Foundations of Education, NCERT offered this programme till May,2000 with completion of 39th course. Till then about 1200 –1500 counsellors were trained through this programme. However, very little was known about the recipients of the diploma who came from all over the country for training and got

scattered in the same fashion. Also no systematic attempts had ever been made to know where all these trained personnel were working. In what settings and in what positions? How had they utilized their training etc.?

Some stray attempts made by the department to follow up the trained personnel (Thukral, 1976; Mehta, 1983; and DEPC&G, 1986) gave scanty information as these follow-ups were done with a specific purpose. Two studies (1976 & 1983) were done to collect information on status of guidance services in India and the other (1986) was to Review the Course. The information obtained was also limited due to poor returns of questionnaire. In view of the fact that the number of deputed trainees to the course from the state departments has decreased gradually and those trained by state governments were not placed in guidance positions (Mehta,1983) demands for accountability were also made.

Institutions other than NCERT which were doing counsellor training for a long period (Bureau of Psychology, Allahabad; College of Education & Psychology, Jabalapur; Institute of Vocational Guidance and Selection, Bombay) had also not made any notable attempts to follow up those trained by them.

Need for follow-up of trained personnel has been emphasized in U.S literature also (Wiggins, 1977, Tartar & Tracer,1974) where a large number of universities train Masters level and Doctoral level graduates in guidance and counselling. An evidence of a few follow-up studies conducted during 80s and 90s was found in the literature.

Some follow-up studies provide information on the kinds of jobs counsellors take up. In a follow-up of counsellors exclusively trained for school setting, Berg and Lawdrecht (1980) found that 46% were initially employed in helping positions in schools, community colleges, state welfare departments, correctional institutions and community colleges and private family agencies . An

increasing trend towards employment in non-educational settings was noted. Some follow-up studies (Zerface & Birch,1974; Zimpfer & Detrude,1990) showed the graduates' inability to find employment suitable to training. These studies show the difference/improvement in the kind of job market for these graduates during 70's and 90's. A considerable shift towards self-employment was also noted.

Myers and Blake (1984) in a follow up of gerontological counsellors and Wax and Danek (1984) in a follow up of school counselling graduates specializing in work with hearing impaired clients observed that counsellors trained in specialized areas were able to find employment congruent to their training. Counsellor education programmes have expanded their offerings with programmes such as community mental health, substance-abuse, marriage and family counselling and therapy (Hollis & Wantz,1990). As a result, there is an increase in the number and types of career opportunities for graduates with counsellor education doctorates (Wittmer & Loesch, 1975; Zerface & Birch,1974; Zimpfer & Detrude, 1990).

Follow up studies do show how counsellors on the job performance get affected by counsellor role perceptions. Many researches have shown that others are not clear about the counsellor's role, which in turn is related to their effectiveness (Atkinson, Froman, Romo & Myton,1977; Furlong, Atkinson & Janoff ,1979; Kazalunas,1978). While analyzing the problem of school's resistance to implementation of counsellor's role and activities, adaptation to the expanded role, Binnis, Benni and Corey (1976); Gycide (1983); Piersel and Gutkin (1983) and Wismer (1979) concluded that schools like most organizations resist change and operate out of a culture of "maintenance". Peers (1985) in a report on national survey of status of secondary school guidance concluded that the counsellors in schools find themselves in ill-defined roles,

without support and vulnerable to budget reactions.

The studies on counsellors' perception of their role (Rusell,1989), teacher's perceptions, expectations about their actual functions (Wilgus & Shelly,1988) and the clash of real and ideal roles and functions of counsellors (Napierkowski & Parsons, 1995) have concluded unequivocally that the counsellors confront resistance in implementing not only the new and desired roles but the core functions for which they were trained.

Remy and Albright (1988) and Wilgus and Shelly (1988) while studying middle and elementary school counsellor provided further evidence that the counsellors too often assist principals in the performance of their administrative duties and handle the gate keeping custodial work involved in such functions as testing, scheduling and processing of college applicants. Research presents the collective voice of frustrated counsellors who are blocked in their attempts at implementing not only their new and expanded job descriptions and role definitions but also in some cases the functions for which they are actually trained (Kameen, Robinson & Rotter,1985; Napierkowski & Parsons, 1995; and Wilgus & Shelly,1998). The professional literature had also characterized school counsellors for failing to collectively define their roles and functions (Kameen, Robinson & Rotter,1985).

Long term involvement of counsellors has been considered an important criterion reflecting the success of counsellors and their prior preparation,. Findings of follow-up studies show 50% of the enrollees focusing on eventual placement in non-school helping agencies and private practice (Berg & Landreth,1980; and Zimpfer & Detrude, 1985). The focus of the studies reported has been on job placement, work emphasis, role expectations and role conflicts, support and resistance at the place of work. As most of the

studies were conducted in U.S where the profession of counselling has existed for more than half a century, the findings of these studies are not of much use for guidance and counselling professionals and educational personnel in our setting. However, these studies did provide some direction to design the present follow-up study which is the first attempt to find out the employment status and other related aspects of counsellors' career behaviour and success.

Method

Participants

The population of the study consisted of alumni of the Post-Graduate Diploma Course in Guidance and Counselling offered by NCERT. For the purpose of sampling, the alumni who had received Diploma during fifteen years batches from academic session 1980-81 to 1994-95 were selected. This was done in view of the increasingly fresh candidates being admitted to the course and the focus of the course being also on all school stages and orientation of trainee counsellors with present day social concerns and issues and strategies to deal with them. Out of the total of 425 counsellors trained during these years only 172 (40.47%) could be located. Out of these 172 counsellors located, data could be obtained from 135 counsellors.

