



CONCEPT AND ROLE OF COUNSELLING AND LIFE SKILLS TRAINING PROGRAMME

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ABSTRACT

The responsibilities, functions, and knowledge base of counselors, as well as an evaluation of the professional issues that have an influence on the identity and practice of counselors in today's society. Assisting clients in reaching their optimal level of psychosocial functioning is the fundamental duty of a counselor, who is accountable for seeing to it that they fulfill this obligation. Resolving negative patterns, placing an emphasis on prevention and rehabilitation, and improving the overall quality of the client's life are some of the ways this may be done. Rehabilitation counselors deal with clients who have disabilities and/or chronic diseases, including persons who have mental difficulties, in settings such as hospitals, state vocational rehabilitation organizations, and other such institutions. Students consider their school counselor as a good role model, which results in the students looking up to and respecting them. In an effort to help the students develop in a manner that would be most beneficial to them in their future endeavors, the school counselors are supposed to form friendships with the students at the school, listen to the concerns and deficiencies the students bring up, and offer guidance to the students. The counselors receive training in this area as part of their overall education.

Keywords: Concept , Counselling , Life Skills , Training, Programme

INTRODUCTION

Concept of Counselling

Consulting is known as the "presentation of title," regardless of whether it refers to a connection between two workers or a mentor and a mentee (i.e. a well-employed subject matter expert) and a mentee (i.e. a person who desires affiliation or who requires professional help). There is a link between people in their ability to select their tendencies through the discovery of new approaches.

Counseling is a beneficial way in which a person offers their time, thoughts, and abilities in order to support a client in comprehending the circumstance and coping with the stress. In addition, counseling covers a clinical thinking pack among the client, the client's family, and other people involved with the client's life.

Role of Counselling

This chapter provides an overview of the responsibilities, functions, and knowledge base of counselors, as well as an evaluation of the professional issues that have an influence on the identity and practice of counselors in today's society. Assisting clients in reaching their optimal level of psychosocial functioning is the fundamental duty of a counselor, who is accountable for seeing to it that they fulfill this obligation. Resolving negative patterns, placing an emphasis on prevention and rehabilitation, and improving the overall quality of the client's

life are some of the ways this may be done. Rehabilitation counselors deal with clients who have disabilities and/or chronic diseases, including persons who have mental difficulties, in settings such as hospitals, state vocational rehabilitation organizations, and other such institutions. Addiction counseling is a subfield of counseling that was just recently acknowledged as requiring a master's degree, and its components include working in the domain of drug abuse and addictions as well as offering prevention, treatment, recovery support, and education about addiction. Addiction counseling is a relatively new specialty in the field of therapy. On the one hand, the shared practice and knowledge domains of counselors and other helping professions have resulted in the formation of a rich, comprehensive, and inclusive field. This field was produced as a result of the production of a rich, comprehensive, and inclusive field. On the other side, the development of the counseling profession has been aided by the diversity that already exists within the counseling profession..

Life skills training programme:

Because a kid's peers might be a source of potentially harmful ideas and ideals, it is absolutely essential for the child to have access to advice and counseling as part of their educational experience. As a consequence of this, it is absolutely necessary for the kid to have access to counseling and therapy at school in order for the counselor to be able to assist the child in forming their future. Students consider their school counselor as a good role model, which results in the students looking up to and respecting them. In an effort to help the students develop in a manner that would be most beneficial to them in their future endeavors, the school counselors are supposed to form friendships with the students at the school, listen to the concerns and deficiencies the students bring up, and offer guidance to the students. The counselors receive training in this area as part of their overall education. "The total development of a child can only take place in an environment that is conducive for teaching and learning," writes Egbo (2013). In light of the aforementioned, educational planners place a large focus on any and all educational services that have the potential to improve the quality of teaching and learning in educational institutions. This is because the possibility for such improvements lies in the educational services themselves. Counseling for students is typically included as one of the offerings of educational institutions like schools. It is a common assumption that guidance and counseling services that are provided in schools will create, assess, and improve educational programs; enhance teaching and the competency of instructors; and reduce expenditures for students. But this is not the case. The younger children and teenagers who are now enrolled in school are currently navigating some of the most difficult phases of their life.

Counseling and guidance's objectives

Counseling and guiding have served a variety of objectives in a variety of contexts; however, in this specific instance, the primary purpose has been identified from the perspective of education, and the purposes have been stated as follows: (Ojo, 2006).

