

A study of the Status of Guidance and Counselling Services in Secondary Schools of Delhi

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ABSTRACT

The modern society dwells on the idea of using counselling services for the better mental health of individuals. It has become a very important part of school functioning. The present paper aims to study the current scenario of Guidance and Counselling services in secondary schools of Delhi, where guidance and counselling services were carried out. Descriptive survey research design was used for this study. A self prepared structured questionnaire was administered on 35 school counsellors who were selected using convenience and purposive sampling technique. The study found that a separate counselling room has been provided in most of the schools of Delhi but still there are certain schools which lack adequate resources needed for effective counselling service delivery. Group counselling is preferred than individual counselling in most of the schools. The findings of the study are discussed in detail in the paper.

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

Introduction

Every human being needs assistance at some time in his/her life, some need it constantly throughout their entire lives while others need it only at times of troubles. This makes it necessary to have a definite form of guidance. "Guidance has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development". Bassey, et.al (2007) Guidance and counselling is the assistance given to individual in making intelligent choices and adjustment in life. Guidance and Counselling programs are designed to address the physical, social, emotional and academic difficulties of adolescents' students. Guidance centers in different regions were established first time by the recommendation of Mudaliar Commission (1952-53). Later on Central Bureau of Educational and Vocational Guidance (CBEVG) and All India Educational and Vocational Guidance Association (AIEVGA) were also established. National Policy of Education (1986) has also emphasized the importance of guidance and counselling services by making it imperative to become integral part of education system. Programme of Action (1992) also emphasized the needs of guidance and counselling services. Later on, National Curriculum Framework for School Education (NCF 2000) also emphasis the guidance services for secondary and senior secondary school students. National Curriculum Framework (NCF, 2005) stated that guidance and counselling should become an integral part of curriculum and the functions of guidance and counselling should be carried out throughout the curriculum. The increasing numbers of suicide cases, psychiatric problems in the school students evident the need for counseling in schools in India. Changing family trends like operating mothers, divorces, single parent families have reduced the emotional cushioning provided so far by most of the Indian families. The generations are becoming abusive, intolerant and hardly believe in co-existence. Counselling seems to present an effective solution in this direction. Generally students are faced with appropriate vocational choices, emotional inadequacy and social-personal problems. To overcome all forms of life inadequacies, guidance and counselling provides appropriate assistance to students to better understand and accept themselves, their personalities, endowment, their strengths and weaknesses, their attitudes and worth as unique individuals (Arowolo, 2013). All this evoked the need for Guidance and Counselling services in Indian schools. An article published in India Today, "India in dire need of 1.4 million career counsellors for students". The 2018 Annual International Career and College Counseling (IC3) Conference acknowledged that India's 350 million students need at least 1.4 million career

counsellors to maintain a globally acceptable student-to-school-counselor ratio. If India has to realize its demographic dividend, it needs to provide one career counselor for every 250 students.

Rationale of the study:

School counselling services seem to have appeared like a blessing to the students to cope with the increased stress and strain. Many commissions had already recommended the importance and necessity of guidance and counselling services for secondary school students. The guidelines of CBSE directed an appointment of counsellor in each school, but in reality it was found that many schools having established guidance and counselling cell but the purpose of its establishment did not come in action (THE HINDU, 2014). Counsellors have been hired in schools to cope with rising social and personality issues among students. But the problems have not been resorted till now. Many students and parents are still not aware about the Guidance and Counselling services being provided in their schools. Hence the present study intended to find out the current status of Guidance and Counselling services in secondary schools of Delhi.

Statement of the problem:

Guidance and Counselling: The status of Guidance and Counselling services in secondary schools of Delhi

Operational definition of the key terms:

Guidance & counselling services: Assistance given by a specialized trained counsellor to help an individual with personal/ social / educational / vocational problems.

Counsellor: An individual having requisite qualifications and specialized training for conducting counselling services for students.

Objective of the study:

To find out the current status of Guidance and Counselling Services in secondary schools of Delhi.

Research Question:

What is the current status of Guidance and Counselling Services in secondary schools of Delhi?

Research Methodology:

The study adopted a descriptive research design of survey in nature. Thirty Five school counsellors were selected as sample through purposive and convenience sampling technique. The rationale behind the purposive sampling was that the school having established guidance and counselling unit and respondents possessed the information and were willing to share the same for the purpose of study. Self prepared questionnaire was used to collect data from the counsellors.

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.

