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Rakesh Pandey

Research Scholar, MSMSR,
MATS University, Raipur,
Chhattisgarh, India

Impact of counseling & guidance services on development of students of government higher secondary schools

Rakesh Pandey

Abstract

The purpose which guided this study was to explore the need for introducing guidance and counseling services in Government higher secondary schools in Chhattisgarh. The study used a survey research method and data were gathered through questionnaires, administered to 400 students in the sampled Government higher secondary schools in Chhattisgarh. The data collected were statistically analyzed to check association between attributes of the respondents and their perceptions and preferences for introducing guidance and counseling services in Government higher secondary schools in Chhattisgarh state. The study found that all the respondents favored introducing guidance and counseling services in schools. Moreover, they also indicated the need of properly trained teachers for inculcating counseling and guidance services in schools.

Keywords: Guidance and counseling, higher secondary school

Introduction

The concept of guidance is as old as human race. Almighty Allah has sent one hundred twenty four thousands prophets for guidance of people. The history of the human race tells us that the need for some sort of guidance and counseling, especially for young ones has always been felt. This need however became more severe and more pressing due to growing complexity of the modes of living and other complications associated with it. Both Parents and teachers, therefore, should understand fully the need for adequate guidance and counseling. In addition, quite a large number of students in our schools, colleges and universities find themselves in the grip of personal adjustment problems. Loneliness, feeling of insecurity, conflicts with peers and teachers, low academic achievements, bad company and sexual harassment all create tension and anxiety in the students. All these factors make it necessary that we take a hard and realistic look at our education system to find out ways and means to help the students. It is felt that institutions of education should shoulder this responsibility (Landy, 2006) [8]. This paper attempts to explore respondents' perceptions regarding introducing guidance and counseling services.

Guidance: The word "guide" means to direct, to manage or to steer. Guidance is a process of regular help that all students get from parents, teachers, school counselors and others to assist them in making appropriate educational and career choices/decisions. Guidance is assistance made available by competent counselors to an individual of any age to help him direct his own life, develop his own point of view and make his own decisions (Nayak, 2004) [9].

Counseling: Counseling is the process where some students receive assistance from professionals who help them to overcome emotional and social problems or concerns, which may interfere with learning (Landy, 2006) [8].

Philosophy of guidance and counseling: Guidance is the philosophy of human relation. Actually guidance is a way of thinking and feeling (Blair, 1962) [3]. Of all the educational programmes, the guidance and counseling program clearly indicates the inner growth and development of learners. Principles that govern the operation and delivery of the programmes should convey the essence of asset building and development, both emotionally

Corresponding Author:

Rakesh Pandey

Research Scholar, MSMSR,
MATS University, Raipur,
Chhattisgarh, India

and academically, in all learners (Landy, 2006) [8].

Significance of the Study: The organization of proper guidance and counseling programme is highly desirable in both government and private sector schools. Guidance in the school is chiefly concerned with meeting the physical, social, emotional and educational needs of the children. Its purpose is to help each child make satisfactory adjustment to life, both in school and society. Guidance and counseling help to ensure that they are prepared to become the next generation workers and leaders. Every student needs support, guidance and opportunities during adolescence, a time of rapid growth and change. Adolescents face unique and diverse challenges both personally and developmentally, that impact academic achievement. The present study is significant because of the following reasons: i.e. this study will be helpful for the principals, headmistresses, and teachers of private girls' secondary schools of Chhattisgarh city. ii. Guidance and counseling services will be established in the secondary female schools in district Chhattisgarh. iii. This study will help to organize and comprehend the guidance and counseling services effectively. iv. It will pave the way for the principals and teachers to become more conscious about the guidance and counseling services. v. It will give the planners thought provoking considerations about guidance and counseling services. vi. This study will also highlight the emotional problems and causes of dropout of females at secondary level with reference to special cultural background of Chhattisgarh. vii. This study will suggest recommendations for the significant role of guidance and counseling with special forms of adolescent child abuse at secondary level.

Objective of the study

Impact of Counseling and guidance Services on students development of Government Higher Secondary School.

Significance and scope of the study

This research study has focused to provide a real picture of Counseling Services on students of Government Higher Secondary School on the basis of primary sources data collected from the respondent of different social and economic background.

Literature review

The review of related literature is a soul of the research study which pre requisite to actual planning and execution of any research work. It indicates the adequate familiarity with the problem.

According to J. Jones (1970) we can infer or analyze that Guidance is the help given by one person, group, technology to another person or a group as well as number of groups in making choices and adjustments and in solving any type of problems, aim of guidance is to motivate and help at aiding the recipient to grow in his or her independence and ability to be responsible for himself. Guidance helps everyone to help himself to recognize and utilize his inner potentialities and efficiency and capabilities.

According to Indian authors Bhatnagar and Gupta (1999), guidance as a process of helping people to find solutions to its own problems and accept them as his own.