1. The people need to be made aware of the essential personal requirements, talents, assets, liabilities, and potentialities that they possess; hence, they need to be made aware of both the positive and negative parts of their own self.
2. Need to provide them with knowledge that is applicable, meaningful, and significant in order to solve the problems that they are experiencing.

3. The students should learn how to assess their own shortcomings and then find ways to overcome them; the role of the counselor and the guide is to assist the students in learning how to catch fish on their own rather than to catch fish for the students and then give them the fish they caught; the students should also learn how to evaluate their own shortcomings and then find ways to overcome them.
4. Students may also require counseling and guidance services in relation to the selection of a career; in this scenario, they should be aided in picking educational alternatives that are appropriate, satisfying, and exciting.
5. It is vital for the kid's teachers and the parents to attend meetings with the counselor or the guide because it enables them to offer the student who is presently engaging in counseling and guidance sessions with the most effective assistance possible. This is why it is essential for the kid's teachers and the parents to attend meetings with the counselor or the guide. It is completely unacceptable for any individual or group to treat the pupils rudely or shout at them in any way. This obligation to understand the challenges that the students are facing falls on the shoulders of the parents as well as the teachers.
6. In order to enhance the educational goals, the planning, and the substance of the courses, assistance should be provided to the school authorities or the administrators.

OBJECTIVES OF THE STUDY

1. To study on Concept of Counselling
2. To study on Counseling and guidance's objectives

RESEARCH METHOD

Study Design

At the screening phase, problem students who referred by the teachers were administered a 'Behavior Problems Checklist' for screening, both male and female students whose scores above the median scores in the checklist were selected tentatively for the final study. After a detailed consultation and exclusion, the samples were finalized. Fifty-four (54) students agreed to undergo the study. They were assigned randomly to 'Study group and Comparison group.' Four subjects dropped out, three from study group and one from comparison group during the period of intervention due to personal reasons. Therefore, the total number of the subjects became 50. Study group (n = 25) and comparison group (n=25). Following is the research design schematized in figure. 1

Sample

A total of fifty students, half of whom were male and half of whom were female, fell into the age range of 13 to 17 years, were enrolled in classes ranging from VIIth to +2 levels, came from a variety of backgrounds in terms of socioeconomic position, and had only mild behavioural issues. Students from urban, sub-urban, and rural regions were included in the sample that was picked from the Government Higher Secondary School in Kottarakara. Both the study group and the comparison group had their samples randomly allocated, and the samples were matched on age, sex, and other significant socio-demographic data. This ensured that there were the same number of people in each group (N = 25). Concerned instructors referred a total of one hundred and eight (108) secondary and upper secondary pupils using the mandated referral forms that were supplied by the

investigator. For the purpose of making a final sample selection, a "Behaviour Problems Checklist" was also given to the pupils who had been referred. Because sixty-eight (68) of the students had scores that were higher than the median, these individuals were provisionally chosen as participants for the final research. Fourteen pupils were not allowed to participate in the activity after much discussion with the other students. Two of the children had visible physical impairments, one had a vision impairment, four of the students were hyperactive and disobedient males, and seven of the students stated that they had no interest in participating in the intervention. Fifty-four of them consented to take part in the study; however, throughout the course of the intervention, four of the participants dropped out, and as a result, the number settled at fifty. When taking a purposive sample, one selects the instances that are believed to be representative of the population in question at the time the sample is taken.

Criteria For Sample Selection

After being screened, a total of 50 students, split evenly between males and females and ranging in age from 13 to 17 years old and matched on age, sex, and other significant sociodemographic variables, were randomly assigned to both the experimental and control groups. This ensured that there were the same number of people in each group (N=25). The sample was taken from the Government Higher Secondary School in Indore, Madhya Pradesh, which is located in the Indore District in the state of Madhya Pradesh. After approaching both the Headmaster of the high school and the Principal of the upper secondary school at the first stage of the intervention, the investigator then had a conversation with them both about the importance of having guidance and counselling services available in the school. With the permission of the authority, the investigator held a session of orientation for the instructors of both secondary and upper secondary schools. At the conclusion of the training, the instructors were given the mandated referral forms so that they could report students who were having difficulties. In order for them to be able to refer the pupils who had been recognised as having issues.