Procedure

A 32 item questionnaire was developed to obtain demographic data and information on work history, present employment status, work emphasis, work environment, productivity, future plans, job success, and job satisfaction. The questionnaire was pilot tested on seven counsellors including five working in school setting and two working in non-school setting. Some items were deleted and appropriate modifications and additions were made. The questionnaire was finalized after discussion with well known experts. Hoppock Job Satisfaction Scale (1961) was also used as a

measure of counsellor job satisfaction. The data was collected from the counsellors through personal interaction during the meetings in order to increase the relevance and reliability of data. In all 71 counsellors completed the questionnaire in the meetings and data from remaining counsellors was obtained through personal contacts or through mail. However, the response from counsellors outside Delhi was poor. The data was collected during 1997.

Results

The results pertaining to demographic information and various aspects related to employment were analysed for the total respondents. The results related to other aspects of counsellor's work such as work emphasis, work environment, resources, difficulties faced, productivity, job success and satisfaction, advancement, future plans etc. were analysed separately for counsellors performing functions in three work settings – counsellors in school setting (CS), Counsellor in Non-School setting (CNS) and Teachers/Lecturers (T/L).

Demographic data

Of the 135 respondents 49 (36.29%) were men and 86 (63.70%) were women. The mean age for the group was 39.6 and the age range was 25 to 52 years. The monthly income reported by respondents (n=126) ranged from Rs.3500 to Rs.20,000/- with an average income of Rs.7900/-. The information on the alumni's status as a trainee to the course revealed that 108 (80%) were enrolled to the course as fresh trainees and 27 (20%) were enrolled as the deputed candidates from various state education departments and guidance agencies. Among the 27 deputed trainees, 8 (29.67%) belonged to non-school setting and 19 (70.37%) worked as teachers or lecturers.

135 respondents were located in 17 states of the country – Delhi (83), UP (15),

Maharashtra (5), Punjab (5), Haryana (4), Karnataka (4), West Bengal (3), Kerala (3), Bihar (2) Orissa (2), Andhra Pradesh (2), Mizoram (2), Madhya Pradesh (1), Nagaland (1), Rajasthan (1), Assam (1) and Tamil Nadu (1). The CS were distributed in five states including Delhi, UP, Haryana, Karnataka and Rajasthan States, CNS in nine states including Delhi, UP, Maharashtra, Punjab, West Bengal, Kerala, AP, Nagaland and Assam and the T/L in 13 states except West Bengal, Nagaland, Rajasthan and Assam. 61.48% of respondents were from Delhi only. All the respondents were post graduates before joining the counsellor training as the course was open to MA Psychology or MA Education/M.Ed qualified candidates. At the time of admission, 79.25% had MA Psychology qualification, 20% MA Education and 11.85% had M.Phil or Ph.D. qualification. Fewer (6.67%) respondents also had acquired other additional and varied Diploma/Degree including Diploma in French, Human Resource Management, Personnel Management and Bachelor of Law.

Similarly after the completion of Counsellor training programme 11.11% respondents did M.Phil/Ph.D., 10.37% B.Ed 4.44% M.Ed and only one did MA Psychology. Various courses including Library Science (B.Lib/M.Lib), Diploma in Translation/Family Education and M.Com etc. were also pursued by 14 (10.37%) respondents.

Employment

The respondents provided information about the jobs they tried immediately after completion of the counsellor training; time gap between the training and obtaining first employment and between training and obtaining employment congruent to training; work history (i.e. work positions prior to current employment), and current employment/work setting. Among the total of 135 respondents 27 (20%) were already employed (deputed).

Job Tried by the Trained Counsellors immediately after completion of the Training

Of the 135 respondents, job of counsellor in schools setting was tried by 50.37% and by 31.11% in non-school setting. 20% respondents tried for research fellowship, 8.14% teaching in school/college and 8.8% tried for jobs unrelated to guidance and counseling.

Time gap between the completion of Training and First Employment (N=108)

The respondents were those who underwent training as fresh candidates. (65.74%) of them became employed within one year of completion of training, 84% within two years and only about 2% could be employed within 4-5 years after completion of training.

Time Gap between Completion of Training and First Employment Congruent to Training (N=108)

75% respondents obtained employment congruent to training i.e. jobs of the counsellor. Of these 60.50% were employed within one year after completion of training, upto 84% within two years, upto 92.60% within three years. The remaining obtained employment in positions congruent to their training within a period of 3 to 7 years. The respondents who completed counsellor training during last batches could find employment within one or two years. Personal factors which proved helpful to respondents in obtaining employment congruent to their training included mentioned personality traits (70.59%), communication skills (49.4%) and aptitude (38.82%).

Current work setting

The type of jobs in which 135 respondents were currently employed are shown in Table 1 and 2. A wide variety of job titles and work settings reported by trained counsellors were broadly classified into four categories. Table 1 shows broadly the five year blockwise I, II and III (1980-81 to 1984-85, 1985-86 to 1989-90, 1990-91 to 1994-95 respectively) current work setting of counsellors. As can be seen from the Table 40% of respondents were working

as CS, 26% as CNS, 22% as T/L and about 12% in other/non-guidance settings. In all 89 (54 CS + 35 CNS) respondents (64.40%) were working in guidance positions. Most of the respondents belonging to Block I were employed as CS (n=28) with decrease in

number to Block II and III. However Block III had the highest number of CNS (n=19) with decrease in number towards Block II and I. The block wise results indicate the decrease in employment of CS and increase in employment of CNS and T/L and others from Block I to Block III.

