

Guidance and Counselling in Secondary Schools of Delhi

BY

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Article History

Received: 18/04/2023

Accepted: 23/04/2023

Published: 24/04/2023

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Abstract

The evaluation of entire process of guidance and counselling services in secondary school of Delhi. Therefore 35 school counsellor who were selected using convenience and purposive sampling technique. After observation regarding counselling result found that a separate counselling room has been provided in most of the school of Delhi but still there are certain school which lack of resources needed for effective counselling in most of the school. This research based paper highlights the status and importance of guidance and counselling in secondary school of Delhi.

Keywords: Counsellors, Guidance and Counselling, Status, Secondary schools.

INTRODUCTION

The Indian cultural tradition bear a mark that elder member of the family, teacher, and wisemen of the community always guided the budding generation to achieve the maximum as per there capacities and abilities and make intelligent choices and adjustments in the family, community, and society. But in the present time, its means has been changed in Guidance and Counselling.

Actually in current scenario of Guidance and Counselling is an essential part of educational and vocational level for students. So they can chose right course and career.

The need of Guidance and Counselling in simple term to assist and help individual adjust to their personal emotional environment. So the main objective of education is the overall development of an individual and guidance help to realize this objective.

According to Bassey in (2007) Guidance and Counselling is the assistance given to individual making intelligent choices and adjustment in life.

Guidance and Counselling programs are designed to address the physical, social, emotional, and academic difficulties of adolescent students. guidance centers in different regions were established first time by the recommendation of Mudaliar Commission (1952-

53). Education Commission (1964-1966) also emphasized the Guidance Career Counselling.

Kothari Commission had specified the aims of Guidance at secondary level and also describe the educational and vocational guidance of secondary level in school.

Programme of Action (1992) also emphasized the need of Guidance and Counselling and after many years later National Curriculum Framework for School Education(NCF2000) had defined to value of Guidance and Counselling in career. And NCF said (2005) that Guidance and Counselling should become an essential part of curriculum. Because the increasing the number of cases such as Suicide, Murder, Violence on teaching staff. Psychiatric problem in the school Student evident the need for Counselling in school in India. This is very crucial stage experiences and guidance at this stage actually of mental abilities of the individual due to lack of awareness sensitivity or knowledge parents and teachers may not realize the situation. In such cases, Guidance and Counselling may be of great help.

In other word counseling gives to present an effective solution. In this direction in many cases student faced with appropriate

vocational choices emotional inadequacy and social personal problems.

Therefore Guidance and Counselling provides appropriate assistance to students to better understand and accept themselves, their personalities endowment, their strengths and weaknesses, their attitude and worth as unique individuals (Arowolo2013) published an article and described India in dire need of 1.4 million career counsellor for students.’’

The 2018 Annual International Career and College Counselling (IC3) conference acknowledged that India’s 350 million student need at least 1.4 million career counsellor to maintain a globally acceptable student-to-school counsellor ratio.

Hypothesis of the study:

Most of the school counselling services showed to have appeared like blessing to the student to cope within the increased stress and strain. Many Commissions had already recommended the importance and necessity of Guidance and Counselling services for secondary school students.

The CBSE directed an appointment of counsellor in each school but CBSE appointment could not facilitate in reality the school. Only it had on provided counsellor in many Schools.

(The Hindu 2014) many schools have not the counselling facility. Its reason is that the lack of counselling in secondary schools today.

Therefore for many students and their parents has lack of awareness regarding the Guidance and Counselling.

Therefore find out the current status of Guidance and Counselling services in secondary school of Delhi.

Problem regarding Statement:

Guidance and Counselling services in secondary schools of Delhi in the present scenario.

Key terms:

Counsellor help student to develop a healthy self-concept and acceptance of individual differences foster positive relationships.

Counsellor: heavy experienced qualifications and specialized for conducting counselling help for students.

Aims of the study:

To find out the present scenario of the Guidance and Counselling in secondary schools.

Research Methodology:

We used described research design of survey and 35 counsellors as a sample selected by the technique. Self- prepared questionnaire was used to collect data.

Delimitations:

This study was restricted to schools of Delhi which are affiliated to CBSE and providing Guidance and Counselling services.