S. K. Kochhar (2006), in his study has written a meaningful word of Mathewson; "Guidance is the systematic professional process of helping the an individual or a group

of people through education and interpretative procedures to gain a better understanding of his or her own characteristics and potentialities and to relate himself or herself more satisfactorily to social requirements and opportunities in accord with social and moral values."

According to the report of the UNESCO module on guidance and counseling (2000a) also posited that Guidance is a programme of services to individuals is lie upon his/ her or their needs and the influence of environmental factors like socio economy. Strang (1966) has written that Guidance is a process which is helpful for every individual, through his own efforts and attitude to learn, to discover and develop his potentialities". He gave four important characteristics of guidance:

Research methodology

The study used survey research technique. This survey aimed to introduce guidance and counseling services in Chhattisgarh. The need could be determined through asking the opinions. A structured questionnaire was administered for collecting data. This questionnaire focused on gathering the information about the role of guidance and counseling services in their schools. The questionnaire in addition to the information mentioned above attempted to explore the problems; they faced in their schools, home and society. Students' questionnaire also focused on identification of their needs, weak areas and their domestic, personal and school related problems. The questionnaire included the following types of questions

Population and sample size

The purpose of educational research is to learn something about a large group of people by studying a much smaller group of people. The larger group is called "Population", "Target population", or the "Universe", which means all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of research. What smaller group researcher actually studies, is called "sample". A sample must be representative of target population and must be adequate.

The sample for the study was selected through purposive or judgmental sampling procedure. In this study purposive sampling procedure was used in case of schools selection because there are public and private schools of Chhattisgarh. In this study the researcher selected only private girls' secondary schools in Chhattisgarh City.

The sample of the study consisted of Students of class-X of randomly selected sections of these private schools. Questionnaires were distributed to 400.

Questionnaire administration

The questionnaires were personally distributed to all the respondents along with a letter, explaining the filling of the questionnaire. The questionnaires are filled by the respondents in the presence of research students of the class-X who were selected to fill the questionnaires. The students selected for the purpose were from the groups identified by the concerned principals of the schools.

Data analysis

Analysis is a process of resolving any problem or situation in its component elements. The objective of research is to use observations as a basis for answering question(s) of research. The researcher therefore resorts to techniques that

reduce the observations not only to a more manageable form, but also to clear interpretation. These techniques involve classifying and operating on the observations to reduce them to frequencies, proportions, means, variances, correlation coefficients and other statistical measures.

Findings and Discussion

Correlation Analysis test is applied to measure the effect of counseling on development of students in Chhattisgarh Area

Ho-There is no any significant effect of counseling and guidance on development of students.

Analysis- The outcome of the ANOVA analysis from table number (A).1, between the counseling and development has significance value (p) 0.398, which is greater than 0.05. Hence we are failing to reject the null hypothesis H_0 as stated above. Their fore it may be inferred that there is likely to be no significant relationship between the counseling and development of students.

Conclusion

All principals and students of private girls secondary school felt need for starting guidance and counseling services in the schools. Nearly half of these schools are providing guidance

and counseling services in some form. All principals agreed that guidance and counseling were helpful to students in adjustment in school, home and society. It was observed from this study that student face emotional, social and academic problems. Some of the students have a combination of domestic, personal and school related problems. Mostly they need guidance and counseling in school related problems. Lack of teachers' interest and time constraint are the two main reasons of not having guidance and counseling services in the selected schools.

Limitation

Study is based on students of 10th schools standard of Chhattisgarh

Annexure

Table 1(A): Descriptive report of counseling and guidance vs. students development

| CS*SD | Mean | Std. Deviation |
|--------------------------|--------|----------------|
| Counselling and guidance | 3.1517 | 0.48783 |
| Students development | 3.3440 | 0.63897 |

Source: Primary data=400

Table 1(B): Correlations between Counseling and guidance vs. Students development

| | | Counselling and guidance | Students Development |
|----------------------------------|---------------------|--------------------------|----------------------|
| Counselling and guidance | Pearson Correlation | 1 | 0.563** |
| | Sig. (2-tailed) | | 0.000 |
| Students development development | Pearson Correlation | 0.563** | 1 |
| | Sig. (2-tailed) | 0.000 | |

Source: Primary data, **. Correlation is significant at the 0.01 level (2-tailed).

Analysis: Table 1 (B) provides the bi-variate correlation between Counseling and guidance vs. Students development. This correlation matrix provides the results of the test of association between Counseling and guidance vs. Students development and counseling has a medium positive Pearson correlation coefficient of 0.563**. Which is statistically significant ($r = 0.563^{**}$, $n = 400$, $p < 0.05$). Hence, the Null Hypothesis H_0 cannot be accepted.

Finding: students development has a medium positive association with counseling and guidance among higher secondary school students. Since $p < 0.05$, it indicates that counseling influence the students' developments.

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