



GAROWE TEACHERS EDUCATION COLLEGE (GTEC)
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LECTURE NOTES ON EDUCATIONAL PSYCHOLOGY
FOR
SECOND SEMESTER FOR DIPLOMA IN PRIMARY TEACHER
AND
DIPLOMA IN SECONDARY TEACHER

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*"The greatest sign of success for a teacher...
is to be able to say, 'The children are now
working as if I did not exist.'"- Maria
Montessori*

Introduction

This topic introduces with the importance and contribution of educational psychology on the theory and practice of education. Every teacher is confronted with the problem of individual differences in the classroom. So, this topic will explain the concept of educational Psychology. It describes the meaning and nature of Educational Psychology. An attempt has also been made to describe the characteristics and importance of learning.

Psychology

The word, 'Psychology' is derived from two Greek words, 'Psyche' and 'Logos'. Psyche means 'soul' and 'Logos' means 'science'. Thus, psychology was first defined as the 'science of soul'.

Psychology is the study of the mind and behavior. The discipline embraces all aspects of the human experience – from the functions of the brain to the actions of nations, from child development to care for the aged.

Some common meaning associated with psychology are:

- The science of mind and behavior
- The mental or behavioral characteristics of an individual or group
- The study of mind and behavior in relation to a particular field of knowledge or activity
- Psychology is the scientific investigation of how people behave, think, and feel. It includes underlying mechanisms that involve the environment, biology, and the mind.
- Psychological investigations try to describe, predict, analyze, and create actionable outcomes that help people. Actionable outcomes include therapy, learning design, altering protocols at a workplace, etc.

Educational Psychology

Educational psychology is a branch of modern psychology, concerned with the learning processes and psychological problems associated with the teaching and training of students.

Educational psychology is defined as that branch of psychology that is concerned with the study of the mental processes and behaviors associated with human learning and instruction.

Educational psychologists ask questions about the nature of learners and learning, the characteristics of effective teaching, and how the nature of classrooms affects learning.

The educational psychologist studies the cognitive development of students and the various factors involved in learning, including aptitude and learning measurement, the creative process, and the motivational forces that influence dynamics between students and teachers. Educational psychology is a partly experimental and partly applied branch of psychology, concerned with the optimization of learning.

More specifically, we can say educational psychology is concerned with an understanding of:

- The child - his development, his need and his potentialities
- The learning situation including group dynamics and its effect on learning
- The learning process-its nature and the ways to make it effective.

Scope of Educational Psychology

Five major areas covered by Educational Psychology are:

- The Learner: Knowing needs and abilities of the learner
- The Learning Process: to help the learner in acquiring learning experience with ease and confidence.
- The teaching- Learning Situation: interaction between the learner and the teacher. It also helps in deciding what learning situation should be provided by the teacher to the learner according to his mental and physical age, his previous knowledge and Interest levels.
- Evaluation of Learning Performance: The main objective of education is all-round development of the learner. It includes cognitive, affective and psychomotor aspects of personality. Educational Psychology suggests various tool and techniques for assessment and evaluation such as performance test, oral test and written test.
- The Teacher: The teacher is an effective force in any scheme of teaching and learning process. It throws light on the essential personality traits, interests, aptitudes, the characteristics of effective teaching etc., so as to inspire, help teacher handle the stress, conflict and anxiety by giving insight into their own personality.

Functions of Educational Psychology:

- To understand the nature, aims and purposes of education;
- Understanding and appreciation of the scientific procedures by which the data of educational psychology are obtained;
- To provide a significant knowledge of developmental process with particular emphasis upon the promotion, guidance and control of mental and moral aspects;
- To provide an understanding of the principles governing learning, together with knowledge of the techniques for guiding improvement in learning and their application to the practical problems in the classroom;

- To present the theories underlying the measurement and evaluation of mental abilities, aptitudes, achievements, interest and personality organization;
- “Concluding Function” to inculcate in the prospective teacher the realization that the most essential purpose of teaching is that the student learn;

GROWTH AND DEVELOPMENT

Growth and Development do not take place in a random manner. They tend to follow certain principles underlie certain process of development, which can be observed in all human being.

- **Growth refers to** specific body changes and increases in the child's size (such as: height, weight and body mass index). These size changes can easily be measured.
- **Development refers to** the qualitative changes in the individual that bring functional maturity in the individual. Development can be observed. Development follows a pattern which is continuous, orderly, progressive and predictable
- For example, if we measure the height and weight of the child then we are dealing with the concept of growth but when we talk in terms of improvement in functioning like writing with pen or keeping objects on high place, then these changes in the child denotes developmental process. Thus, we may conclude that growth stops after a certain age whereas development may go on.

Factors Affecting Growth and Development

- **Heredity (Nature):** Heredity refers to inherited or genetic characteristics. Heredity forms a base for the biochemical uniqueness of each individual. Heredity therefore determines what we can do and what we cannot do. Almost everything about human development may be determined at conception. However, there is another factor responsible.

External Factor: (Environment, Illness, Nutrition, Preparedness).

- ✓ **Nutrition:** Poor nutrition will lead to retarded growth, and unbalanced diet will bring diseases.
- ✓ **Illness:** An illness that lasts several months can severely disturb the growth of especially poorly fed children.
- ✓ **Environment:** Nurture refers to how a child is reared, but environment is more than rearing.
- ✓ **Family:** many aspects of the family shape a child's development such as;
- ✓ **Socio-economic status; A family's socio-economic status depends on the parents' occupation and income; their education, and social status.**
- Children from high socio-economic status families tend to be favored over those from lower one.
- Marital Status
- **Siblings;**
- **Culture and Child Rearing Practices:** Culture means the norms and practices of a particular group of people. These differ widely from one society to another.
- **Peers:** Children spend most of their time interacting with other

children.

- School helps promote all aspects of the growth and development of an individual.

Areas of Growth and Development

Children change over time, from being new-born to growing into a fully functioning adult; going from dependence to independence. Every child has several stages of growth. Each development stage has a milestone to reach. The various developments that take place during an individual's lifetime are physical, social, emotional, intellectual, and language.

- **Physical Development:** The body increases in skill and performance over time, going through gross motor development (learning to use large muscles, such as the arms and legs), and fine motor development (learning to use muscles to make precise movements, such as the hands and fingers). **Fine Motor skills** are small muscles groups, including hands, wrists, fingers, feet and toes. **Gross motor skills** are to do with large muscle groups; including the coordination of arms, legs and other large body parts.
- **Social Development:** It concerns how a child interacts with other people and things. Children develop relationships with others, and learn how to socialise and follow social custom. This form of social development is closely aligned to intellectual development.
- **Intellectual Development:** It was noted that child's cognitive skills develop the most in the early years than at any other time in their lives. Even new-born babies have a natural interest in the world by looking at shapes and objects, and eventually responding to different sounds and gestures. A child's brain does most of its development during early childhood, so thorough stimulation from a young age supports positive brain development and curiosity.
- **Emotional Development:** Babies are born with the ability to show basic emotions such as happiness or distress. A baby's emotions broaden as they are socialised with during childhood, with more emotions learned and displayed as they get older.
- **Speech and Language Development:** The ability to communicate with others, ranging from children their own age to parents, teachers, and other adults. These skills do not simply include speech and the words we use to communicate with one another, they also encompass the gestures and physical components we use to communicate with one another. Community and interaction help to develop speech and language skills. Children have to learn to communicate with everyone around them.

Stages of Child Development

Piaget's stages of development are part of a theory about the phases of normal intellectual development, from infancy through adulthood. Piaget's four stages of intellectual (or cognitive) development are:

1. Sensorimotor. Birth through 2 years:
 - During the early stages, according to Piaget, infants are only aware of what is right in front of them. They focus on what they see, what they are doing, and physical interactions with their immediate environment. Because they don't yet know how things react, they're constantly experimenting. They learn about the world through trial and error.
2. Preoperational. Toddlerhood 2- 7 years:
 - During this stage, young children are able to think about things symbolically. Their language use becomes more mature. They also develop memory and imagination, which allows them to understand the difference between past and future, and engage in make-believe. But their thinking is based on intuition and still not completely logical. They cannot yet grasp more complex concepts such as cause and effect, etc.
3. Concrete operational. 7 to 11 years
 - In this stage, children show logical, concrete reasoning. They are increasingly aware of external events. They begin to realize that their own thoughts and feelings are unique. However, during this stage, most children still can't think abstractly or hypothetically
4. Formal operational. Adolescence through adulthood
 - In this stage, children reach intellectual development, usually at age 11 and more. They are able to use symbols related to abstract concepts, such as algebra and science. They can think about things in systematic ways, come up with theories, and consider possibilities. They also can consider abstract relationships and concepts such as justice.
 - Although this is the fourth stage, Piaget believed in lifelong intellectual growth. He also said that continued intellectual development in adults depends on the buildup of knowledge.

Human Learning

Introduction

An understanding of how people learn is necessary if learning is to take place effectively. This unit provides an overview of human learning, the factors that contribute to the learning process, and some theories of learning in order to put practice the theories of learning in classroom practice.

- Learning is defined as a relatively permanent change in a person's knowledge or behavior as a result of experience. This definition connote 3 things:
 1. *The change is long-term*
 2. *The source of change comes from within the external structures of memory or knowledge of the individual.*
 3. *The change is attributed to the personal experiences of the learner in his/her environment.*
- Learning happens even beyond the classroom; it happens in daily situations. According to the social cognitive theory, there is an interaction of *personal* (cognition, personality, motivational, orientation), *environmental* (family, schools and other settings, peers and social relationships), and *behavioral factors* (feedback and consequence) that accounts for behavioral change.

Types of learning

1. Instrumental learning - learning how to do the job better once the basic standard of performance has been attained.
2. Cognitive learning - outcomes based on the enhancement of knowledge and understanding.
3. Affective learning - outcomes based on the development of attitudes or feelings rather than knowledge.
4. Self-reflective learning - developing new patterns of understanding, thinking and behaving and therefore creating new knowledge.

Characteristics of Learning

- Learning is change in behavior
- Learning is a continuous life long process
- Learning is purposive and goal directive
- Learning is transferable from one situation to another
- Learning helps balanced development of the personality.
- Learning helps in realization of goal of life.

Factors Affecting Learning

- **Learner related factors**
 - Learner's physical and mental health
 - Readiness and will power
 - Motivation level
 - The basic potential of the learner
- **Teacher related factors**
 - Mastery over the subject
 - Skills of teaching
 - Personality and behavior of the teacher
 - Mental health of the teacher
 - Discipline of the teacher
- **Content related factors**
 - Nature of the contents
 - Selection of contents
 - Organizing of contents
- **Process related factors**
 - Methodologies: linking of new knowledge with the past, utilizing maximum number of sense, revision, feedback, practical work
 - Teaching and learning environment and resources: adequate resources and conducive learning environment.

Four Stages of Learning

1. Attention: focusing on information to be received to be interesting and useful
2. Retention: storing information into mental
3. Retrieving: recalling information from mental
4. Motivation: repeating the process constantly

Learning Strategies

1. **Surface learning.** Students simply accept information presented to them and memorize them in an isolated and unlinked manner.
2. **Deep learning.** The deeper understanding of information by creating significant meaningful links across different concepts and how it can be applied in practical ways.

How People

In general, people learn different ways. Individual learners will have different styles - a preference for a particular approach to learning. This is called Learning Styles.

Learning Styles

There are four main types of learners: **visual**, **auditory**, **kinesthetic**, and **reading/writing**. Most people are a combination of these four styles, but they have a predominant style of learning. Each of these styles has a complementary way of teaching.

- **Visual learners** are individuals who prefer to take in their information visually such as maps, graphs, diagrams, charts, and others. The best way to present to visual learners is by showing them the relationship between different ideas visually. For instance, when explaining a scientific process, it can be done by using a flow chart.
- **Auditory learners** are individuals who learn better when they take in information in auditory form when it is heard or spoken. Auditory learners learn best when information is presented to them via strategies that involve talking, such as lectures and group discussions.
- **Kinesthetic learners** are individuals who prefer to learn by doing. They enjoy a hands-on experience. They are usually more in touch with reality and more connected to it, which is why they require using tactile experience to understand something better. The best way to present new information to a kinesthetic learner is through personal experience, practice, examples, or simulations.
- **Reading/writing learners** consume information best when it's in words, whether that's by writing it down or reading it. To them, text is more powerful than any kind of visual or auditory representation of an idea. These individuals usually perform very well on written assignments.

How Child Learns and Adult Learns

Individuals have different attitude, perspective and preferred learning styles that affect the learning process. They also have different background and experiences they bring to learning experience. An age is a factor that effects on learning process. So, understanding how particular learners learn will enhance the learning experience and maximize the effectiveness of the learning.

Below Table comprise how children learn and how adults learn:

Children	Adults
<ul style="list-style-type: none"> • Rely on others to decide what is important to be learned. 	<ul style="list-style-type: none"> • Decide for themselves what is important to be learned.
<ul style="list-style-type: none"> • Accept the information being presented at face value. 	<ul style="list-style-type: none"> • Need to validate the information based on experiences
<ul style="list-style-type: none"> • Expect what they are learning to be useful in the future 	<ul style="list-style-type: none"> • Expect what they are learning to be immediately useful
<ul style="list-style-type: none"> • Have little or no experience upon which to draw 	<ul style="list-style-type: none"> • Have much past experience upon which to draw
<ul style="list-style-type: none"> • Little ability to serve as a knowledgeable resource 	<ul style="list-style-type: none"> • Significant ability to serve as a knowledgeable resource
<ul style="list-style-type: none"> • Encourages convergent thinking 	<ul style="list-style-type: none"> • Encourages divergent thinking
<ul style="list-style-type: none"> • Use specific concrete thought 	<ul style="list-style-type: none"> • Use generalized abstract thought
<ul style="list-style-type: none"> • Rote learning 	<ul style="list-style-type: none"> • Active learning
<ul style="list-style-type: none"> • Subject centered 	<ul style="list-style-type: none"> • Task or problem centered
<ul style="list-style-type: none"> • Motivated by external 	<ul style="list-style-type: none"> • Motivated by internal
<ul style="list-style-type: none"> • rewards/punishment 	<ul style="list-style-type: none"> • incentives/curiosity

Role of Teacher in Child Development

Early childhood education is crucial in a child's development as it lays the foundation for future learning and growth. It is a time when children learn the essential skills, values, and attitudes that shape their personalities and determine their future. The role of teachers during these early years is vital as they are the ones who provide children with the care, love, and guidance they need to grow and develop into confident and capable individuals.

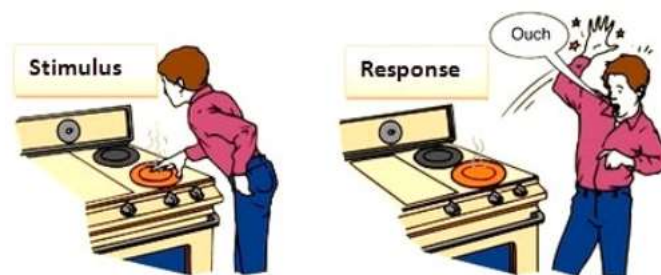
- The relationships children form with their teachers during their early years profoundly impact their development. Children who feel loved, valued, and supported by their teachers are more likely to be confident, curious, and engaged in learning.
- Teachers are critical in providing children with a safe and secure environment.
- Nurturing a positive classroom culture is critical for children's well-being and development.

Theories of Learning

A theory is a system of ideas intended to explain something. A theory is a set of interrelated concepts that present a systematic view of phenomena by specifying relations among variables to explain the phenomena.

Behavioral Theory

- I. Behaviorism theory¹: explains human behavior based on observable **stimulus-response** associations without referring to mental processes.



A stimulus is a change that causes a response, and a response is a reaction that happens.

Types of Behaviorism Theory

- **Operant condition** is a learning method that employs rewards and punishments for behavior(whether negative or positive). There are two principles of operant condition as follows:
 - **Reinforcements** (Positive or Negative): Increase the rate of behavior.
 - **Punishments** (Positive or Negative): Decrease the rate of behavior.
- **Classical Condition** is the process of pairing two stimuli together so that if one stimulus can trigger a reaction, the other can do the same simply by association. This type of learning significantly influenced the school of thought in psychology, known as behaviorism.

¹ Behaviorism was formally established with the 1913 publication of John B. Watson's classic paper, "Psychology as the Behaviorist Views It. Early work in the field of behavior was conducted by the Russian physiologist **Ivan Pavlov** (1849–1936).

Application of behaviorism learning theory:

- Drill/rote work
- Repetitive practices
- Participation points
- Bonus points
- Verbal reinforcement
- Establishing rules

- II. Cognitivism Theory² makes mental processes the primary object of study. It believes knowledge is acquired through perception, thinking, imagination, remembering, judging, problem-solving and selective attention. This theory is based on the ideas that humans process the information they receive rather than merely responding to stimuli. Thus, learning is a change in knowledge stored in memory, not just a change in behavior.



Application of cognitive learning theory:

- Classifying information
 - Linking concepts(associate new content with something known)
 - Real world examples
 - Discussion
 - Problem solving
 - Providing picture
 - Providing structure(organizing your lecture in efficient and meaningful ways)
- III. Constructivism Theory³ is based on the premise that knowledge can not be transmitted but has to be constructed by the individual. Learning is based on how the individual interprets and creates the meaning of his or her experience. The learner constructs knowledge, and since everyone has different experiences and perceptions, learning is unique and different for each person.

² **Piaget** (1936) was the first psychologist to make a systematic study of cognitive development.

³ *Constructivism theory* is based on the *historical* works of Dewey (1859-1952), Piaget (1896-1980) and Vygotsky (1896-1934).



“Perception is the process of becoming aware of situations, of adding meaningful associations to sensations.”

Constructivist theorists believe that learning is a process in which individuals construct new ideas or concepts based on prior knowledge or experience. Therefore, to be successful, the learner needs a significant knowledge base upon which to interpret and create ideas.

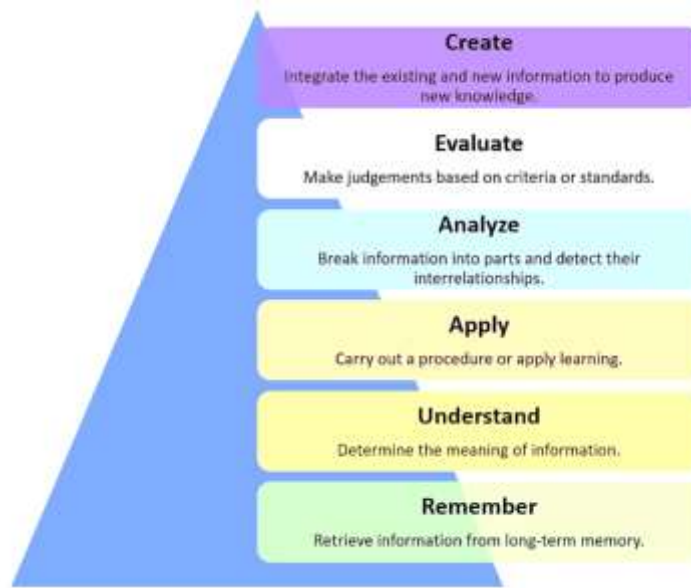
Application constructivism:

- Case studies
- Research projects
- Problem-based learning
- Brainstorming
- Group work
- Discovery learning
- Simulations