Analysis of Data:

Descriptive statistics in percentages and frequencies were used to analyse the data collected through survey questionnaire.

1. Availability of Resources for Guidance and Counselling Services. I.

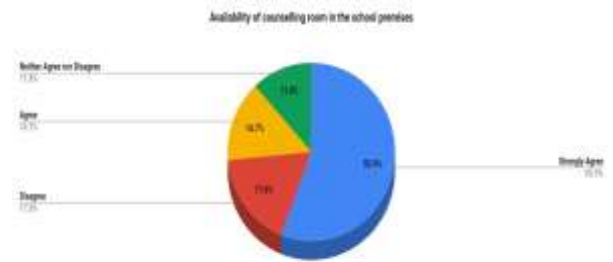


Figure 1.1: Availability of Guidance and Counselling room in the school premises

70.6 % of counsellors (Refer Figure 1.1) agreed that they have been provided with a proper counselling room in the school. 17.6 % of counsellors disclosed there is no proper counselling room where they can meet students. 11.8 % preferred to stay neutral on the issue.

II.

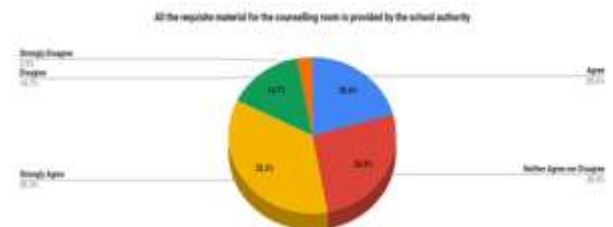


Figure 1.2: showing response of school counsellors for infrastructure provided by the school authority

55.9 % of counsellors (Refer Figure 1.2) agreed that they have been provided with required infrastructure for counselling room in the school premises. As per their view, the guidance and counseling units have separate office for counselling, adequate furniture, Internet Connection, psychological tests, Counselling manual, and Group counselling facilities. Whereas it is worth noting that 17.6 % of school counsellors disclosed there is a dearth of infrastructure in the school premises. However, 26.5 % preferred to stay neutral on the issue. This finding is similar to Khanda (2018) and Ngumi (2003) which stated that most of the secondary schools were lacking of basic facilities, resources, and reference materials required for counselling services.

2. Provision of providing sufficient funds for running counselling programs in the school.



Figure 2 showing Funds provided by the school authorities for school counselling

61.8% of counsellors (Refer Figure 2) agreed that sufficient funds

are provided by school authority for running counselling programs, whereas it is worth noting that 23.5% of school counsellors disclosed that there was no financial support from the school authority. 14.7% preferred not to give their opinion on the issue.

Approximately half (40%) of teacher counsellors were satisfied with the fund allocated as financial resource for the school guidance services which is a basic requirement to establish a counselling office and purchasing counselling equipment (Bukoye, 2004) (Khanda,2018). The counselling in schools should be properly funded in order to increase outcome (Okere. 2005).

3. Students are aware about Guidance and Counselling services provided in the school.

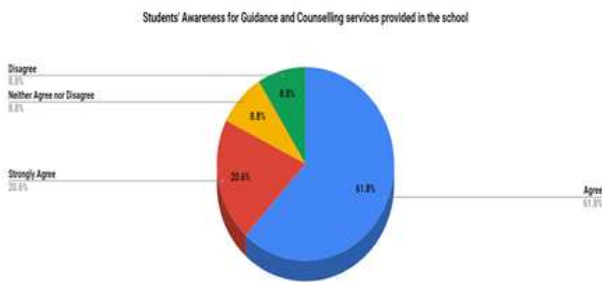


Figure 3: Awareness of students for Guidance and counselling services.

82.4% of counsellors (Refer Figure 3) agreed that students are very well aware of Guidance and Counselling services provided in the school premises. Whereas 8.8% of school counsellors disclosed that there is no awareness on the part of students towards Guidance and counselling services being provided in the school. 8.8% preferred to stay neutral on the issue.