Tools

The different psychological tools used for the study were as follows:

1. Personal Data Schedule.
2. Behaviour Problems Checklist. (Prasannakutnar and Raju, 2008) General Adjustment Inventory. (Prasannakumar and Raju, 2008)
3. Student Personality Inventory. (Prasannakumar and Raju, 2008)
4. Student Life Skills Inventory. (Prasannakumar and Raju, 2008)

Item Analysis

A total of 300 pupils from the secondary and higher secondary levels in two different schools located in the Indore region of Madhya Pradesh were given the inventory to fill out. The ages of the individuals ranged from 13 to 17 years old, and this included both males and girls. For the purpose of item analysis, the Mathew Item Analysis Table (Mathew, 1982) was utilised. Items were chosen based on their high degree of discriminating power (Phi-value) and their moderate level of difficulty (Pvalue). The values of the items' phi coefficients varied from 0.41 to 0.72, while the values of their P values ranged from 0.42 to 0.83.

Reliability

The split-half reliability coefficient, also known as the odd-even coefficient, was used to determine the dependability of the inventory. Using the Pearson Product moment correlation coefficient, we determined that

the reliability coefficient was 0.64. The reliability coefficient was calculated using the Spearman-Brown formula, and the results showed that it was 0.78.

Validity

Empirical and criteria validity were used to conduct the investigation that led to the discovery of the validity. Adjustment Inventory, an external criteria, was connected with it (Bhattacharya, S., Shaw, M. M., and Pariidi, J. C., 1967). Using the Pearson product moment calculation, it was determined that the correlation was 0.81 (N=50), which is statistically significant at the 0.01 level. This demonstrates that the test has validity at the same time.

A copy of General Adjustment Inventory given as Appendix .V

DATA ANALYSIS

This section presents a total of four case studies, with the first two coming from the study group and the other two coming from the comparison group. It is intended that the nature of the sample, its fundamental facts, and the effect of the intervention may be better comprehended with the assistance of these case studies.

CASE - 1

P R.L, a male student who was 15 years old at the time, was studying in the tenth standard. In his family, he is the second of three children. His older sister finished her studies for the plus two. Their mother is employed at a cashew manufacturing facility, while their father works as a coolie. Even his own father has a drinking problem. He is considered to be of low socioeconomic status and lives in a rural location. He struggled in many other areas of adjustment as well, one of which was communication, particularly with elders and instructors. He had considerable difficulties. He had a small circle of pals both within and outside of school. He was sluggish and not very accurate in his performance of tasks. His coursework was a haphazard and disorganised chaos. He frequently displays timidity, depression, and disobedience in his behaviour. The teacher mentioned that he was also tardy to school on many occasions. At the time of the first interview, he stated that he was under a tremendous deal of stress, that he had a great deal of difficulties concentrating in class, and that he had a very limited span of attention. He had a lot of reasons to be quite anxious about the situation. The student was suggested by the teacher, and after taking the screening exam, he achieved a score that was higher than the median. As a result, he was chosen to participate in the intervention, and he gave his consent to do so.

TABLE 1 Data of different variables and percentage of change of Case 1 at different intervention phases
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Variable	Intervention phases				% of change
	Pre Intervention (0 month)	Mid Intervention (3 months)	Post Intervention (6 months)	Follow up Intervention (8 months)	

General Adjustment	12	16	26	27	53.57
Personality	14	28	32	31	42.50
Life skills	11	26	39	42	84.00

The data for the various variables, as well as the percentage of change that happened during the various intervention stages of the subject, are presented in Table 1. All of the factors that were being examined showed significant signs of advancement. In descending order, the percentages of change on the variables are as follows: general adjustment (53.57), life skills (84.00), and personality (42.50). The student said that following the mid evaluation phase, he was able to experience a tremendous transformation that had come about as a result of the phase. Following each session, he had a pleasant and calming sense of well-being. At the mid assessment phase, which occurred three months after the pre-test, he indicated that he was able to overcome some of his psychological difficulties, such as shyness, disobedience, despair, stress, and also that there was a notable shift that occurred in General Adjustment.

Comment

In the instance of PRL, he said that, before to the intervention, he was discovered to be highly concerned about his issues. After completing the intervention, he was able to make significant progress in overcoming the behavioural issues he had been exhibiting. It was determined that the intervention, which in this instance consisted of guidance and counselling, was successful. The intervention was successful for him and produced the desired outcome. Nevertheless, the most difficult obstacle is going to be the management of such difficulties in the future. In order to mitigate potential threats in the future, he need Guidance and Counselling as a long-term intervention.