Table 1: Present employment of trained counselors N=135(100%)

Block (5-year period)	Number of respondents					% age of 135
	CS	CNS	T/L	Others	Total	
I	28	03	04	01	36	26.66
II	17	13	08	04	42	31.11
III	09	19	18	11	57	42.22
Total	54	35	30	16	135	
% of 135	40.00	25.92	22.22	11.85		

Table 2: Employment setting of Counselors in Non-School Setting N=35 (100% of 35)

Employment Setting	N	% of 35 responding
Private Practice	6	17.14
State/Distt. Level Guidance Agencies	5	14.29
Hospitals	5	14.29
NGOs	4	11.43
Freelance Consultants	4	11.43
Rehabilitation Centers	3	08.57
Special Education Institutes	3	08.57
Drug De-addiction Centers	2	05.71
Department of Employment (Govt.)	2	05.71
Observation Home	1	02.86
Total	35	100.00

Table 2 shows the Employment setting of CNS and percentage of respondents in settings providing services to diverse groups. Private practice (17.14%) ranks the highest closely followed by state/district level guidance agencies and hospitals (14.29%). The other settings include NGOs, and Free lance consultants (11.43% each), Rehabilitation

Centres and Special Education Institutes (8.57% each), Drug-addiction centers and Employment agencies (5.71% each) and Observation home (2.86%).

About 27.78% CS had been in their current position upto 15 years and an equal percentage (27.78%) upto 3 years. The position was reverse in CNS category where

60% had been on current position upto 3 years and only 2.86% upto 15 years. Like CNS, 60% T/L were in their current position upto 3 years and 8.57% upto 20 years. The latter group of T/L completed the counsellor training programme as deputed candidates. The results show that during recent years the trained counsellors were largely employed in non-school, teaching and non-guidance positions.

Job Titles

CS were designated as Educational Vocational Guidance Counsellor (EVGC), School Psychologist, Counselling Psychologist, and Counsellor or School Counsellor. The present job titles of CNS included District Guidance Officer, Vocational Guidance Officer, Employment Officer, Vocational Rehabilitation Counsellor, Psychologist, Counselling Psychologist, Superintendent, Counsellor, Career Counsellor and Consultant etc. 91.42% were happy with their present job title. 67.3% CS were happy with their job title while 32.7% were not. Among the latter group, 48.15% belonged to Block I and fewer to Block II (25%) and Block I (11.76%). The jobs titles preferred by them

included Guidance Lecturer (41.18%), School/Educational Psychologist (41.18%), Professional Counsellor (11.76%), Guidance Officer/Lecturer in Psychology/Counsellor-cum-Psychology Teacher/PGT Psychology (5.88%).

60% T/L were happy with their present jobs title while the remaining 40% were unhappy with preference for designations as counsellors/professional counsellors (58.3%), Lecturer in Psychology (25%), Guidance Officer (13%) and PGT Psychology (8.3%).

Work History

Of the 135 respondents, 75 (55.56%) respondents had work history i.e. had been in prior work positions before the current employment while 60 (44.44%) worked in current setting only.

Table 3 shows 62.96% CS, 74.21% CNS, 36.67% T/L and 25% others had work history. The total range of work settings was 1-3. 190 jobs were tallied by 75 respondents. Table 4 shows work history of trained counsellors where work was related to either teaching or guidance and counselling.

Table 3: Trained counselors with work history

Category of Respondents	No. and Percentage of Respondents					Range of Work Settings
	Total	Worked in current setting only		Worked in different settings		
		N	%	N	%	
CS	54	20	37.04	34	62.96	1-3
CNS	35	09	25.7	26	74.29	1-3
T/L	30	19	63.33	11	36.67	1
OTHERS	16	12	75.00	04	25.00	1-2
TOTAL	135	60	44.44	75	55.56	1-3

Table 4: Work history of trained counselors Number of respondents = 75(55.56% of 135)

Type of Work	Number of respondents	%age of 75 responding*
Teaching elementary/ Secondary	36	48.00
Vocational Guidance and Information	28	37.33

Junior Project/ Research Fellowship	27	36.00
Teaching College /University	20	26.67
Counseling (School / Colleges)	11	14.67
Rehabilitation Work	09	12.00
Supervision of Guidance Work	07	09.33
Career Counseling	06	08.00
Family Counseling	06	08.00
Psychological Testing	06	08.00
Clinical Psychology	06	08.00
Out of Field	05	06.67
Private Practice (Counselor)	05	06.67
Drug de-addiction	04	05.33
Social Work (NGOs)	04	05.33
Consultation to Schools	02	02.67
Writing Career Literature	02	02.67
School Administration	02	02.67
Education (health, special children)	02	02.67
Incharge Project	02	02.67
Total	190	

Respondents could list up to three prior work experiences

Sums to more than 100% because many respondents mentioned more than one prior work positions.

Work Emphasis

Table 5 shows work activities of CS, CNS

and T/L. Counselling and career information (92.45%), group guidance (90.57%), meetings with parents (86.79%) and psychological assessment (83.02%) were the most emphasized activities by CS. The least emphasized activities were workshops/seminars for teachers (22.64%) and guidance committee meetings (32.08%).

Table 5: Work activities of the Counselors No. of respondents =CS 53 (98.15% of 54) CNS 29 (85.29% of 35) T/L 22 (73.33% of 30)

Sr. No.	Name of the Activity	Number and % age of Respondents					
		CS		CNS		T/L	
		N53	% of 53	N29	% of 29	N22	% of 22
1	Group Guidance	48	90.57	15	51.72	16	66.67
2	Psychological Assessment	44	83.02	20	68.97	15	16.50
3	Career Information	49	92.45	23	79.31	17	70.83
4	Counseling	49	92.45	28	96.55	19	79.13

5	Guidance Committee Meetings	17	32.08	11	37.93	06	25.00
6	Meeting with Parents	46	86.79	14	48.28	17	70.83
7	Workshops / Seminars for Colleagues	12	22.64	14	48.28	10	41.67
8	Evaluation of Guidance Programme	02	41.51	08	27.59	06	25.00
9	Any other	16	30.19	02	00.07	01	04.17

