The Role of a Teacher in Teaching As a Counsellor

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Abstract

Teaching is a noble profession involves in all round development of the students. A teacher in the classroom works like a friend, philosopher and guide for the effective outcome. This article deals the definition of learning, factors influencing learning, Definition of Guidance and Counselling and elaborate the Role of Teacher as a Counsellor. It will help to sensitize about the interrelation of teaching with guidance and counselling for making teaching learning process effective and fruitful.

Key words : Learning, Guidance and Counselling, Counsellor.

Introduction :

The role of a Teacher is very important as a Guide, as a Counsellor. An effective implementation of a curriculum is depends on the teachers who deliver the curriculum. So the role of a Teacher in this regard to pivotal. A teacher dispels darkness, brings enlightenment and helps the student to choose the correct path. The teacher supporting role brings closer to students. Guidance integrated with the school curriculum can enrich the teaching - learning process and make a school programme more meaningful to a student. Teachers can significantly contribute to the school's counselling programme by giving their full support and encouragement. All children need to be equipped with not only academic skills but also emotional and social skills to promote learning for the development of a total personality. A teacher can help our students as counsellor and give a correct path to innate powers of student. In this paper we will discuss
how the Teacher can provide the necessary nurturing required for the holistic development and blossoming of the student personality.

**Objectives :**

After going through this paper, we will be able to:

1. Define the Learning.
2. Explain what Factor Influence the Learning process.
3. Define the Guidance and Counselling.
4. Difference between Guidance and Counselling.
5. Elaborate the role of a Teacher as a Counsellor.

**What is Learning?**

Learning is a "relatively permanent change in behaviour that occurs as a result of experience." Learning can result from both vicarious and direct experiences. Vicarious means observing someone and learning from the observation and not being directly involved in the experience. Learning also takes place through direct experiences. For example - A child learns how to clap hands by seeing someone else do it is vicarious learning and a child learns to write by practising writing that is direct experiences learning. There are certain distinctive characteristic features of learning that you need to know in order to establish a proper understanding of a process of Learning. These characteristics of learning are:
1. Learning always involves some kind of experience, direct or indirect (vicarious).

2. Behavioural changes that occurs due to these experiences are relatively permanent.

3. Learning is an inferred process i.e. Learning is not directly observable. It is seen through change in Behaviour.

   Behavioural changes that are due to maturation or due to temporary conditions such as fatigue or drug-induced states are not included as learning (Smith et al., 2003)

   \[
   \text{Learning} \quad \text{Experience} \quad \text{Behavioural Change}
   \]

**Factors Influencing Learning Process:**

The teachers observed that every class is miniature world and children vary in their capacities to learn. Some are very quick to grasp concepts, others need several repetitions, while still others may be bright but are not motivated.

An attempt would be made here to bring out some reasons, from amongst the most of reasons, that are responsible for faster and slower rates of learning. As a Guidance Counsellor, Teacher need to also understand that student may be unable to learn because:

- There were certain debilities in the recipient and hence whatever was given by the teacher was not received.
• Certain emotional reasons as fear created by the teacher in class or parental pressure etc. may have acted as barrier in receiving or assimilating information delivered by the teacher.

• Learning material is not suitable and was not imparted properly and systematically.

Thus, there are various factors that influence learning. Some of prominent influencing factors have been categorised as:

• **Within School Factors** : Student, Teachers Factors and School Curriculum practices.

• **Outside School Factors** : Family environment and other social influences.

### Factors Influencing Learning

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What is Guidance & Counselling:

Guidance: Guidance and learning are very closely related. It is considered the function of guidance as establishing a "relationship of developing cognitive maturity, or so called mastery of subject matter, to a developing personal or psychological maturity of the self."

Barr (1958) defines guidance as "the process of helping individuals to assess their abilities and liabilities and to use that knowledge effectively."

Peter and Farwell (1956) : Believe that "guidance as an education construct involves those experiences which assist each pupil to understand himself, herself, accept himself / herself and live effectively in society."