TABLE. 2 Information on a variety of characteristics, as well as the percentage of change shown in Case II over a number of intervention stages

	Intervention phases				% of change
	Pre Intervention (0 month)	Mid Intervention (3 months)	Post Intervention (6 months)	Follow up Intervention (8 months)	
General Adjustment	10	19	23	24	50.00
Personality	11	28	31	32	52.50
Life skills	17	22	35	39	44.00

The statistics for the various variables, as well as the percentage of change, are presented in Table 2. This table covers the phases before, during, and after the intervention. In this particular instance, a significant shift could

be noticed occurring across all of the variables. Personality (52.50), General adjustment (50.00), and Life skills (44.00) have the highest percentages of change among the factors, and they are listed in descending order. The student stated that she could feel the shift beginning from the mid-intervention period on its own. Following each session, she was seen to be in a positive and natural state of mind. She was able, to a certain extent, to overcome the feelings of inferiority, and she was also able to comprehend how to effectively regulate her emotions and maintain healthy interpersonal relationships.

Comment

In the instance of S S, difficulties in her interpersonal relationships were a contributing factor in the development of a variety of behavioural issues. At the outset of the intervention, she expressed significant anxiety over her mother's inappropriate behaviour and the extramarital affair she was involved in. It was determined that the intervention, which in this instance consisted of Guidance and Counselling, was successful in its goal of reducing the subject's behavioural issues. At the time of the follow-up, she stated that she was able to alleviate a significant number of her issues. She saw the outcome of the intervention as having been positive. Her short fuse, chronic absenteeism, and feelings of inadequacy are all things that she is capable of overcoming to a larger extent; yet, the largest obstacle she has is the management of those issues going forward. She need Guidance and Counselling as a more long-term intervention in order to lessen the likelihood of future dangers.

TABLE 3 Summary of MANOVA Results for General Adjustment, Personality and Life skills across Study and Comparison groups

Effect	Value (Pillai's Trace)	F	Significance level
Groups	0.007	0.543	ns

ns - not significant

According to the findings of the MANOVA test that were just presented, there were not any significant differences between the study group and the comparison group when it came to the linear comparison of the three study variables that were being looked at. Adjustment to life in general, personality development, and life skills. F was calculated to be 0.543, which was not statistically significant. Due to the fact that the MANOVA result was not statistically significant, it was not necessary to do any more research. Therefore, it is evident that, prior to the experiment, the scores of the study group and the comparison group on the study variables did not differ significantly from one another, and as a result, they were matched.

(b) Inter correlations among the study variables

In this part, the intercorrelations of the variables that are the subject of the research are provided in order to investigate the nature of the relationships that exist between the variables themselves, namely the direction and the degree of their strength. Table 3 presents the findings of a correlation study performed on the various subvariables of personality. The results may be seen in the table.

Table 4 correlation matrix of the different sub-variables of personality

Sl.NO.	Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1.	Ego-ideal	()	0.43	0.23	0.38	0.38	0.37	0.34	0.20	0.51	0.40

2.	Self-confidence		()	0.60	0.65	0.61	0.50	0.42	0.62	0.39	0.37
3.	Adaptability		()		0.52	0.44	0.45	0.42	0.58	0.09	0.44
4.	Boldness				()	0.63	0.49	0.46	0.45	0.28	0.38
5.	Self-concept					()	0.29	0.41	0.55	0.21	0.34
6.	Self esteem						()	0.32	0.52	0.17	0.28
7.	Occupational aspiration							()	0.47	0.22	0.44
8.	Self efficacy								()	0.14	0.25
9.	Educational aspiration									()	0.38
10.	Self image										()

Significant at 0.01 level

Significant at 0.05 level.

