



Vocational Counselling Process and Outcomes

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Keywords: Vocation | Career | Mental Health | Psychological support | Counselling

Abstract:

A person's performance for a vocation is influenced by the aspirations and choices of their parents. This may result in an unsatisfactory placement of the student. However, it's important that the vocational choice should be decided by individual's ability, interest, aptitude, rather than on parental aspirations alone. Some individuals are often found to be dissatisfied in the work they are doing and are not properly adjusted, to the work environment leading to frustration, state of stress, diminished productivity, etc. An unfavourable attitude of any individual is not conducive for the work culture in any organisation. Efforts must consciously be made by educational institutions to work towards developing a positive attitude towards work in their students. If this could be achieved then one can expect any favourable change in working environment. The success and failure in any job mostly depends upon the satisfaction one gains by choosing the desired vocation. Satisfaction results from working in harmony with one's potentialities, strengths, weaknesses, etc. A well organised system of vocational information readily available to students and set up which encourages students and trains them to find out the available information about careers, from the basis from the choice of vocational strategies.

Introduction

A lot of people grow up thinking about what they would like to pursue in their respective careers. These dreams start building up, often at a very young age or on the contrary a person may finish her/his schooling and still be in the dilemma about what they should opt. Everyone is different. We all are special

and unique. You have your skills and abilities, strengths and weaknesses, likes and dislikes - about what you want do with your life. This is reflected in your choices, decisions you make, and plans you make for your life about the educational and vocational aspects. However, sometimes you may not be very clear about what you want in your life. You may not even be aware of your strengths and limitations, interests and abilities. In the absence of these, you may make a wrong decision or inappropriate educational and vocational choices.

Working toward a career involves a process. It is like taking a journey to a certain destination. You just don't arrive at a destination automatically. It takes planning and time before you get there. There can be many stops or the plan may change along the way. It takes planning, time, and effort to make proper educational and vocational planning. Counselling plays a crucial role to help you make appropriate educational choices keeping in mind your abilities and interests and arrive at asuitable career choice. Hence it is important to understand the concept, meaning and nature of educational and vocational counselling.

What is Vocational Counselling

As per International Labour Organisation regulation, “the term *vocational guidance* means assistance given to an individual in solving problems related to occupational choice and progress with due regard for the individual's characteristics and their relation to occupational opportunity.”¹

Definitions of Vocational Guidance Frank Pearson wrote nearly unity years ago about the definition of vocational guidance."The vocation bureau is intended to aid young people in choosing an occupation, preparing themselves for it finding an opening for it and building up a career of efficiency and success". According to The National Vocational Guidance Association of America 1937,"The vocational guidance is the process of assisting the individuals to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future building a career decision, and choices necessary in affecting satisfactory vocational adjustment".

Employees mean the recruitment of new employees who have not been in the industry previously. The following are the few definitions of vocational guidance:

"Vocational guidance is a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation." -John D.

¹R087 - Vocational Guidance Recommendation, 1949 (No. 87), <[IJNRD2212141](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:55:0::NO::P55_TYPE,P55_LANG,P55_DOCUMENT,P55_NODE:REC.en_R087,/Document#:~:text=1.,their%20relation%20to%20occupational%20opportunity.>></p>
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"Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter upon and progress on it"-National Vocational Guidance Association

"Vocational guidance refers to the inevitable direction given to the care of new employees in the selection process and their assignment to particular types of work." -Dale Yoder

❖ Strategies

Vocational guidance strategies are based on the following principles:

- Vocational guidance services should be based on the principle of individual differences.
- Different strategies need to be used to cater to the individual vocational needs of students.
- The individual needs to understand the total perspective of a vocation for which he has decided to prepare himself.
- Vocational guidance services must fulfil the vocational needs of every student.
- The selection of a particular vocation is not confined to a single, fixed decision, but a time extending process, involving a series of social and personal factors.
- Occupation is to be looked at as a source of income to people and a major source of satisfying needs and optimizing aptitudes , competencies and interests.