Work emphasis of CNS included counselling (96.55%), career information (79.31%) psychological assessment (68.97%), group guidance (51.72%) workshops/seminars for teachers meetings with parents (48.28%). The least emphasized activities were evaluation of guidance programme (27.59%) and guidance committee meetings (37.93%). The activities listed by CS and CNS in order of their preference were classified in the four categories with number of preferences listed varied from one to four. In order of preference for the activities, CS mentioned counselling (88.46%), career information (82.69%), group guidance (69.23%) and psychological assessment (42.30%). The most preferred activity of CNS was counselling (94.12%) followed by career information (64.70%) while they had low preference for psychological assessment (32.35%) and group guidance (29.41%). The 57% CS and 45.71% CNS got referrals for counselling. The voluntary cases were handled by 64.81% CS and 34.17% CNS. While a large number of CS (68.52%) identified cases for counselling only 31.43% CNS did so. The results show awareness among students to seek counsellor's help in solving their problems and CS taking initiative in identifying students in need of help. In case of CNS, counselling cases are given to them in most of the settings. The number of approaches used by CS and CNS varied from 1 to 7. While the number of approaches used by Cs went down with decrease in experience, the number of approaches used by CNS increased with decrease in experience. CS reported to be using six types of approaches

to counselling which included Eclectic (76.09%), Non-directive (43.48%), Directive (34.78%), Psychotherapy (6.52%), Behavioural (6.52%) and self-styled approach (2.17%). The approaches used by CNS included Non-directive approach (53.33%) eclectic and directive approach (46.67%). The small percentage (3.33%) used psychotherapy /self-styled approach, behavioural approach (13.33%) and humanities approach (6.67%). In short the main emphasis was in use of directive, non-directive and eclectic approaches.

The work emphasis of 22 (73.33%) T/L respondents showed counseling (79%) Career information (70.83%), meeting with parents (71%) group guidance (66.67%), and psychological assessment (62.50%). Same was the order of preference for these activities. A large number of T/L (66.67%) identified cases for counselling, 33.33% had voluntary cases while only 16.67% received referrals. Their reported emphasis during counseling was on non-directive approach (38.89%) and eclectic approach (33.33%) . About 16.67% used self-styled approach.

Work Environment

Number of schools:

The counsellors worked in more than one schools. 61.11% worked in one school, 35.19% worked in two schools and 1.85% (one counsellor each) worked in three schools /six schools. CS (Block I) worked in more than one schools.

24.07% CS worked in boys schools, 22.22%

in girls schools and 24.07% in co-education schools. However 29.63% reported to have been working in both boys and girls schools.

Physical Facilities/Resources Available

Information on physical facilities/resources such as space for guidance work; adequate furniture; space for display; funds for purchase of test material and career literature, payment to guest speakers, organizing career conference / exhibition and plant tours; and clerical assistance etc. required to perform functions was obtained. The CS respondents revealed availability of space for guidance work (75.93%), furniture (72.2%) space for display (46.29%), funds for test material (46.29%), career literature (29.63%) inviting guest speakers (27.78%), organization of Career Conference/Exhibition (11.11%), Plant Tours (9.26%) and clerical assistance (22.22%). In short a large percentage of CS lacked physical facilities and funds for various activities and expressed the need for these resources. Responses of CNS revealed that most of them had space for guidance work (71.43%) and adequate furniture (71.43%) 42.86% had clerical assistance and 40% had space for display. So far funds are concerned about 43% to 66% do not require and about 14% to 31% have the funds. The results infact show a lot of variation in various resources available to different categories of CNS. About 54.54% T/L had space for guidance work, 50% space for furniture and 59% had space for display. A very small number (18.18%) mentioned to have funds available for purchase of test/career literature or organization of career conference/exhibition/plant tours etc.

Time allotted for guidance work

Responses of 52 CS respondents revealed that only 9.61% were allotted regular periods in school for guidance work. While 40.39% worked during arrangement periods and 50% in both regular and arrangement periods respectively. Interestingly, 39.28% CS of 1980-81 to 1994-95 batch worked only during

arranged periods. Allotment of time was not applicable in case of CNS. About 76% T/L performed guidance activities during arrangement/regular periods.

Support received from others at work

The results show that CS were able to draw support from Principals, Administrators, Teacher, students and parents. 83% CS mentioned students as very supportive, 35.19% found teachers and principals very supportive and only 12.96% mentioned administrator as very supportive. The percentage of CS reporting all these categories not at all supportive ranged from 1.85% to 16.67%. About 56% to 89% mentioned the nature of support they required from others. They wanted their principals, (91.67%) administrators (64.57%) and teachers (58.70%) to understand guidance work. 80.43% and 100% wanted cooperation from teachers and parents respectively while 74.29% wanted students to visit the counsellor voluntarily. A large percentage (23% to 31%) of CNS did not reply to the support they received from different categories of people at work. A small percentage (2.86% to 11.43%) reported supervisors, administrators, colleagues, clients and parents to be non-supportive. The remaining CNS reported these categories of personnel to be either very supportive or somewhat supportive. Only 50.57% CNS replied to nature of support required by them from others. They required their supervisors (65%) administrators (70%) and colleagues (88.9%) to understand guidance work. 30% CNS required supervisors and 55.56% colleagues to co-operate. Regarding reducing of non-guidance work 30% required their supervisors and 20% required their administrator to support. Interestingly, 100% CNS required support from parents. In case of T/L the results show that about 63.64% respondents found students to be very supportive and about 82% were able to get support from others at place of work. Only 27%

found administrators and principals to be not at all supportive. 100% respondents required co-operation from their colleagues, 66.67% required them to understand their work while 82% wanted students to visit them voluntarily.