Guidance is also defined as a process of assisting individuals and groups to develop realistic and satisfying goal, plans and activities. Therefore, guidance approach can be of great help in facilitating learning and realizing the learning potential of children in a given environmental context.

Counselling: Counselling can only be done by persons trained to do it. As it requires specific skills and competencies to help the students to relate effectively with the environment make choices and decisions and to resolve cognition. Counselling is the sole prerogative of a Counsellor as teaching is that of teacher.

Shertzer Stone (1976) defined "Counselling as a learning process which individuals learn about themselves, their interpersonal relationships and behaviours that advice their personal development."
Thompson and Poppen (1972) defined “Counselling as a person to person relationship in which one person helps another to resolve an area of conflict that has not been resolved.

Differences Between Guidance & Counselling:

- Guidance is recommended for all students on a regular basis while counselling is for only those who are experiencing continuing or temporary problems that information alone will be resolve. Thus counselling has therapeutic function.
- Guidance attempts to modify behaviours and attitudes through the provision of accurate and usable data. Emphasis is on cognitive or intellectual functioning. On the other hand, counselling attempts to change attitude and behaviours by emphasizing effective involvement.
- Another distinction often made between guidance and counselling is that while guidance is primarily targeted at an individual or classroom size group with a potential for self direction but having a need for information, the focus of counselling on the other hand is primarily individual attention targeted at non secondary school system. At the junior secondary level, the individual student should be guided in identifying his educational opportunities based on his academic potentialities.

Role of a Teacher as a Counsellor:

A teacher's close contact with students provides an opportunity to have a deep insight of student needs, behaviours and aspirations as they develop. Teachers observe their students in the classroom everyday on an average of 180-
200 school day per year for several years. No other adult, except for the parents has such a close contact with the students. More than any other professional in a school setting, teachers occupy a key position in knowing their students. This enables the teacher to establish a relationship with each student based on mutual trust and respect.

Because of this relationship, students are more likely to approach their teachers to discuss their personal problems. Moreover, teachers who have a background in counselling and guidance will be able to deal with students. Problems in a more professional manner. Thus to act as a teacher counsellor, you should have skills in listening attentively, showing empathy and warmth towards students and establishing a relationship of friendliness, mutual respect and regard. You should also be able to provide the requisite help to the students in dealing with their problems and concerns in a professional manner. Infact, a teacher who has undergone this training in guidance and counselling will be able to provide counselling to students, individually or in group to deal with their problems, help which she/he would otherwise not be able to provide.

Teachers can significantly contribute to the schools counselling programme by giving their full support and encouragement, and creating a motivating environment. Teacher support for counselling can also get extended to parents and other in the community. They facilitate relationship building between school and home. All parents want to see their children succeed in school. The teacher can also plan and initiate a counselling programme with the students and involve the parents when it is thought to be necessary. The teacher can also develop in students a positive attitude and respect for all kinds of work,
leading ultimately to inculcating. The teacher directly or indirectly influence the attitudes of the students, which consequently can influence their choice of subject, hobbies, career related decisions and later their work values.

**Conclusion :**

After having a detailed analysis about "The Role of a Teacher in Learning as a Counsellor", it can be concluded that:

1. A Teacher as a Counsellor helping student discover their own abilities and skills and help them in understanding general requirements of the occupations under consideration.

2. A Teacher as a Counsellor help our student to develop a positive attitude towards all kinds of work. This can be done through pointing out the positive aspects of various occupations as well as negative points in all of them. In fact, this will help inculcate dignity of work and positive work values in students.

3. A Teacher as a Counsellor introduce students to careers related problem. If he/she is a subject teacher, they can relate their courses of study to life needs. It is often difficult for students at school stage to understand the relationship of a particular subject. They are studying to its usefulness in their life. If however, the teacher explains this to them, they will be able to visualize present and future life.

4. A Teacher as a Counsellor can help a student to get positive thought, gain confidence, improve behaviour and develop a unique personality to other.
5. A Teacher as a Counsellor can develop all aspect of personality of his/her students. It can help students to grow a healthy personality.

References: