



STATUS OF GUIDANCE PROGRAM IN THE SECONDARY SCHOOLS OF MYSORE CITY

DR. SHARMISTA

Associate Professor
Dept. of Studies in Education
BGS. B .Ed. College
University of Mysore
Manasagangothri, Mysore – 06
Karnataka, **INDIA**

ABSTRACT

The aim of education is to achieve the fullest possible realization of possibilities inherent in the individual. Education fosters all aspects of an individual's personality. Guidance is an integral part of education and helps in achieving the goals of education. Guidance is quite essential for the development of individual which is the main objective of education. The student life is getting complex day by day . Guidance is needed to help the students for optimum achievement and adequate adjustment in the varied life situations. Need analysis of the students in the schools shows the need of guidance and counseling services in the education, profession, vocation, social, health, moral, personal, and marital areas. Guidance program needs to be introduced in our colleges and universities taking into consideration, our rapid educational and economic growth, there is a need for guidance in our educational policy. We can see that the need for guidance and counseling becomes increasingly pressing as economic and educational strides are being made in the country. Each student needs to be helped to strengthen his abilities to make appropriate choices and to face problems encountered in society. Those who fall by the way side because of physical, intellectual or emotional inadequacy particularly need guidance. The varied needs of the educational system, administration, and students makes guidance and counseling an important issue in our schools system. Guidance and counseling is very important in our schools as it helps students to face the challenges of life and be useful to themselves and the society in which they live. Considering the importance of guidance in schools this paper presents a survey of the status of guidance programs in the secondary schools of Mysore city. The study sampled 336 respondents selected from various secondary schools of Mysore city.

INTRODUCTION

The school is expected to provide more than just teaching and instruction. A school guidance programme includes all those activities other than instructional which are carried out to render assistance to pupils in their educational, vocational ,personal development and

DR. SHARMISTA

1Page



adjustment. The fundamental aim of guidance program being the maximum development of the individual all guidance programs must be geared towards attainment of the goal. Guidance and Counselling can be defined as from the word "Guide" which means to direct, pilot, manager, steer, aid, assist, lead, and interact, while counselling can be seen as the process, by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that this problems may be solved. From the two definitions, it can be seen that the term guidance is broader than counselling. While guidance is combination of services, counselling is just one service under guidance. Paradoxically as it may seem, and inspite of the above observation, it is still true to say that just as there is counselling in guidance there are also elements of guidance in counselling. Guidance services can assist the pupils in knowing themselves -their potentialities and limitations, making appropriate choices in educational, vocational and other fields. Some of the important guidance services are;

The orientation services

At the secondary stage educational guidance should help the pupils to understand themselves better, to understand different aspects of the school, to select appropriate courses to get information about different educational opportunities, to develop good study habits. The students should be helped to be acquainted with the vocational implications of various school subjects.

Vocational Guidance

Bread and butter aims|| is one of the main aims of education. Due to advancement in science and technology and consequent changes in industry and occupations have been emerged. There are thousands of specialized jobs. In this context, there is a great need for vocational guidance. Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career. The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual. Some of the aims and objectives of vocational guidance are:

- Assisting pupil to discover his own abilities and skills to fit them into general requirements of the occupation under consideration.
- Helping the individual to develop an attitude towards work that will dignify whatever type of occupation he may wish to enter



- Assisting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations.
- Assisting pupils to secure relevant information about the facilities offered by various educational institutions engaging in vocational training.
- At the secondary stage vocational guidance should help the students to know themselves, to know the world of work, to develop employment readiness to develop decision making rules.

The individual student spends only a small portion of his time i.e. 4 to 6 hours per day in school. The rest of the time needs to be effectively managed and utilized by the child for his progress and development. Avocational guidance helps the child to judiciously utilize the leisure time. The other co-curricular activities play an important role in all round development of the child. But many parents, teachers and children put secondary importance to these activities. The students need to be properly guided for effective participation in varied types of avocational pursuits so that they are able to shape their interpersonal behavior in desirable direction and widen their outlook.

Social Guidance

We are social animals. But social relationships constitute a problem area for most of the students. An educational institution is a miniature society and pupils from different socio-economic status, linguistic and socio-cultural background read there. Students some time may face problems in adjustment and social relationship. It is very important that the students should be helped in acquiring a feeling of security and being accepted by the group; in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance may be provided by family, religious institutions, media etc.

Moral Guidance

Moral values occupy an important place in our life. Some times due to influence of diverse factors students tell lies and indulge in undesirable practices. Moral guidance helps in bringing these students in to proper track and help in their all round development.

Health Guidance

Health is regarded as the wealth. Total health i.e. preventive and curative is the goal of health guidance. The health guidance maybe a cooperative effort of principals, doctors, counsellor/psychologist, teachers, students and parents. For promoting preventive



care the conditions of school hostel, canteen needs to be checked. Similarly health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance in HIV/AIDs in the secondary stages.

Leisure

Guidance for leisure is basically a part of personal guidance. The individual should know how to utilize his leisure time fruitfully. Leisure generally refers to free time a person has at his disposal. But unfortunately most of us do not know how to utilize the leisure time. That is why guidance for leisure is necessary. Leisure can be fruitfully utilized for two purposes. First of all leisure provides us time for personal development. One can increase his efficiency by utilizing his leisure time. The second use of leisure is that it helps the individual to be more productive by getting the necessary rest and recreation. It has also been suggested that individuals should spend their leisure time in social welfare activities. For professional growth individuals must take active interest in the professional society of his profession.