Expectation of Principal, Teachers and Students from CS

Responses of all the 54 CS on expectations of principal, teachers and students revealed that expectation to perform guidance work by students, teachers and principals was in case of 79.63%, 48.15% and 25.92%, CS respectively. In case of 38.89% CS, principals expected them to perform non-guidance and non-teaching related functions while in case of 9.26% CS both teachers and principals expected them to teach school subjects. Interestingly, in case of 31.48% CS, the teachers and for 18.52% CS, the principals had no expectations. 62.96% CS reported to be upto the expectations of these categories of persons. 45.71% CNS mentioned no expectations of supervisors while 14.29% mentioned non-guidance work. Colleagues of 65.71% CNS had no expectations. 40% CNS reported supervisors, 65.71% clients 34.30% reported colleagues expected them to do guidance work. 71% CNS reported to be upto the expectations of all these categories of persons. T/L did not respond to this question and further question on role difficulties etc. It seems as they were teachers, there might not to be extra expectations beyond teaching in their case.

Role Difficulties

About 60 to 65% (N=54) CS and 23% to 54% CNS faced various role difficulties which include (a) others do not understand role and functions of counsellor (CS=62.96% CNS = 40%) (b) others understand guidance work and recognize its importance but still unco-operate (CS=62.96% CNS = 48.05%) (c) Not recognize the potential of guidance services (CS=59.26% CNS=54.24%) (d) not recognize competencies of counsellor (CS=51.85% CNS=40%), (e)

imposed with non-guidance work (CS=77.78% CNS=34.29%). About 93% of CS belonging to batches 1990-91 to 1994-95 were imposed with non-guidance work while the earlier batches comparatively faced more role difficulties. In spite of role difficulties, 79.63% reported not to be kept isolated and were very much part of the school system while 48.57% CNS reported so.

Step taken to resolve difficulties about role

All the 54 (100%) CS and 11 to 22 (31.43 to 62.86%) CNS responded to have taken various steps to resolve difficulties about their role. These included (a), clarified role and functions in operational terms (CS=90.74% CNS=62.86%), (b) worked hard in planning and executing guidance work (CS=83.33% CNS=60%) (c) demonstrated effectiveness of work (CS=72.22% CNS=60%), and (d) continued professional work despite odds (CS=74.07% CNS=60%). However, only 22.22% CS and 31.43% CNS could refrain from non-guidance work. The results show that counsellors try best to clarify their role and adjust by performing non-guidance work.

Opportunities for Advancement

53 (98.15% of 54) CS and all the 35 CNS responded to the question on opportunities for advancement. 88.68% CS and 80% CNS respondents mentioned no opportunities. Only 6 (22.22%) CS mentioned opportunities for advancement existed in the form of 'guidance officer' and 'counselor-in-charge'. Among the 20% CNS mentioning opportunities existed, only one CNS named the position as 'guidance officer'. In short, there was lack of opportunities for advancement for the counsellors in both settings.

Changes/Improvements perceived by counsellors as a result of their work

Findings revealed that all the 54 CS perceived changes/improvements in them selves such as better adjusted (70.37%), more confident (48.15%) and job satisfaction

(55.56%). For various categories of personnel or situations they work with, some of them do find changes/improvements, the major being awareness of guidance work in different groups (31% to 60%), increased sensitivity to students' needs (19% to 43.48%), and getting cooperation. (11.28%) etc. Quite a few CS also reported healthy school environment (41.67%), reduction in student problems (33.33%) and change in attitude/approach at the institution (20.83%) as the outcome of their work. However 25% CS also reported no tangible improvement in the institutional climate. Like CS, CNS (68.57%) also reported their perceived changes at place of work. The major improvement included awareness of guidance or counsellors' work in supervisor (91.3%); supervisors (4.35%) colleagues (22.73%) and clients (42.11%) becoming more sensitive to client needs; improvement in the personality of clients (26.32%), and healthy institutional environment (64.71%). CNS like CS also reported to have become more confident (37.5%) better adjusted (20.83%) and satisfied with job (25%). However, 23.53% reported no change in the institutional environment as a result of their work.

Productivity

Though not all, most of the CS (85.19%) and CNS (77.14%) provide evidence of productivity. A large number of CS (89%) and CNS (74%) indicated to have attended one or two programmes. About 46% CS and 51.85% CNS reported to have organized some programmes with a range of 1 to 6. Published work was reported by 30.43% CS and 55.56% CNS with a range of 1 to 6 publications in the form of articles/books / training modules. Only 28.06% CS and 18.52% CNS reported to have membership of a professional organization. About 10.87% CS and 18.52% CNS acted as resource person helping various organizations in their programmes.

Job Satisfaction

Responses on Hoppock Job Satisfaction Scale by all the counsellors showed that 48.15% CS and 40% CNS had high job satisfaction and only 24.07% CS and 28.57% CNS had low job satisfaction. The remaining had medium Job Satisfaction. Thus by and large both CS and CNS reported to be satisfied with their jobs.

Successfulness

All the respondents rated their job success on three points scale – Highly successful, reasonably successful and least successful. 14.81% CS and 14.28% CNS rated themselves highly successful while a large number of CS (70.37%) and CNS (82.86%) rated themselves as reasonable successful. Thus the counsellors in large numbers reported to be successful in their jobs.

Future Plans

The counsellors were asked about their future plans after five years and after ten years. Most of the CS (85.18%) and CNS (57.14%) had no plans to leave the present job. 40% CNS had plans to change the job but 85.70% of them planned to continue in the field of guidance and counselling. These CNS wanted to work in employment setting, placement, agencies, full time private practice, providing guidance to rural students or consultancy to institutions/schools. Of the 14.81% CS who plan to change their jobs, 62.5% wanted to remain in the field as employment officers or private practitioner while others reported to join teaching. Thus, the future plans of counsellors were to continue in the present field.