The intercorrelations of the subvariables that make up personality are displayed in Table . It can be shown that Ego ideal has a positive and statistically significant association with the following variables: self-confidence ($r = 0.43$), boldness ($r = 0.38$), self-concept ($r = 0.38$), self-esteem ($r = 0.37$), educational aspiration ($r = 0.5$ J), and self-image ($r = 0.40$). At the 0.01 level of significance, these factors are significant. At the 0.05 significance level, there is a positive correlation between Ego ideal and Occupational ambition ($r = 0.34$). Additionally, the result demonstrates that there is no significant link between the measure Ego ideal and self-efficacy ($r = 0.02$ - 0.02). There is a positive correlation between self-confidence and all of the other personality variables that were investigated, including adaptability ($r = 0.60$), boldness ($r = 0.65$), self-concept ($r = 0.61$), self-esteem ($r = 0.50$), occupational aspiration ($r = 0.42$), self-efficacy ($r = 0.62$), educational aspiration ($r = 0.39$) and self-image ($r = 0.37$) among others. The findings suggest that higher levels of self-confidence are associated with positive outcomes such as increased adaptability, boldness, self-concept, high self-esteem, and occupational aspiration. Self-efficacy, an interest in furthering one's education, and a positive self-image are all important. It has been shown that adaptability has a positive correlation with boldness ($r = 0.52$), self-concept ($r = 0.44$), self-esteem ($r = 0.45$), occupational aspiration ($r = 0.42$), self-efficacy ($r = 0.58$), and self-image ($r = 0.44$). According to the findings, there is no statistically significant correlation between adaptability and educational desire ($r = 0.09$). At the level of 0.01 correlation, boldness has been shown to have a positive correlation with self-concept ($r = 0.63$), self-esteem ($r = 0.49$), occupational aspiration ($r = 0.46$), self-efficacy ($r = 0.45$) and self-image ($r = 0.38$).

At the 0.05 level, there is a positive correlation between brazenness and educational desire. The findings provide support for the theoretical perspectives. The desire to further one's education has a positive correlation ($r = 0.28$) with the 0.05 level. According to the findings, boldness is one of the most important personality traits that should be maintained in order to keep a healthy self-concept, self-esteem, self-efficacy, excellent self image, and occupational aspiration. At the level of 0.01 significance, there is a positive correlation between self-concept and both occupational ambition ($r = 0.41$) and self-efficacy ($r = 0.55$). At the 0.05 level, there is a positive link between self-concept and both self-esteem ($r = 0.29$) and self-image ($r = 0.34$). However, there is no significant correlation between self-concept and educational aspirations ($r = 0.21$). According to the correlation matrix, self-esteem has a positive relationship with self-efficacy ($r = 0.52$), and this relationship has a value that is statistically significant at the 0.01 level. At the 0.05 significance level, there is a positive correlation between self-esteem and occupational aspiration ($r = 0.32$) and self-image (0.28). It does not have

a substantial connection to Educational desire ($r = 0.17$). Occupational ambition has been shown to have a positive correlation with both one's sense of one's own self-efficacy ($r = 0.47$) and one's sense of one's own self-image ($r = 0.44$) at the 0.01 level. There is not a significant correlation between educational aspiration and occupational aspiration ($r = 0.22$), as shown by the results. Students in our educational system do not receive sufficient information about possible job paths as part of the required coursework. Therefore, pupils who are still in school have a stronger need for the vocationalization of education. The findings of the study indicate that there is a significant positive correlation between self-efficacy and self-image ($r = 0.25$ at the 0.05 level), but there is no correlation between self-efficacy and any of the other variables. There is a considerable positive correlation between educational desire and self-image ($r = 0.38$), and this correlation is statistically significant at the 0.01 level. In a nutshell, obtaining a correlation that is statistically significant in the study helps to comprehend the interplay of the many personality traits that were investigated in the study. 31 of the forty-five (45) correlations that were computed had a significance level of 0.01 or higher, seven (7) of the correlations had a significance level of 0.05 or higher, and the other correlations did not have a statistically significant level. As a consequence, the hypothesis that was developed for this study is supported, albeit in a limited capacity, by the findings obtained from the correlation analysis.

CONCLUSION

The adolescent years are a natural and inescapable phase of the life cycle, yet some people wish they could skip them. During this time period, the adolescent has a number of different problems to deal with. The significance of education and training in life skills and mental health comes into play at this juncture. Regrettably, its significance has not yet been understood in India to its full extent to the amount that it deserves to be. It is carried out in a manner that is only half-hearted here under the leadership of staff members who are inexperienced and ill equipped to meet the needs of the most significant moments in a man's life. Those times include marriage, fatherhood, and retirement. Those are the times when a man should be the most well-prepared for his responsibilities. The idea of education that predominated in ancient India was an important one during this entire time period. The instructor was charged with the solemn obligation of guiding the student towards the acquisition of knowledge, and the student was accountable to the instructor for the development of their personality. On the other hand, the education system that is currently the standard in our country places a bigger focus on academic achievement than it does on the growth of the children.

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