4. Teachers are aware about Guidance and Counselling services provided in the school.

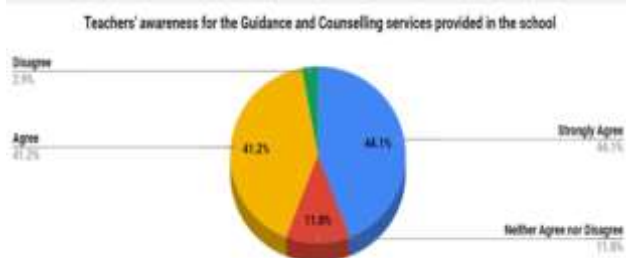


Figure 4: Awareness of teachers towards Guidance and Counselling services

85.3% of counsellors (Refer Figure 4) agreed that teachers are very well aware of Guidance and Counselling services provided in the school premises. Almost all teachers are aware of the guidance and counselling services; this fact is also supported by Bassey, Joshua et al.(2007). Whereas only 2.9% of school counsellors disclosed that there is no awareness on the part of teachers towards Guidance and counselling services being provided in the school. However 11.8% preferred to stay neutral on the issue.

5. Parents are aware about Guidance and Counselling services provided in the school.

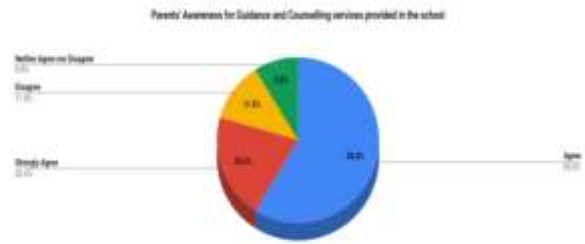


Figure 5: Awareness of parents towards Guidance and Counselling services

79.4% of counsellors (Refer Figure 5) agreed that parents are very well aware of Guidance and Counselling services provided in the school premises. Whereas 11.8% of school counsellors disclosed that there is no awareness on the part of parents towards Guidance and counselling services being provided in the school. 8.8% preferred not to give any opinion on this issue.

6. Group counselling is preferred than individual counselling.

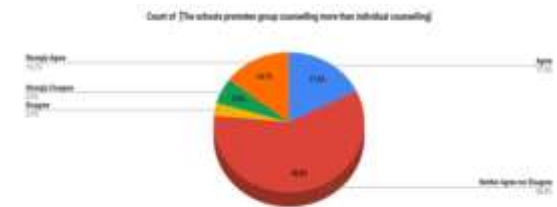


Figure 6: Group counselling is preferred than Individual counselling

32.3% of counsellors (Refer Figure 6) agreed that group counselling is preferred than individual counselling. Whereas 8.8% of school counsellors are not agree upon this. However it is worth noting that 58.8% of school counsellors preferred not to give any opinion on this issue.

Findings of the study:

Following are the findings of the study:

1. A separate counselling room has been provided in most of the schools of Delhi but still there are certain schools which lacks in counselling room.
2. Most of the schools have separate office for counselling, adequate furniture, charts, Internet Connection, psychological tests, Counselling manual, and Group counselling facilities.
3. Sufficient funds are provided by the school authorities for running counselling programs.
4. Students, Parents, and Teachers are well aware of Guidance and counselling services being provided in the school.
5. Group counselling is preferred than individual counselling in most of the schools.

Conclusion:

The study shows that there is sufficient awareness among the students, parents, and teachers regarding the importance of Guidance and Counselling services being provided by the school. Although, all the schools that are providing these services tend to

make best efforts for making these programs a success. But still sometimes the counsellors face the problem of scarcity of funds and other facilities that are mandatory for efficient functioning of guidance and counselling services. There is a need on the part of all the shareholders to put in their best efforts for making these programs a success if they want to have a healthy society.

Recommendations:

All schools should provide basic resources for guidance and counselling. Separate counselling room should be provided for school Counsellor and located in a place where students are free to express their individual problems. It will help the counsellors to develop better relationships with students and would better assist students in planning and solving problems. School authorities should assist in creating awareness and advising students and parents on the importance of counselling programmes. It will create awareness among teachers about guidance and counselling and they will co-operate in planning guidance and counselling services which in turn will help the students develop their personality.

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