Need for this study

Formal guidance and counselling can be traced to America in the late 1890s and the early 1900s. Frank Parsons who has been called the father of vocational guidance was among the pioneers of the guidance and counseling movement. Through his efforts, guidance and counselling became an organized service and it gained recognition for its important contribution in society. Parsons established formal guidance and counselling and career institution in the USA, and set the pace for the development of psychological testing. Gradually the guidance and counselling movement developed into an organized service, which has continued to make a significant contribution to the development of society (Makinde, 1984). Guidance and Counselling plays a significant role in the overall growth and development of a high school student and is therefore an essential part of school curriculum. This is because high school students are at the stage of adolescence which is characterized by many physical and psychological changes which pose a number of personal, social and educational challenges (Mutie & Ndambuki, 1999). Guidance and counselling is not emphasized in education system. This is probably because it is assumed that guidance and counselling could be provided at home by parents and the community or in religious set ups by ministers and religious leaders (Mutie and Ndambuki, 1999). And as a means of instilling discipline among school age children, the education system encouraged physical punishment that included caning and manual work. The last half of the 1900s and the early 2000s, have witnessed a rise in the cases of indiscipline and unrest in secondary schools in Kenya (Achieng, 2007). This state of affairs coupled with social, economic, political, educational and leisure changes has necessitated the introduction of guidance and counselling as a means to counter this trend. According to Ngumi (2007) the provision of guidance and counselling in



secondary schools is riddled with a number of problems which are attitudinal, structural, human and cultural. These include failure to engage in a careful diagnosis of the organizational problems that guidance and counselling was designed to solve. There is also lack of trained school counsellors in institutions of learning, and lack of enough time and facilities and reference materials for use by guidance personnels. It was against this background that this study undertaken.

Methodology

The study adopted an ex-post facto descriptive survey design. The study covered selected government and private schools within Mysore city. Purposive and simple random sampling techniques were employed in selecting the sample for the study. The study was limited to 14 secondary schools randomly drawn from Mysore city. Out of 14 schools 7 were government schools and the remaining 7 were private schools. The sample comprised of 112 secondary school teachers out of which 56 teachers were from government schools and the remaining 56 teachers were from private schools. 14 headmasters/headmistresses, 7 from government schools and 7 from private schools were also included in this study. 210 students 15 students from each school were also selected for this study; The tools used to obtain data were

- Secondary School Students' Questionnaire (SSSQ),
- Secondary School Teachers' Questionnaire (SSTQ); and
- Secondary School Head Teachers' Questionnaire (SSHTQ). study.

The data obtained were analysed using descriptive statistics.

Findings of the study

- Only 5% of students ,55% of teachers and 75% of head masters /headmistresses were aware of guidance and counseling programs.
- 71% of the headteachers felt that that guidance and counselling is not necessary in the schools; 52% of the head teachers said that that guidance and counselling cannot boost discipline among the students; 76% felt that guidance and counselling cannot improve students' academic performance. This negative attitude towards guidance and counseling by head teachers posed a big challenge to provision of effective guidance and counseling.
- Guidance and counselling services are a necessity in schools said 88% of students, 63% of teachers .



- Guidance and counselling boosts student's ability to make decisions informed 85% of students, 42.8% of teachers.
- Guidance and counselling assists students in career choice said 79% of students, 76.6 % of teachers and 56% of the heads of the institutions.
- Only 49% of the students felt that guidance and counselling has a role to play in enhancing their ability to choose careers.
- 92% of teachers and 95% of headmasters/headmistresses felt that the available guidance resources were inadequate to meet their guidance and counselling needs. They also considered the guidance and counselling office, and career resource centre insufficient.
- 89% of teachers and 96% of headmasters/headmistresses felt the time allocated for guidance was adequate or no time was allotted for guidance. It was also cited lack of time as a handicap in the provision of guidance and counselling, stating that most teachers are overloaded and often suffer from professional burnout.
- 99% of teachers and headmasters did not have any formal training for guidance and counseling. They were not even aware of the institutions and courses for guidance and counseling.
- 99% of headmasters/headmistresses opined that there was lack of requisite support to guidance and counselling programmes.
- 87% of teachers and 98 % of headmasters and headmistresses said that there was a need for schools to provide basic counseling materials, a counselling office equipped with career resources and school administration should endeavour to reduce teacher's workload so as to have enough time to offer the guidance and counseling service.
- Guidance services are designed to help students to recognize, accept, and develop their potential, to adjust to school, and to develop the skills they need to cope with the problems they meet were the opinions given by 78% of secondary school students.



REFERENCES

- Achieng, A.(2012).*Guidance and Counseling .Educational, Career and Special Cases counseling:An Introduction Exact concepts* (2007) KaswangaPrinters and Press Consultancy Ltd.. 2nd Edition ISBN: 9966 722055 0 5
- Makinde.O,(1984).*Fundamentals of Guidance and Counselling*Published by Macmillan, London, 1984 ,ISBN 10: 0333335775 ISBN 13:9780333335772
- Mutie,E.K.and Ndambuki,P.W(1999).*Guidance and Counselling for Schools and Colleges*.Nairobi:Oxford University Press.
- Ngumi O, (2007). *Challenges Facing Secondary Schools' Guidance Counselors in Kenya*. Journal of Education and Human Resources. Vol.4 (1), pp 20-33.