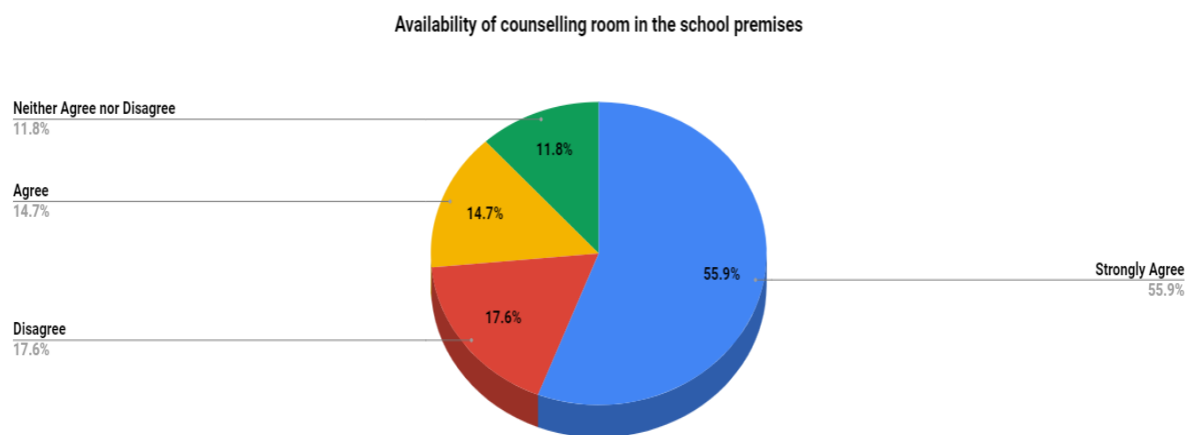


Figure 1.1: Availability of Guidance and Counselling room in the school premises

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

II.

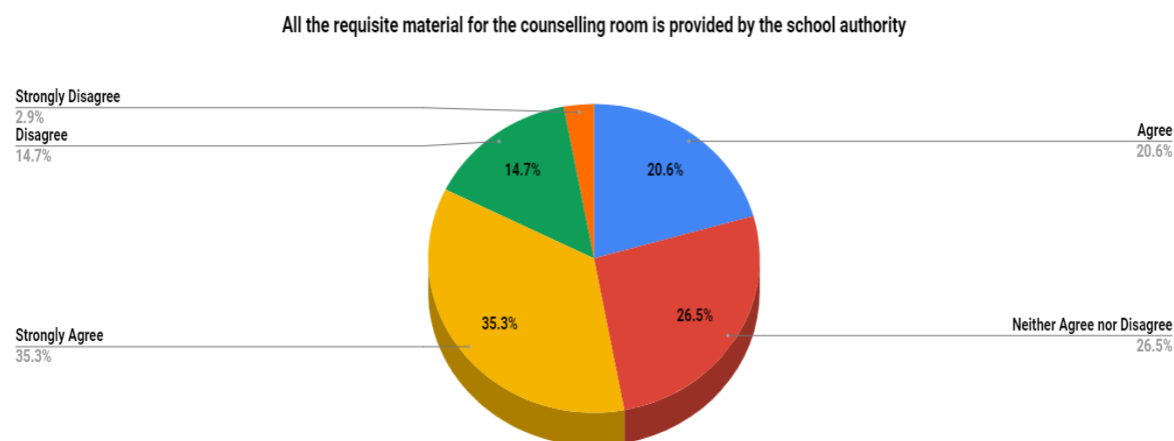


Figure 1.2: showing response of school counsellors for infrastructure provided by the school authority

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 counselling 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.