Why Vocational Counselling

❖ Objectives

According to Myer's, Vocational guidance is needed because of the following reasons:

- Vocational guidance provides many economic advantages to employers. Their problems are less because then workers enjoy job satisfaction.
- Human potentialities are utilized to a maximum with the help of vocational guidance. We are then truly benefitted by it.
- If an individual stays in the wrong profession, he suffers from psychic loss. The individual is not happy. He is frustrated. His family life is affected.
- If an individual stays in the wrong profession for a time, he suffers economically there is a financial loss.
- There are a large number of personal and social values of vocational guidance. Leaving aside financial considerations, the worker's happiness, his personal development, his value as a social unit and his contribution to human welfare are all involved. Right vocational guidance helps us to achieve that.

- It is needed from the point of view of the health of the workers. If the profession is such where the health of social workers break down, production suffers and morale of worker goes down.

❖ Need

(i) The Need of Vocational Guidance from the Financial Point of View of an Individual:

It has been revealed from different studies that there are many young people who have entered in different occupations by chance and not in accordance of their interest, aptitude, capacity and suitability. This results in an economic loss to the young workers in particular and to the society in general. This problem can be avoided through organisation of vocational guidance programme in school. Because through this programme an individual opts his/her vocation in accordance to his suitability. So he selects suitable occupation or job from the job market.

(ii) The Need of Vocational Guidance from the Financial Point of View of the Employers:

It has been observed that different working agencies, industries and business organisations bear heavy loss because of change of employers. For example: a person working as diploma engineer when gets promotion to the post of a degree engineer for his efficiency, the post of diploma engineer remains vacant. As a result of this the newly posted person can't discharge his functions as effectively as performed by that promoted individual. But this problem will be avoided if vocational guidance will be organised in the school from the very beginning.

(iii) Meeting the Needs of Individual Differences:

It has been strongly viewed and accepted in psychological perspective that no two individuals are alike. They differ in their different traits and aspects due to individual differences. Therefore in order to fulfill this need of individual differences in the field of occupation or job market it is necessary to organize vocational guidance programmes in schools

(iv) Need of Vocational Guidance from the Health Point of View:

Wrong choice of occupations affects adversely the health of the workers. Delicate eyesight is injured by work which greatly affects the person. Sometimes nervous system is shattered by making efforts to maintain a speed of production beyond one's capacity and so on. With proper vocational guidance the student chooses the appropriate job without affecting his health.

(v) Need of Vocational Guidance from the Point of View of the Complex Nature of the Society:

The contemporary society is undergoing a constant change because of the influence of science and technology. Due to this the areas of specialization have been emerged in order to cope with the changes that have taken place in social, political, economic and cultural structure of the society. For this we require technologists, doctors, engineers, scientists, technicians, educationists, philosophers, administrators etc.

Besides new and all together new occupations are coming to the forefront for meeting these needs. Therefore, there is the need of organizing vocational guidance programme.

(vi) In Selecting an Occupation, Young Individuals are Very Often Attracted by the Lucrativeness of the Occupation without Considering Whether they are Actually Fit or Mis-fit for the Occupation:

They join the occupation but latter don't get job satisfaction. As a result of which they change from one occupation to another. This causes frustration, failure, underemployment and aimlessness. For avoiding this there is the vital need of vocational guidance.

(vii) Every Young Man and Woman has an Ambition in Life:

He or she must find a satisfactory answer to the question "What shall I do in life?" His success and future happiness depends upon a satisfactory answer to this question. Because wrong choice of occupation leads to unhappiness, discontentment, failure and frustration. Because an occupation is not merely a means of earning livelihood; it is a way of life. For this there is the need of vocational guidance.

(viii) Vocational Guidance is most Needed at the Secondary Stage of Education and at the Higher Secondary Stage of Education:

It is needed when the student is required to choose subjects and decide his future occupation. Besides it is also needed at the stage of college education and university education. After the completion of college and university education the student has to join an occupation to earn his livelihood and to lead a way of life.

(ix) It Develops Insights of the Individuals:

An organised programme of vocational guidance is needed to assist the individual to develop insight into what he wants to be in life, what he is best capable of doing, his abilities, interests, aptitudes and his limitations.