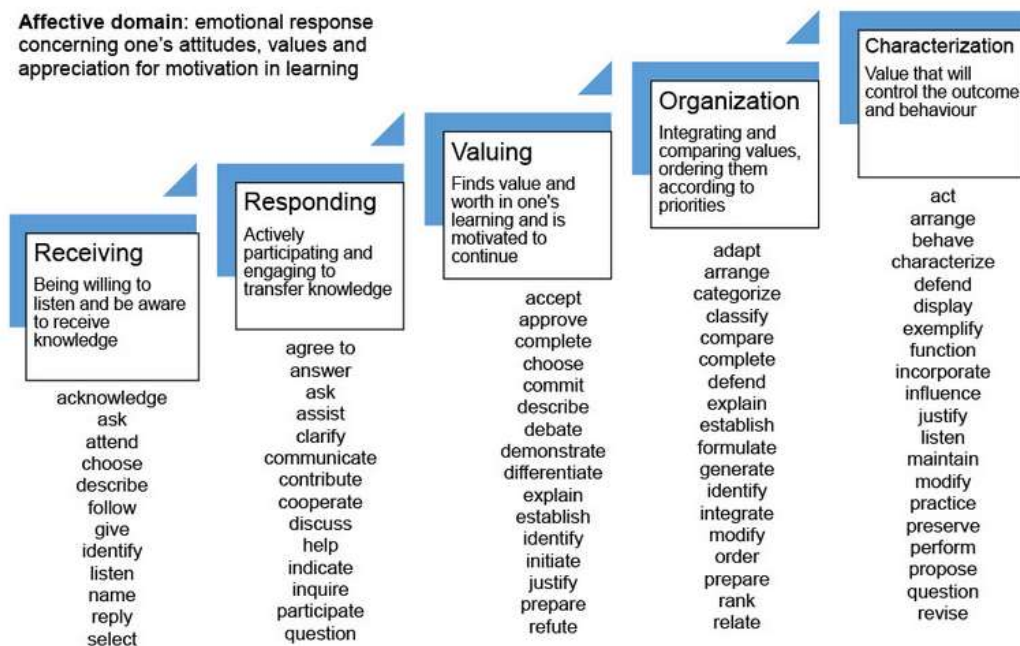
Bloom’s Taxonomy Theory

Bloom’s Taxonomy (Bloom1956) is one of the most recognized learning theories in education. Bloom’s Taxonomy comprises three learning domains: cognitive, affective, and psychomotor, and assigns to each of these domains a hierarchy that corresponds to different levels of learning.

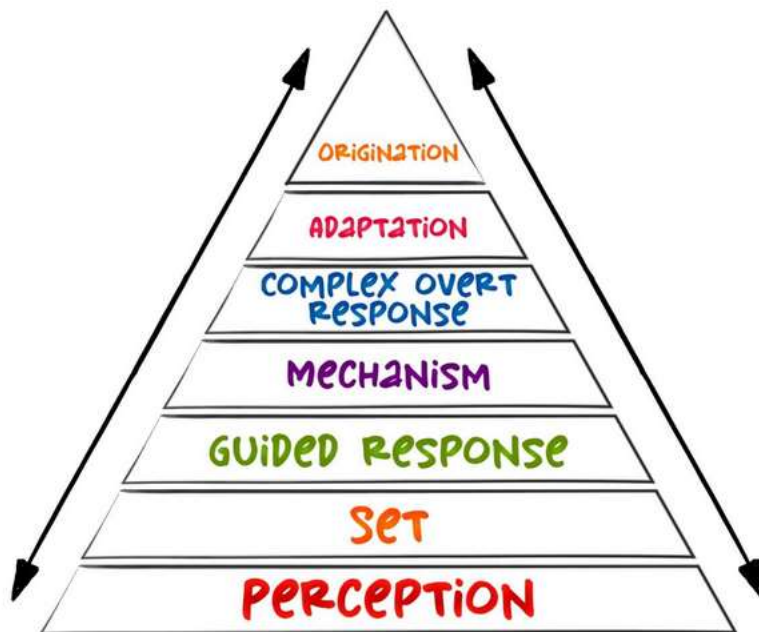
- **Cognitive Domain** contains learning skills mainly related to mental (thinking) processes. The cognitive domain involves the development of our mental skills and the acquisition of knowledge. The six categories under this domain are:



- **Affective Domain:** the affective domain involves our feelings, emotions, and attitudes. This domain is categorized into 5 sub-domains, which include:



- **Psychomotor domain** is comprised of utilizing motor skills and coordinating them. The seven categories under this include:



- Perception: the ability to apply sensory information to motor activity. Example: A cook adjusts the heat of the stove to achieve the right temperature for the dish.
- Set: the readiness to act. Example: a fat person displays motivation in performing planned exercise.
- Guided Response: the ability to imitate a displayed behavior or to utilize trial and error. Example: a person follows the manual in operating a machine.
- Mechanism: the ability to convert learned responses into habitual actions with proficiency and confidence. Example: a person was able to cook a delicious meal after practicing how to cook it.
- Complex Overt Response: the ability to skilfully perform complex patterns of actions. Example: Typing a report on a computer without looking at the keyboard.
- Adaptation: the ability to modify learned skills to meet special events. Example: A designer uses plastic bottles to create a dress.
- Origination: creating new movement patterns for a specific situation. Example: An Engineer draws a new design routine.

Guidance and Counselling

Introduction

One purpose of education is to help the individual become a useful member of society. Thus, it is necessary to receive proper guidance and counseling to develop his/her personality fully. Guidance and counseling emerge as sectional elements of every educational activity. Counseling is part of the guidance. This lecture will introduce the basic concept about guidance and counseling.

Definition of Guidance

In this lecture, it will be focused on the following definitions:

- 1- Guidance is the process of helping individuals to understand themselves and their world.
- 2- Guidance is process through which an individual can solve their problem and pursue a path suited to their ability.