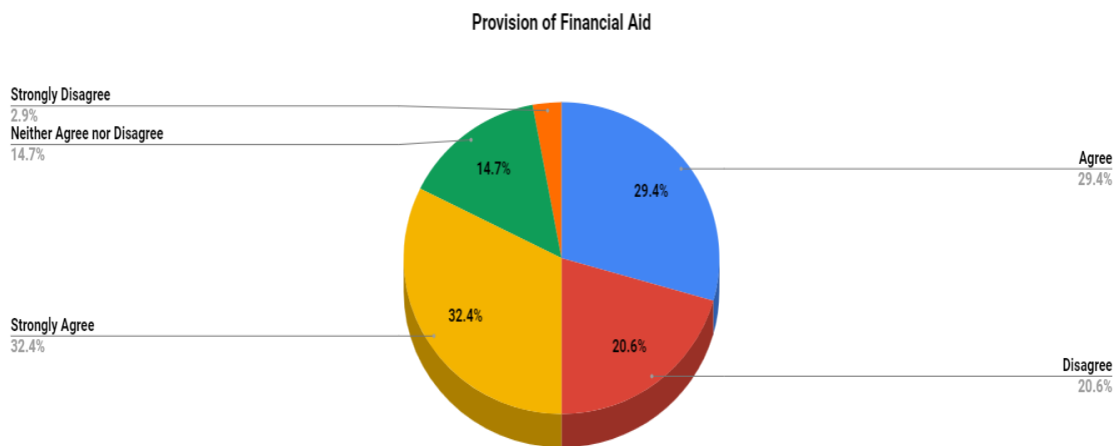


Figure 2 showing Funds provided by the school authorities for school counselling

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.

Students' Awareness for Guidance and Counselling services provided in the school

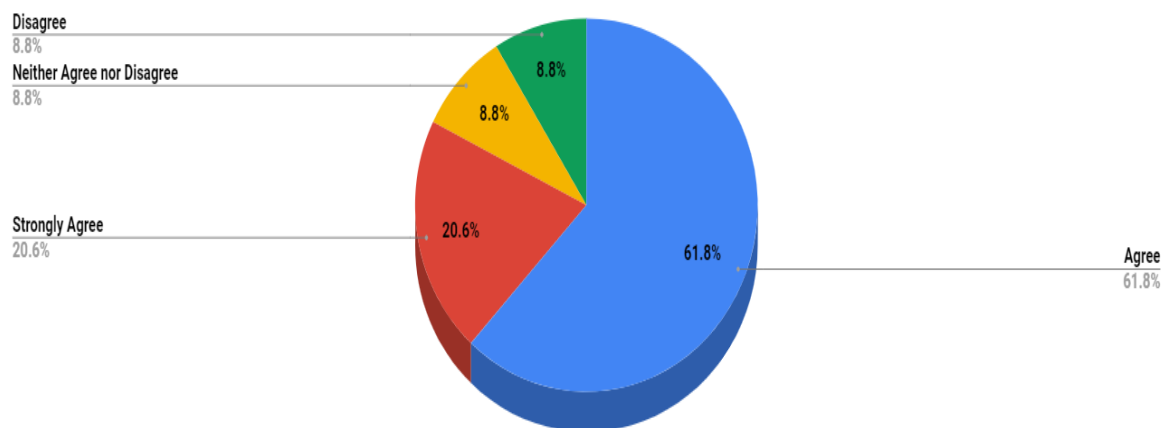


Figure 3: Awareness of students for Guidance and counselling services.

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.

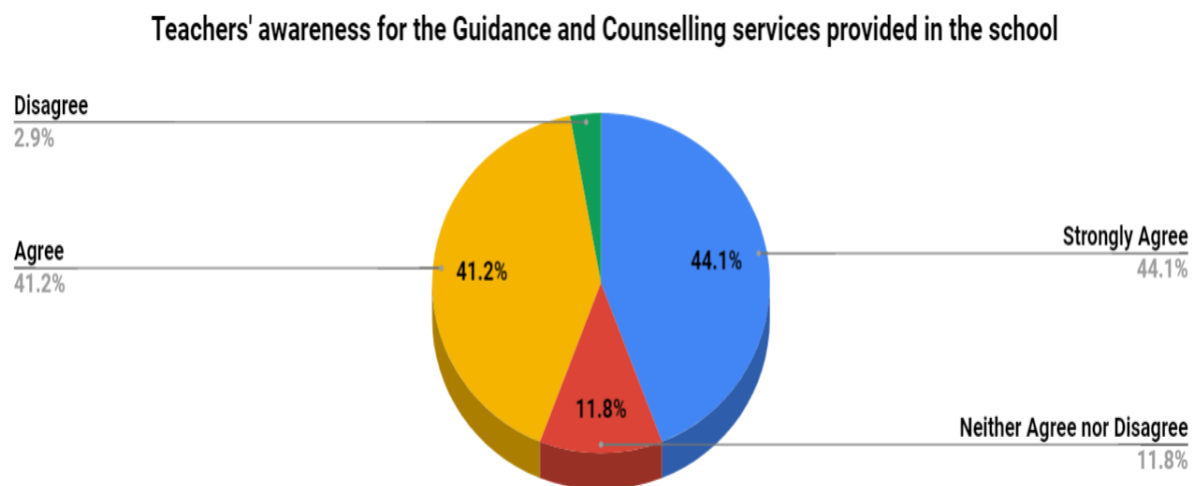


Figure 4: Awareness of teachers towards Guidance and Counselling services

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.