Plans/Expectations of trained counsellors at the time of joining the training programme

Of the 57 CS respondents, 50% CS joined the training with expectation to help students, 44.44% to get the job, 29.63% to learn skills, 27.18% for career advancement and 14.81% for good salary. Most of them (75% to 87%)

had their expectations fulfilled. 12.96% had expectations of 'status' which 57% find fulfilled and 43% not fulfilled. The main expectations of CNS were to get a job (51.43%), to learn skills (48.57%), career advancement (20%), which were fulfilled in case of 29% to 39% while expectations of 20% CNS for career advancement and helping clients were fulfilled in 100% cases.

The responses of all the 30 T/L showed that 46.67% expected career advancement which was not fulfilled in case of 92.86%. A few (16.67%) expected to get a counsellor's job after completion of training which none of them could get. The expectations of few T/L respondents which were fulfilled in case of all of them included to learn skills (20%), self-development (6.67%) to help students (10%) and to improve school environment (6.67%). It appears that the counselor training programme to some extent had been upto the expectations of trained counsellors.

Suggestions related to Training

Of the total 135 trained counsellors, 119 (88%) gave suggestions related to training including duration of course (63%), course content (55.5%), different aspects of practical work (50% to 58%), theoretical vs practical emphasis of the course (16.8%), selection of trainees (11.8%) and general (23.5%). The main suggestions included: to increase duration (from 9 months to 2 ½ years), to include content areas such as legal aspects, disabled and disadvantaged groups, clinical aspects, social problems, community work, yoga etc. in the course and 'more emphasis' on practicum work.

Discussion and Implications

The results of this study represent an initial attempt to learn about employment opportunities and work related aspects including job satisfaction and success. The trained counsellors do get some employment within a year or so. They also get employment

congruent to their training within 2-3 years. The large majority (66%) is employed in guidance positions in school setting and non-school settings. Some of them are also employed in teaching positions (22%). In all these positions, they are performing guidance and counselling activities. Therefore, it can be concluded that the training programme to a large extent is fulfilling its objectives. However, all the trained counsellors do not find suitable employment as a noteworthy percentage (12%) joined the jobs not related to the field of guiding and counselling.

The work histories of trained counselors revealed that some of the counsellors (44%) get the suitable job after completion of training where they stick to. While those who had to change their jobs in search of opportunities worked mainly on the jobs related to their training, teaching and research. The great variation in earnings Rs.3500/- to 25,000/- of counsellors requires a special mention. Those in the government service have income according to their pay scale but those working with private institutions or NGOs get anything between Rs.3500/- to 5000/-.

About 61 % of the counsellors employed in school setting (CS) and non-school setting (CNS) are from Delhi only. This is because many alumni are employed with Delhi administration schools. They also responded in large numbers for the study. The remaining 39% employed in the states of U.P., Maharashtra, Punjab, Haryana, Karnataka, West Bengal, Kerala, Andhra Pradesh, Nagaland, Rajasthan and Assam are mainly working in non-school settings. Perhaps in these states, the counsellors do not find employment in school. The status surveys of guidance services conducted by NCERT (Department of Educational Psychology and Foundations of Education) from time to time (1980, 1987 and 1993) have also shown that barring a few states like Maharashtra, Gujrat and U.P., hardly any counsellors are working in the schools in other states.

The employability of counsellors in the schools for which they are trained has not increased during all these years. Even at the government level where counsellors were largely employed in Delhi schools, further placement has slowed down. This is a cause of concern. During recent years, the media has stressed a lot on personal-social and career related problems faced by students. Many voluntary agencies and mental health institutes have also initiated efforts to help students solve their problems. Therefore in order to make the best use of professionally trained counsellors, who are already available in small numbers for helping the students, there is need for policy at the government level to compulsorily employ counsellors in the schools. The private school organizations/societies should also pay attention to the needs of their students and create positions for counsellors in the schools managed by them.

The employability of trained counsellors during the recent years has expanded to diverse non-school situations providing services to a variety of clientele such as children, physically and mentally challenged, unemployed, drug-de addicts, women, families and institutions. Some are into private practice too. This trend has direct implications for the course content of counselor training programme to accommodate the wider opportunities available.

The data also shows shift towards teaching as some trained counsellors joined teaching jobs. Such teachers need to be used by the schools for guidance work also. The teachers deputed for the counsellor training programme are engaged primarily in teaching after completion of the training though some of them feel motivated to carry out some guidance activities and thus utilize their training. There is required to be a clear-cut policy of the institutions with respect to utilization of the training of persons deputed by them. At present the teachers trained as counsellors

suffer from lack of administrative interest, funds and career advancement policy for them.

The counsellors are supposed to perform a large number of activities. Most of the CS, however, focus on career information, counseling, group guidance activities, psychological assessment and meetings with parents. Within different areas of activity, the CS lay emphasis on individual counseling, career talks, orientation of new students, class talks, group discussions, collection of information literature, display of posters and charts, display of admission notices and vacancies and administration of psychological tests. The CS perhaps emphasize these activities due to variety of reasons. One, through these activities they cater to a large number of students and more number of schools. Two, guidance since its beginning has been visualized as 'vocational guidance' meant to help students to choose suitable vocation. Therefore, people generally relate guidance more with career and expect counsellors to provide career guidance and information. The students and schools also demand career guidance especially for students of classes X, XI and XII. The educational administrators also expect CS to perform career guidance functions. Three, due to paucity of resources, the CS may prefer to organize the above mentioned activities requiring little expenditure. As the CS lay emphasis on group work in order to provide services to a large number of students, there is need to give emphasis on career information, group guidance and classroom guidance (curriculum related) activities in the counsellor training programme.

The CS also lay emphasis on counseling and handle a large number of counseling cases. But most of them though exposed to various counseling approaches use basically three approaches – Eclectic, Non-directive and Directive counseling which were dealt in great detail during training. The trainee counsellors and inservice counsellors need to be provided

orientation with latest counselling techniques and especially those techniques which are suitable in the Indian setup.

