



Perception Of Secondary School Heads And Teachers Towards Guidance And Counselling Programme Functional In Odisha

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Abstract

The present study explores the viewpoints of school heads and teachers in higher education for guidance and counselling programmes functional in secondary Schools of Jajpur District of State of Odisha. The investigators collected data from five different Schools of both state and CBSE board. It was found that the counsellor's contribution has improved the overall participation of students in Co-Curricular activities and career choices based on aptitude of secondary students in a few schools. Some schools have appointed regular counsellors to nurture the young minds to stay motivated and make smart career decisions. Some other teachers and heads opined that the institute should be provided with a regular counsellor to help students make good career decisions based on aptitude, and getting involved in cocurricular activities, which would make the school environment more inclusive and goal oriented.

Keywords: Guidance, Counselling and Higher Secondary Institutions, Career Choices, Decision Making

Introduction

Guidance and counselling programs are essential in every region, including Odisha, for a variety of reasons like career guidance and support in identifying inherent skills based on aptitude. These programs assist learners in taking smart career choices by providing them with the necessary information and resources. Counselling can assist individuals in understanding themselves better, improving their interpersonal skills, and dealing with personal issues. Guidance programs can help students with their academic concerns, such as study habits, time management, and stress management. Counselling services can provide necessary mental health support, helping individuals cope with stress, anxiety, and other mental health issues. In Odisha, there are several institutions and organizations that offer guidance and counselling programs like Regional Institute of Education Bhubaneswar which offers program for in-service and preservice teachers for diploma courses in guidance and counselling. The limited career choices and rigid curriculum have put immense load on

students' overall growth and development. Academic grading systems have also failed to address the holistic aspects of development, ignoring the affective needs of students. Studies have suggested a positive correlation between Emotional quotient and overall achievement in Career and interpersonal relationship at work place. Emotional Intelligence has a positive correlation with academic achievement and social skills. Taking Care of affective domain of individual growth can have a potential effect on Students overall achievement in career and social skills.

For attaining holistic growth in every domains of individual development, curricular guidance can be supported by guidance from trained counsellors. It is need of the hour to enhance emotional management and decision-making skills that leads to a content life. In the current technologically advanced world that demands balanced growth among scientific inventions and moral and environmental knowledge, there is a wide sector for job opportunities. For making sound career decision and maintaining social adjustment, counselling and guidance programmes can be promoted in school. The current study attempts to learn of secondary school heads and teachers for ongoing guidance and counselling programmes functional in Jajpur district of Odisha state. The present generation provides wider opportunities for young minds to flourish through developing competencies and skills. But there is an academic burden to pick limited career choices that build unintended pressure among learners. School counsellors have the necessary educational background and skills to provide group counselling interventions in school settings to address various student developmental needs (American School Counsellor Association [ASCA], 2019).

Review of Related Literature Dimension wise

Guidance

Guidance is a process that helps everyone to recognize and use his own inner potentials, to set targets, to solve his own problems. It is a continuous process needed from childhood to old age; guidance is not separate from education but is an essential part of the total educational programme (Mishra and Chaudhury, 2018). A study on the importance of self-concept through personal guidance and there was significant difference in achievements of the students (Kamat, 1985). Another study based on the nature of different guidance needs for secondary and higher secondary school students and the findings revealed that there is a substantial correlation between student grades and social personality (Tripathi, 1986 and Pandit, 1993).

Counselling

Counselling service forms the central part of the overall assistance given to the individual through guidance programme (Mishra and Chaudhury, 2018). The findings were that counselled group was found significantly higher than the controlled group and subjects moved towards greater maturity with the progress of counselling (Patel, 1973). In every educational institution, there should be a counselling systems for handling stress and emotional adjustments (Shah, 1959 and Ghosh, 1974).