(ix) Improper Placement:

Many round pegs are placed in square holes and square pegs in round holes simply because occupational choices are not made in accordance with what one can do and what one can't do. For avoiding this and realizing the very statement that round peg and round hole, square peg and square hole there is the need of vocational guidance.

(xi) Need of Vocational Guidance from the Point of View of Personal and Social Values:

It implies that in the choice of an occupation, the happiness of the worker, satisfaction in his work, his personal growth and his contribution to human welfare are involved. A frustrated and dissatisfied worker is a curse to himself as well as to the society. Failure in one occupation has a great demoralizing effect on an individual. For avoiding this there is the serious need of vocational guidance.

(xii) Vocational Guidance is Needed for the Purpose of Ensuring Proper Utilization of Human Resources:

Being the last but not the least important need and importance of vocational guidance it refers the fact that through organisation of vocational guidance programme individuals opt their vocations in accordance to their suitability. As a result of this they become a positive, valuable, and useful asset for the society instead of becoming a burden on the society.

❖ Outcomes

- The helping relationship in career guidance may be beneficial in itself, for the same reasons as it may be in therapeutic counselling. Receiving attention and emotional support, while sharing concerns in a safe and trusting environment, may be beneficial.
- If ‘common factors’ in the helping relationship are effective in counselling, they may transfer to a career guidance environment, although this area is under-researched ([Bedi, 2004](#); [Meara & Patton, 1994](#); [Whiston, Lindeman, Rahardja, & Reed, 2005](#)).
- In the context of a supportive career guidance relationship, clients may be provided with emotional support and challenges to negative thinking that assist them in the management of distress. Unlike a therapeutic setting, managing emotions is not usually an agreed goal of the intervention, but emotional support is nonetheless a common element of the process. [Hanisch \(1999\)](#) distinguishes approaches that are problem-focused as opposed to symptom-focused. As career guidance is more likely to be the former than the latter, to the extent that career-related problems are the source of distress, then solving them may help to alleviate it. This does not mean that employment-related interventions cannot also directly address symptoms of distress.

The clearest example of this is the use of cognitive-behavioural therapy (CBT) for personal development or condition management with unemployed adults. The evidence is mixed. Not all studies find CBT effective, and in particular, there is a question mark about whether clinical efficacy translates into effectiveness in occupational settings.

❖ Stages

Vocational guidance at the Elementary Stage Not much can be done at the elementary stage strictly in terms of guidance worker can do the following:

- Create the habit of neat and systematic work.
- Create love and respect –a positive attitude for normal work.
- Encourage neatness in work.
- Train the use of the hands of the child.
- Encourage the development of good relations amongst themselves.

- Create and achieve hand-eye coordination.

The purpose of vocational guidance is to help the child through the curriculum and the extra curriculum to develop his /her basic skills and attitudes which are important for successful work.

There are essential requirements for a good worker, whatever be the field, for example, doing the job earnestly neatly and systematically, using what one possesses to an optimum extent, doing it in co-operation with others habits of doing work and proper attitudes towards work may be developed.

Conclusion

It is possible to propose several plausible causal mechanisms through which career guidance interventions might have a direct impact on well-being comparable to therapeutic counselling, or an indirect impact, via promoting participation in healthy work and learning. Although there is a lack of unambiguous evidence demonstrating well-being outcomes of career guidance, there is a sound rationale, and enough evidence to suggest that it is reasonable to expect these impacts might be positive. There remains a pressing need for research to directly evaluate the well-being outcomes of career guidance to inform our understanding of how practice can contribute to the promotion of health and well-being.

This article has made explicit several fundamental considerations facing a 'health aware' career guidance service. In the case of a service working with those with substantive health conditions, there are issues to address in terms of how to reconcile and combine dual health and employment objectives.

However, it is not just specialist rehabilitation services that could adopt health objectives. The promotion of positive well-being in the clients of career guidance services need not require a quasi-clinical approach. It may be relevant to the needs of mainstream service users in educational and occupational settings.

Although the evidence base is at an early stage of development, it is clear that the career guidance community needs to consider the potential well-being effects of its services. It is time to call for practitioners and researchers to discuss the appropriate extent and nature of the profession's involvement in the promotion of health and well-being.

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