In short, guidance is an educational service that is designed to help students make more effective use of the school training.

Purpose of Guidance

- To promote the growth of the individual in self-direction
- To help the individuals to adjust to the environment.
- To optimize development of individual
- To understand and direct yourself
- To growth and develop academic achievement

Need for Guidance

Basically, human being needs help. Every needs assistance at sometimes in his/her life. So, guidance is needed for the following reasons:

- Psychological reason
 - o Individual difference
 - o Different stages of development
 - o Personality
 - o Benefiting available opportunity
- Sociological reason
 - o Need for proper use of human energy
 - o Lack of guidance at home
 - o Increasing moral belief
- Educational reason
 - o Help in proper choice of courses

- Help in proper choice of careers
- Minimize wastage
- Help exceptional children

Elements of Guidance

- It focuses our attention on the individual and not the problem
- It leads to discover the abilities of an individual
- It is based upon the assets and limitation of an individual
- It leads to self-development and self-direction
- It helps the individual to plan wisely for the present and the future
- It assists the individual to become adjusted to the environment
- It assists to achieve success and happiness.

Principles of Guidance

- **Universal requirement:** Means all individuals at all stages of their development need guidance regardless age, sex, status, etc.
- **Goal Oriented:** It is one of the planned activity which is carried out by the counsellor and counselee to attain the goal.
- **Continuous Process:** It cannot be restricted to problem solving situation only.
- **Evidence:** It based on the reliable data, therefore, have adequate evidence before starting the process.
- **Professional Activity:** It should not be carried out by anybody but should be rendered by the trained professional only.

Types of Guidance

- Educational Guidance
- Vocational Guidance
- Personal Guidance
- Social Guidance
- Health Guidance

Educational Guidance

Guidance and counseling is an important in education.it will provide assistance to perform satisfactorily in the academic works and also helps for the chose appropriate course for the study . helps in overcoming learning difficulties. expert assistance is also required for enabling the student in making proper adjustment in relation to general academic life adjustment to effect maximum intellectual, emotional and physical development.

Vocational Guidance

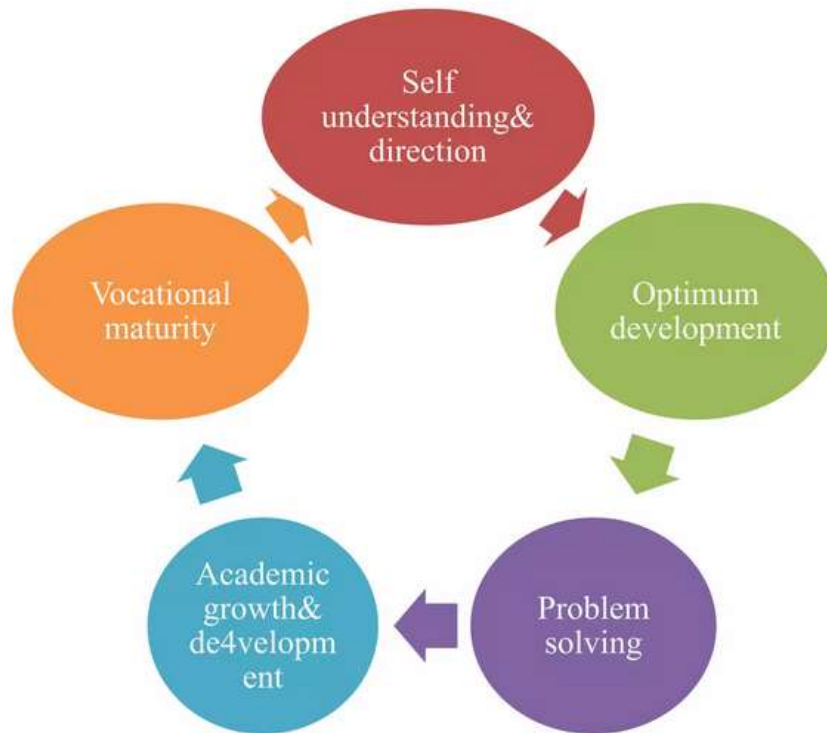
-in which student need guidance for assistance provided for selection of a vocation and preparation for same, and concerned with enabling clients to acquire information about career opportunities.