There should be a more active role for counselling psychologists in schools specifically suggest more collaboration with school professionals and more help to show evidence for which interventions in schools are efficacious (Gysbers, 2004). Currently, resources for multiculturally competent counselling and psychotherapy to comprehensively address the mental health needs of K–12 youth in schools are critically under funded (Coleman, 2004). The ability to demonstrate empirical support for the efficacy of interventions

is an important consideration when advocating for more resources in the school setting. Are counselling interventions in schools effective for K-12 students? Are there moderators that make them more effective? Counselling psychologists can support the mental health needs of K-12 youth and the professionals who work with them by assisting in answering these questions.

Because the mental health needs of youth are vast and access to services is limited, schools can provide an important context for counselling psychologists. Research indicates that approximately one in five youth has a diagnosable mental disorder (Friedman, Katz-Leavy, Manderscheid, & Sondheimer, 1996). Among the youth with these mental disorders, only 25% of them receive mental health services (Huang et al., 2005). Although the gap between the mental health needs of children and the services available to meet them persists, the scientific evidence continues to indicate the importance of mental health in youth development (Tolan & Dodge, 2005). When advocating for more resources in schools, it is critical to be able to demonstrate empirical support for the efficacy of interventions. Are school-based counselling interventions effective for students in grades K-12? Are there moderators that help them be more effective? Counselling psychologists can help K-12 youth and professionals who work with them address their mental health needs by answering these questions, immigrant, and racial and ethnic minority youth in particular receive professional mental health services (Coleman, 2004; Yeh, 2004). Using an inclusive search approach and a random-effects model, they found that increased ratios (more students per counsellor) lead to a small, negative effect on student-level outcomes. Significant biases in the research designs of the extant studies limit our interpretations. We discuss implications for future research and considerations for practitioners. (Aitlin Kearney, Patrick Akos, Thurston Domina, Zachariah Young 2021).

Relationship Between Guidance and Counselling

Guidance and Counselling, by name counselling and guidance, the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness and there is a significant association between degree of preferences and the vocational environment at home and in the community (Grewal, 1971). Further study revealed that guidance and counselling at secondary schools having weekly and structured classroom guidance activities focused on primitive and proactive developmental lessons enhanced the positive perceptions of the fifth-grade students who participated in this study (Fernandes, 1984; Das, 1998 and Hays, 2002).

Rationale of the Study

The current expectation from educational institutions is to produce human beings having knowledge skills and competencies. The gained competency can only be properly channelised by choosing interest and aptitude based career choices. The new age skilled based job market demands people with not only competency but also having interest and passion for their profession. Academic achievement in Indian scenario is affected by social positions and prestige for which affects career choices, guidance and counselling programmes helps to strengthen the decision making, socio emotional standard and interpersonal relationships among one another. Conducting a literature review is crucial for establishing credibility in any field, including school counselling (Carey & Martin, 2015). To get insight of the effect of group counselling on students' academic performance, a literature review was conducted and analysis was done to compare results across studies. Four literature

reviews on school-based counselling have significant implications for public policy. However, none of them specifically addressed group counselling, indicating a need for more research (Carey & Martin, 2015).

Guidance and Counselling, by name counselling and guidance, the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness and there is a significant association between degree of preferences and the vocational environment at home and in the community (Grewal, 1971). In 2015, ASCA published a report on the effect of school counselling programs on K-12 student achievement. 45 studies published between 2000 and 2018 emphasize the significance of school counselling for students' academic, social, and emotional development, as well as college and career readiness. The articles reviewed were from national peer-reviewed journals and covered a variety of interventions. From 1990 to 2000, 98 published studies evaluated the effectiveness of group treatments for primary prevention in children (Kulic et al., 2004). Most interventions took place in schools, with 75.6% using a treatment manual, half lasting 3 months or less, and half led by a professional counsellor (Kulic et al., 2004).