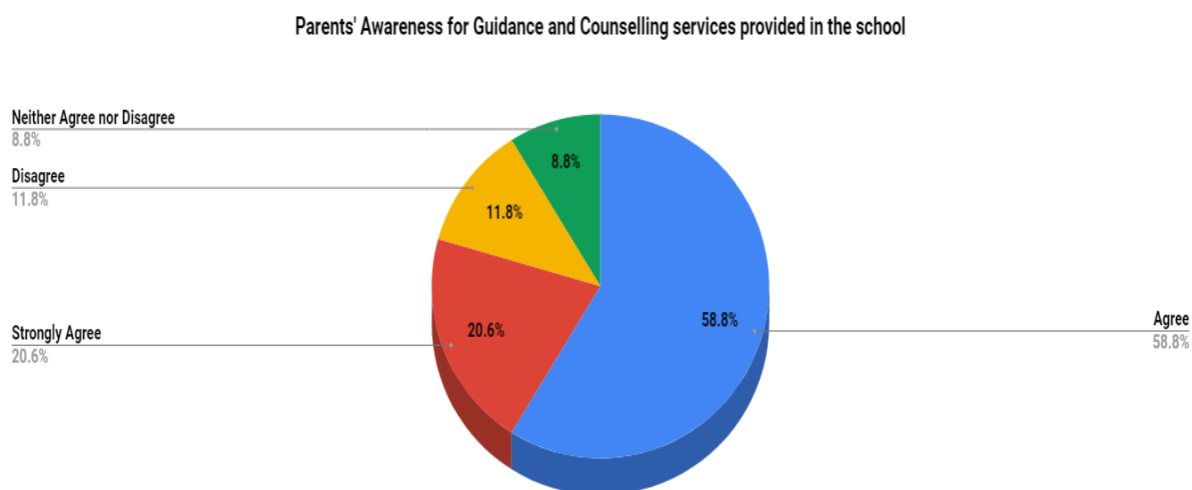


Figure 5: Awareness of parents towards Guidance and Counselling services

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.

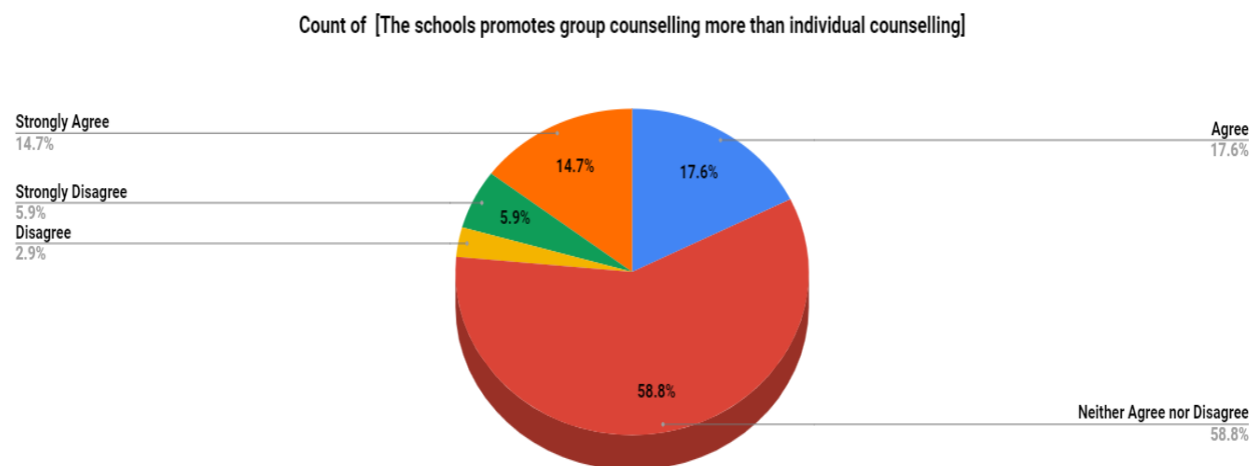


Figure 6: Group counselling is preferred than Individual counselling

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 enough awareness among the students, parents and teachers regarding the importance of Guidance and Counselling services being provided by the school authorities. 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 paucity of funds and other facilities that are necessary for efficient functioning of guidance and counselling services. There is a need on the part of all the stakeholders to put in their best efforts for making these programs a success, if they want to have a healthy society with healthy individuals.

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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