Personal Guidance

Students face many health problems related to themselves ,their friends ,family , teachers, educational achievements and social adjustment feeling of disappointment ,unfavorable atmosphere at home for studies , strained and unhappy interpersonal relationship progress in study is hampered. Expert guidance has to be provided to those students to face the situations with confidence.

Functions of Guidance

The following are main functions of guidance.



Definition of Counselling

- Counseling is defined as face to face relationship in which growth takes place in the counselor and counselee.
- Counseling is an interactive process that facilitates a meaningful understanding of self and environment and results in establishing goals and values for future behavior.

In short, counseling is a specialized service of guidance designed to help students take responsibility and make decisions for themselves.

Basic Component of Counseling

- Rapport
- Communication
- Understanding
- Change in feeling and expressions
- Planning of counseling interview

Need of Counseling

Counseling is required in the following situations:

- When a pupil requires reliable information and an interesting interpretation of that information, it can solve his/her difficulties.
- When a pupil needs an intelligent listener with more experience than the pupil to whom he/she can recite his/her difficulties.
- When the pupil has some problem but s/he is unaware of that problem, s/he is to be made aware of that problem.
- When the pupil suffers the main maladjustment problem or some handicap which is temporary and which needs careful long due to diagnosis by an expert.

Types of Counselling

There are three levels of counseling

- Informal counseling
- Non-specialist counseling
- Professional counseling

Characteristics of Counseling

- It is a purposeful learning experience for the counselee
- It is the purposeful oriented and private interview between the counselor and counselee
- Based on mutual confidence satisfactory relationship will be established
- The counseling process is structured around the felt needs of the counselee.

- The main emphasis is the counseling process is on the counselee's self-direction and self-acceptance
- It is only one aspect of guidance.

Media of Counseling

- Study centers
- Face-to-face contact
- Interview
- Letters
- Phones
- Radio
- Television
- Broadcast
- Social Media
- Teleconference

Counseling Procedure

- Analysis
- Synthesis
- Diagnosis
- Projection
- Counseling
- Follow up

Counseling Techniques

- Establishing Rapport
- Cultivating self-understanding
- Advising and planning a program of action
- Explanatory methods
- Referral to other personnel workers

Phases of Counseling



Quality of Counseling

1. Interpersonal relationship

- Friendly nature
- Fairness
- Sincerity
- Tactfulness
- Patience
- Ability to maintain confidentiality
- Respect clients abilities
- Attentive listener
- Speaks in client language
- Capacity for being trusted by others.

2. Personal Adjustment

- Show matured behavior
- Maintain emotional stability
- Flexibility and adaptability
- Aware of one's limitations.
- Able to accept criticism
- Mentally sound
- Knowledge of self

3.Scholastic potentiality and educational background

- Should be motivated and committed.
- Aware of polices, beliefs, and misconceptions existing with in the local community.
- Highly cultured social interests
- Capacity for work
- Intelligent to tackle the situations effectively
- Positive interest
- He will have master degree in the essential area of guidance programme
- Ability to work with people.

4. Health and personal appearance

- Pleasing voice
- Pleasing appearance
- Freedom from annoying mannerisms.
- Neatness.

5. Leader ship

- Ability to lead other
- Reinforce important information
- Guidance the counsellee to choose appropriate method for problem solving.

6. Philosophy of life

- Good character
- Positive philosophy of life
- Integrated personality
- Faith in human value
- Show significant spiritual and religious values.

7. Professional dedication

- Possess vocation interest and interest in guidance work.
- Show loyalty, enthusiasm to provide service for student
- Willing to work beyond call of duty.

Difference between Guidance and Counseling

BASIS FOR COMPARISON	GUIDANCE	COUNSELING
Meaning	Guidance refers to an advice or a relevant piece of information provided by a superior, to resolve a problem or overcome from difficulty.	Counseling refers to a professional advice given by a counselor to an individual to help him in overcoming from personal or psychological problems.
Nature	Preventive	Remedial and Curative
Approach	Comprehensive and Extroverted	In-depth and Introverted
What it does?	It assists the person in choosing the best alternative.	It tends to change the perspective, to help him get the solution by himself or herself.
Deals with	Education and career related issues.	Personal and socio-psychological issues.
Provided by	Any person superior or expert	A person who possesses high level of skill and professional training.
Privacy	Open and less private.	Confidential
Mode	One to one or one to many	One to one
Decision making	By guide.	By the client.