Individuals' educational and career development are heavily reliant on guidance and counselling. In Odisha, the importance of guidance and counselling is recognized in a variety of areas, including career development and personal growth. Here are a few reasons why guidance and counselling are essential:

Choosing the Right Career Path: Guidance and counselling assist individuals in making informed decisions about their career paths by assessing their aptitude, personality, interests, and other relevant factors. Counselling and guidance offer access to career experts' resources and knowledge. This is particularly important for parents and children who may need to gain knowledge about careers, their scope, and the paths to pursue them. **Gaining Confidence and Insight** for understanding potential obstacles.

Research Questions:

1. What is the perception of School Heads towards guidance and counselling program functional in Odisha?
2. What are the aspects of progress, other than the academic performance that can be nurtured by the counsellor?
3. What are the challenges faced by school heads in implementing guidance and counselling programs functional in school?

Objectives of the Study

- To study the perception of school heads for guidance and counselling program functional in higher secondary school.
- To study different aspects of progress seen among students through guidance and counselling programme in higher secondary school.
- To study the challenges faced by school heads in implementing the guidance and counselling program.

Statement of the Problem

The present study can be stated as "*Perception of Teachers and head of institutions towards Guidance and counselling program functional in higher secondary Institutions*"

Delimitation of the Study

The present study was delimited to 5 higher education institutions of Jajpur district

The present study was delimited in the Jajpur district of Odisha only.

Methodology

Design: Qualitative research was followed with thematic analysis method.

Population and Sample: Out of 2068 Secondary schools in Odisha, Population of the study was the teachers and head of 52 secondary schools of jajpur district. For the present study researcher used convenient sampling technique. 5 higher secondary Institutions were selected by purposive sampling method. From the institutions, 2 teachers and head of the institution were selected as data.

Tools Used: Semi structured interview schedule for the head of the institution and self-made Questionnaire for the teachers were used.

Analysis and Interpretation of the Data:

The present study aims to explore the perception of head of institutions towards guidance and counselling program in higher education institutions. The researcher used self-made questionnaire and semi-structure interview schedules for teachers and principals. The researcher gathered the data and interpreted using thematic analysis approach.

Present Status of Guidance and Counselling Program in Higher Secondary Schools

The investigator visited 5 higher secondary schools for data collection, out of which 3 schools do not have any counsellor working there. It was found that counsellors were appointed on regular basis. 8 teachers felt that there is a need to appoint regular counsellor in schools to help students in their academic choices and have a healthy socio emotional relationship with their peers and teachers. The researcher observes that out of 10 teachers, 9 teachers are aware of the roles and responsibilities of counsellor also rest of teacher unaware about the roles and responsibilities of counsellor.

Benefits Availed by Students Through the Guidance and Counselling Program In Higher Secondary Schools

Enhancing academic performance: According to the principal and teacher, academically under achievers are improving in their academic performance and that can help them to boost their confidence through proper guidance & counselling. Also, it helps other students to choose suitable career choices after their final examination.

Build interest among the students for active participation in curricular activities : 2 teachers stated that counselling program contribute in improving the academic performance of students which further motivates them to actively participate in scholastic and co- scholastic activities of the school. They also indicated that the counsellors helps to inculcate good habits such as punctuality, cooperation, respect to elders and maintain healthy relationship among peers.

One of the Teacher said that, “I observed that the counsellor working in our school help some specific issues faced by different students like poor academic performance, less participation in co-scholastic activities in the school.”

Some specific issues faced by students such as excessive indiscipline behaviour shown by any student, are also tackled by the counsellor effectively which results in improved social behaviour by particular student.

One of the Teacher said that, “I feel that some serious issues such as unacceptable behaviour displayed by any student in school hour is efficiently and effectively resolved by the counsellor.”

Improvement in socio emotional management of students: Out of 10 teachers and 5 principals, 2 teachers expressed that the counselling programme nourishes the socio emotional qualities among the students. The counsellor develops some attitudes like empathy, brotherhood, sympathy, cooperation, tolerance and respect for elders that help to develop social order and interpersonal relationship among students.

One of the Teacher said that, “The counsellor inculcate some socially accepted qualities among students that make them more sociable and help them to deal with different emotional challenges, they usually face such as peer pressure for low academic performance and failures.”