There are some of the activities which are least emphasized by the CS. These activities include workshops/seminars for teachers, guidance committee meetings, and evaluation of guidance programme. These activities are necessary to develop understanding of guidance work among the principals and teachers and to seek their involvement and co-operation in the guidance programme of the school. It is, therefore, required that all the schools form the guidance committees under the leadership of their principals and plan activities for students and teachers. The guidance programme should also be evaluated by students, teachers, principals and if possible by administration also.

The work emphasis of CNS also includes counselling, career information and psychological assessment. They also organize group guidance activities, workshops/seminars for their colleagues and with parents etc. However, the emphasis on activities within each area varies according to the place of work and clientele they serve. As indicated earlier, when the trained counsellors find employment opportunities in varied settings, there is need to inculcate skills required to serve a variety of clientele during the counsellor training programme.

The findings reveal that the work environment of the CS is not very suitable for work. Some of them work in more than one school and quite a large group have no regular time table for their work. Most of them do not get required funds for purchase of career literature, inviting guest speakers, organizing career conferences and plan tours etc. Some of them even do not have space for guidance work and for display of admission notices and vacancies etc. The CS are also expected to do non- guidance work and teaching etc. Even many of them perceive that others have no

expectations from them. They receive some support from principals, teachers and administrators, but require that principals and administrators understand guidance work, provide funds and co-operate. From the teachers and parents also they want co-operation. They expect the students to visit them voluntarily. The CS try to adjust in the environment and 63 % perceive themselves to be up to others' expectations at school. However, they also claim to make efforts to create awareness about guidance services and the role of the counsellor in addition to making some adjustments in the schools. The findings on work environments of CS have implications for the principals and educational administrators. If the administrators want the CS to discharge their duties effectively, one counsellor should not be appointed in more than one school. Secondly, separate funds should be allotted for guidance activities. The school authorities also need to make provision for suitable place for guidance work, supervise guidance programme/ activities organized by the counsellor and provide necessary support.

The work environment of CNS in comparison to CS is some what better. The CNS get required physical facilities and resources available to them according to their duties and work setting. Most of the CNS also get support from the supervisors, colleagues, clients and parents. The supervisors and colleagues of about 50 % CNS have more expectations, while a few supervisors and colleagues expect them to do guidance work. Most of the CNS perceive themselves to be up to the expectations of others including supervisors, colleagues, clients and parents. However, they also claim to make efforts to create awareness of their work and help their supervisors in administrative work. The work environment of CNS though better than CS still reveals important aspects having implications for agencies employing them. Providing facilities or support is not sufficient for the effectiveness of the guidance programme. The other people at work should

expect the CNS to perform guidance and counselling work. Though the role of CNS according to their work settings is quite defined but still others are required to understand the potential of guidance services and the work of the counsellor to be able to get the best out of the counsellor employed in the organization. The employers can also organize some orientation programmes for their staff in order to create better understanding of role and functions of the counsellor.

Though CS are not isolated in the schools, quite a large number of CS (about 60 to 65 %) face a lot of difficulties about their role as role and functions of the counsellor; his/her competencies/expertise, potential of guidance work are largely not understood in the schools. They are also imposed with non-guidance work. While less experienced CS face more role difficulties, 93% CS with more than 10 years of experience are imposed with non-guidance work. The CS in large numbers claim to make various efforts to resolve the difficulties about their roles through clarifying their role, performing guidance activities and working hard, yet very few CS (22%) refrain from non-guidance work.

The findings on the role difficulties have implications for the employers of CS, their principal and colleagues. CS should be expected to perform their professional duties and in any case should not be loaded with teaching and non-guidance work. The concerned state education department may plan orientation programmes in guidance and counselling for administrators, principals and teachers to create awareness of role and functions of the counsellors. Such orientation/seminars for the teachers should also be organized by the counsellors in schools. These efforts would help in appropriate utilization of the services of professionally trained counsellors.

The CS whether employed in government schools or private institutions virtually lack

opportunities for advancement. Even 80% of CNS employed in government organizations have little opportunities for advancement. This fact invites attention of employers of both CS and CNS to take immediate action as no advancement in one's career leads to lack of interest in work and motivation to perform.

Both the CS and the CNS by and large perceive impact of their work at their place of work. Some of the changes/improvements perceived by CS include: Awareness of guidance services or counsellor's work and students' needs among principals, teachers and students; getting co-operation from others; reduction in student problems; improvement in overall institutional environment; and personality development of students. The changes perceived by CNS also include awareness of guidance services or counsellor's work among supervisors, colleagues, clients and parents etc. and their increased sensitivity to client's needs; changes in personality of clients, and healthy institutional environment, etc. Both CS and CNS perceive themselves to be more confident, better adjusted and satisfied as a result of their work. The changes perceived by CS and CNS as a result of their work establishes one thing that guidance and counselling can help to achieve these goals.

Though not all, some of the CS and CNS are quite productive. They generally do not organize the programmes but attend a few and limited variety of programmes. The CS contribute very little to the field through publications except some CS writing for school magazine, competition success review and some other books. While some of the CNS contribute through articles, course modules, books and handbooks.

There are no professional organizations of counsellors in our country. Therefore, the CS and CNS hardly have membership of any professional organization except counsellors working in Delhi Administration schools who are

members of the Association formed by them. The membership of an organization and opportunities to be able to organize programmes or to participate in the programmes do affect the professional achievements of those in the profession. Therefore, there is a need for professional organizations of national stature which can help promote the growth of both the counselling and its professionals. There is also a need to form Alumni Association which can provide a forum to the counsellors to interact, share professional experiences, and to work for the growth of their profession. The counsellors should also be given opportunities by their employers to participate in the programmes as well as to organize programmes in the area for their development and development of the discipline. In order to help counsellors to contribute to the field through their writings and to know about happening in the field, there is a need to start some periodical in guidance and counselling. The institutions training counsellors are perhaps in better position to initiate such periodicals. All these efforts will go a long way to promote the professional growth of the counsellor and the profession of guidance and counselling.

