



## Role of School Functionaries in Guidance

### KEYWORDS

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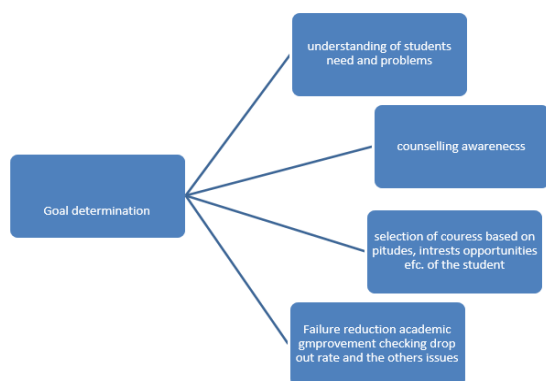
**ABSTRACT** Designing and adequate guidance programme requires the cooperation of all the members of the school. They should understand their roles and responsibilities to support the guidance programme and participate actively and effectively. Guidance programme emerges out of the staff's thinking. What should be the nature of experiences in a school? Should it be subject related guidance or inclusive of other aspect guidance be also. How will deferent responsibilities be taken up ? let us discuss the role of some of the important functionaries in a school guidance programme.

### **The administrator**

Matheson (1962 P. 215) has emphasized on cooperation and sincerity of purpose among all participants in their guidance dealings. Guidance cannot be rendered exclusively in one sport. It must be pervasive. There fore, a systematical team process is essential, comproming the efforts of teachers, parents, counselors, specialists, and the pupil himself. The educational administrate provides leadership with reference of goal determination, Palming, and decision making, mobilizing resources, directing, developing, evaluating and taking nest steps. Leadership means the coordination stimulation and direction to others to grow in their ability to be intelligent participants in the programme. Administrator also provides support by way of providing facilities and setting lor the guidance functions, facilities receptivity towards guidance point of view in staff and parents. The administrator must also reflect technical know-how take the programme ahead for getting result and disseminate it for understanding of all members. All this requires organization and proper administration.

### **Goal determination**

The administrator provides readership in determination the developmental and remedial goals of the guidance programme as show in figure 1.2. this clarifies the actual intent of the programme. It is important that the goals which are determined for a guidance programme be clearly stated.



### **Planning**

Planning of the programme and looking into possibilities of the programme success should be realistic. It involves all the

preparations necessary to start the programme. Such as surveying the needs of students and school resources for guidance.

### **Decision making**

Administrators are supposed to make consistent and realistic decisions based on goals of the programme in order to plan about what should be taken up. This involves purposes, demands, possibilities implications and possible outcomes.

### **Resource utilization**

Proper utilization of available human and material resources in the school as well as tapping the resources in the community helps in organizing and effective guidance programme.

### **Orientation to all involved persons**

All persons involved in the guidance programme should be properly oriented about the goals of the programme nature of activities to be taken up, resources available for the purpose, needs and problems of the student population and role of other functionaries in the programmes, this orientation is important for achieving efficacy and efficiency in the guidance process. The act of the proper utilization of human and material resources.

### **Developing**

The programme is developed further on the basis of previous experience achievements, resources already utilized and the staff feedback ect. It is also necessary to look at the continuity of the programme in action. This involves careful examination of the purposes of the programme and the initial accomplishments.

### **Periodic evaluation**

This involves seeking opinions from other components about the efficacy of the programme and planning further work. This is important in view of the dynamic nature of the guidance. It helps in integrating the guidance programme with school's overall objectives/activities.

It is for the school leadership to see. That attainment of goals of guidance is possible vis-à-vis educational goals. Guidance programme is generally organized planning based on student-needs are assessed from different sources in different ways as mentioned below.

Pupils – Needs of students are assessed through check lists

questionnaires inventories tests.

Teachers - staff surveys are used to assess students needs.

Parents – Cooperation and involvement of parents and community questionnaires or collection of information during PTA meetings.

Follow – up of school leavers.

### **Role of the school counselor**

The school counselor provides professional or technical leadership. s/he is trained and a competent professional capable to perform guidance functions, organize in-service training orientation of teachers and establish liaison with the community S/he is able to work effectively with students need.

- Developing an action plan for guidance, setting up a guidance center, orientating the staff about the complete action plan.
- Helping students to understand their own weaknesses and strengths on the basis of test resold.

### **Role of the Principal**

The school principal or head master is the key person in developing and improving guidance services in the school. His/her academic support and administrative leadership is essential in running the programme smoothly. The school principal is expected to have orientation about guidance services in school. S/he should encourage the formulation of a guidance programme. s/he conducts staff meeting to discuss the students guidance needs for prioritizing guidance programme to the higher educational authorities and the community. S/he organizes staff training in resource support and resolves difficulties faced by the school counselor.

### **The role of a teacher**

The contribution of teacher is of prime value in making a school guidance programme a success. Teachers help the students in solving problems centered in learning areas and educational planning.

### **They also help in**

- Diagnosis of children individually using tools such as tests, observations records, personal reports
- Consulting with teachers and parents on learning problems or other mental health concerns.
- Providing specialized services for handicapped children case-conferences special contributing to in-service training for teachers and staff in all areas of mental health.

### **The role of a teacher**

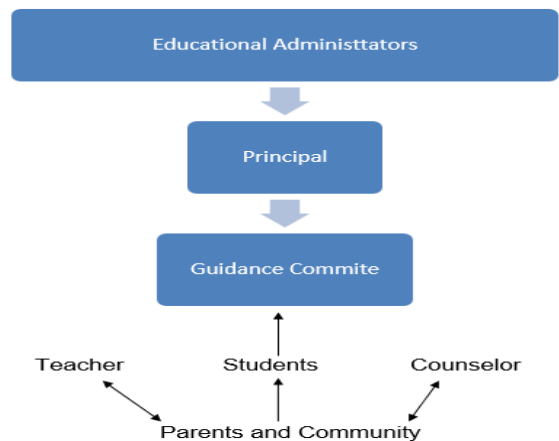
The contribution of teacher is of prime value in making a school guidance programme a success. Teachers help the students in solving problems centered in learning areas and educational planning,. They also help in referral and pupil appraisal. They help students to know each other, orient the students to new subjects, rules and regulations of the school examination system and co-curricular activities. They also help in identifying students academic, personal, social and psychological problems nature social values such as dignity of labor.

### **The school social worker**

The concept of school social worker is not popular in our country but is more functional in many developed countries. It began due to the compulsory attendance law in the 20th century. To improve school attendance social worker – played a role of liaison between home and school. It was found that due to social workers the school drop out rate and cases of juvenile delinquency were reduced.

### **Role of other stake holders in guidance**

Providing guidance to children in order to ensure their proper adjustment and wholesome personality development is not the responsibility of teacher and other school functionaries alone rather it is a concern of the entire community and the society to which the children belong.



### **Summary**

We have discussed in this unit the importance of collaborative efforts in organizing guidance services in school. They all must lay hands for making school guidance programme a success.

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