Challenges Faced By Teachers And Principals for Unavailability of Resource Person And Infrastructure

Eight teachers and four principals of sample schools indicated that there is unavailability of counsellor in their schools and also, insufficient of infrastructure to promote guidance counselling programme. Neither trained counsellor nor counselling centre is available in the school premises.

One of the Teacher said that, " There is lack of resource person for continuing guidance and counselling program in the institution”

Also, other 2 teachers and head expressed that in their school the counsellor is available and infrastructure facilities are sufficient.

Other teacher said that " The counsellor should be trained to suggest good career advices for students”

Unawareness of teachers and principals about guidance and counselling programme 4 teachers and 2 principals are found to be unaware about guidance and counselling programme undertaken in schools. They don't even know that there is a provision for appointing a trained counsellor in school.

Major Findings:

- Most of the teachers opined that there should be appointment for regular counsellor in school.
- The head of the institution suggested that infrastructure facilities and trained resource person should be provided.
- It was also found that some schools had regular counsellor working in it and supporting students to be socio emotionally stable, maintain healthy interpersonal relationships and make good career choices.
- There should be proper training for counsellors to tackle both educational needs and mental health issues of students.

Table 1. Perception of Secondary School Heads and Teachers Towards guidance and counselling Programme functional in Jajpur District.

Themes	Sub Themes	Codes	Major Explanation
Socio Emotional Well being	<ol style="list-style-type: none"> Promoting Inclusion And Understanding ID Interpersonal Relationship among Student Teacher 	Diversity Consciousness Active listening and Team work	Socio Emotional needs can be improvised Healthy learning environment can be fostered
Participation in Co-Scholastic Activities	<ol style="list-style-type: none"> Identifying divergent thinking abilities and enhancing creativity Integrating different domains of progress that enhances decision making and problem-solving skills 	convergence divergence continuity	Creativity can be improved by such efforts. Decision making skills are reflexes to situational needs. Such competencies can be acquired by Proper guidance.
Improvement in Academic Achievements	<ol style="list-style-type: none"> Monitoring Students Progress Identifying the competencies and skill that need to be nurtured 	Assessment and Evaluation	Contribution of Counsellors can enhance diagnostic evaluation process
Career Choices based on Aptitude	<ol style="list-style-type: none"> Guiding in making career decisions based on Aptitudes Supporting for Vocational education and life skill education through art, handicrafts. 	Career Choices and alternate mode of occupation	Identification of Aptitude, skills and competencies can lead to good career decisions and content life

Results and Discussion:

According to the findings, the head of the institutions and teachers are aware of the need for appointment of counsellors and development of infrastructure for guidance and counselling program. The institutions which have counsellors were also needed to be equipped with knowledge and skills to tackle both career choice decisions and make institutions more inclusive aiding individual differences. The agencies responsible for educational progress should come up with training and courses required to help counsellors to gain knowledge, skills and competencies to nurture students for all round development.

EDUCATIONAL IMPLICATIONS:

- The present study can be used for the following educational implications. Rigorous research works in the field of guidance and counselling need to be undertaken to come up with techniques, courses and infrastructure to help learning fruitful and make institutions more inclusive and goal oriented.
- Guidance and counselling needs to be integrated as part of higher education institutions as suggested by NEP 2020, higher education institutions will be equipped with guidance and counselling centres for betterment of students. So, the above study suggests the same as the teachers and principal felt there is need for counselling centres in side school campus.
- The present study can be used for understanding of different dimensions for progress of students of higher education institutions.

Conclusion:

The above study encompassed different dimensions of all round development which involves interpersonal relationship skill, decision making ability and good career choices. For all these aspects of progress guidance and counselling programs should be promoted in higher education institutions. The present study explored the perception of program and infrastructure of counselling program in higher education institutions. And it can be concluded that the need to implement NEP 2020 which has provision for integrating guidance and counselling in higher education institutions is need of the hour.

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