In spite of lack of resources, support and opportunities for advancement, most of the CS are highly satisfied with their job and find themselves reasonably successful. Most of the CNS also like CS consider themselves reasonably successful and satisfied with their jobs. Most of the CS and CNS have no plans to leave their present job. Private practice or to join some other job in the field of guidance and counselling is what most of those having plans to change their present job look for. The plans of both CS and CNS to remain in the field in spite of all the odds and to perceive themselves as reasonably/highly successful and satisfied conveys the message that they are in the field because they like the work and draw satisfaction out of it.

To conclude, it can be said that this data provides insight about employment and work related aspects of the counsellors trained by one organization. Other organizations must also collect data to provide a picture of their trained counsellors so that comparisons may yield some useful information for trained people, counsellor educators and employers etc.

References

- Atkinson, D.R., Froman, T., Romo, J., & Myton, D.M. (1977). The role of the counselor as a social activist : who supports it ? *The School Counsellor*, 25, 85-91.
- Berg, R.C., & Landerth, G.L.(1980). Under graduate guidance majors : where are they now ? A five year follow up. *Counselor Education and Supervision*. 177-181.
- Binnis, W.G., Benni. K.D., & Corey, D.E. (Eds.) (1976). *The planning of change*. (3rd Ed.) New York: Holt, Rinehart and Winston.
- Department of Educational Psychology Counselling & Guidance (1986). *Report of the Review Committee on Diploma Course in Educational and Vocational Guidance*. New Delhi: NCERT.
- Furlong, M., Atkinson, D., & Janoff, D. (1979). Elementary school counselors perceptions of their actual and ideal roles. *Elementary School Guidance and Counselling*, 14, 4-11.
- Gycide, P.F. (1983) An international model for resistance to change in educational institutions. Paper presented at the 91st Annual Meeting of American Psychological Associations, Anaheim (A ERIC document Rep. Service No.ED 234 917).
- Hollis, J.W., & Wantz, R.A. (1990). *Counselor preparation 1990-92 : Programs personnel, trends* (7th ed). Myuncie, IN : Accelerated Development .
- Hoppock, R.A. (1961). *Job satisfaction*. New York : Harper & Row.
- Kameen, M., Robinson, E., & Rotter, J. (1985) Co-ordination activities : A study of perceptions of elementary and middle school counselors. *Elementary School Guidance and Counselling*, 20, 97-104.

- Kazalunas, J. (1978). The role of the school counselor must complement the role of the teacher. *College Student Journal*, 12, 223-229
- Mehta, P.H. (1983). Guidance services in India towards the end of 1981; Report of a status survey, *Indian Educational Review*, 18, 1-16
- Myers, J.E., & Blake, R.H. (1984). Employment of gerontological counseling graduates : A follow up study. *Personnel & Guidance Journal*, 63, 333-335.
- Napierkowski, C.M., & Parsons, R.D. (1995) Diffusion of innovation : Implementing changes in school counselor roles and functions. *The School Counselor*, 42, 364-369.
- NCDA Professional Standards Committee (1992). Career counseling competencies. *The Career Development Quarterly*, 40, 378-386.
- Peer, G.C. (1985). The status of school guidance : A national survey. *The School Counselor*, 32, 181-189.
- Piersel, W.C., & Gutkin, T.B. (1983), Resistance to school based consultation : A behavioural analysis of the problem. *Psychology in the Schools*, 20, 311-320.
- Remy, T.P., & Albright, P.L. (1988). Expectation for middle school counselors : Views of students, teachers, principals and parents. *The School Counselor*, 35, 290-296.
- Russell, T. (1989). AIDS education, homo sexuality, and the counselor role. *The School Counselor*, 36, 333-337.
- Tartar, M., & Tracer, E. (1974). A study of counselors and their utilization of counseling skills (ERIC Document Reproduction Service No ED 103779).
- Thukral, C.M. (1976). The position regarding guidance services in schools and the structure and work of State Bureaus of Guidance. *Report presented at the All India Conference of Heads of State Bureaus of Guidance at NCERT, New Delhi.*
- Wax, T.N., & Danek, M.M. (1984). A follow up study of school counseling graduates specializing in work with hearing impaired clients. *Counselor Education & Supervision*, 23, 244-249.
- Wiggins, J.D. (1977) Some counseling does help. *The School Counselor*, 25, 196-202.
- Wilgus E., & Shelley, V. (1988). The Role of the elementary school counselor: Teacher perceptions, expectations, and actual functions. *The School Counselor*, 35, 259-266.
- Wismer, J.N. (1979) Organizational change : How to understand and deal with it? *Training*, 16, 31-32.
- Wittmer, J., & Loesch, L. (1975). Teacher/counselor relationships : A comparison of elementary and secondary schools. *Elementary School Guidance and Counselling*, 9, 188-194.
- Zerface, J.P., & Birch, W.G. (1974). 1970 counseling and guidance graduates : Follow up,. *Counselor Education & Supervision*, 13, 232-233.
- Zimpfer, D.G., & Detrude, J.D. (1990). Follow up of doctoral graduates in counseling. *Journal of Counseling & Development*, 69, 51-56.

Received: December 16, 2006

Accepted: June 30, 2006

G.K. Joneja, PhD is Reader in the Department of Educational Psychology and Foundation of Education National Council of Education Research and Training New Delhi - 110016 .
E-mail : gk_joneja@yahoo.com