



A STUDY ON NEED ASSESSMENT OF HIGHER SECONDARY SCHOOL STUDENTS GUIDANCE AND COUNSELING

KEYWORDS

Educational, Vocational, Social, Emotional and Behavioral.

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ABSTRACT

Counseling is a wonderful modern invention used for well-being of persons. Psychotherapy through counseling provides opportunities for those seeking help to live more satisfying and happy lives. When people simply need a professional to listen people and advice them, people can turn to counseling. Counseling is a very comprehensive concept. Its objectives is to encourage the dull and the backward child, to normalize the through appraisal, individual or group counseling, parents or teachers consultation and the most important environment change.

Present study was planned to investigate the counselling needs of Higher secondary school students. The need assessment questionnaire (NAQ) was constructed which included five areas, i.e. educational, vocational, social, emotional and behavioural problems of students. NAQ was administered to eighty students of 11th and 12th class, taken on convenience basis from eight schools of thiruvallur district. Results indicate that Higher secondary school students had more problems of emotional needs (i.e.56.5%) than of vocational needs. (i.e. 54.5%). So there is a need for emotional and vocational counseling programs for them. Although there were many limitation of the study (including small sample size and crude method of sampling) even then findings are seemed acceptable according to the age and grade level of students.

This study would be helpful and encouraging the students to identify their counseling needs and problems and solve their problems through consultation of good counselor. Counseling in higher secondary school students is not like formal counseling programme where focusing on remediation of students problems. It is also a tool for preventing normal problems from becoming more serious and resulting in delinquency, failure and emotional disturbance. It can also be a major remedial force for helping children in trouble side by side there is some need of students which over come through the help of counseling.

INTRODUCTION

It is an obvious fact that for an effective survival we need guidance for ourselves and for our children. Perhaps the best definition of guidance is that offered by Johnes (as cited in Nayak, 2004). Guidance involves personal help given by someone: It is a designed to assist person to decide where he wants to go, what he wants to do, when he wants to do, or how he can best accomplished his purpose. It assists him to solve problems that arise in his life Many writers say that guidance is neither direction nor dictation. It is rather friendly and personal help offered by a competent individual known as the guide or guidance expert, to one who is in need of such assistance the guide. Guidance enables the guide to understand his problems and to overcome his hurdles. Lack of guidance is liable to lead an individual to inadequate thought and behaviour, wrong decisions and maladjustment (Abdul Rauf, 2002).

Guidance is a process, it helps every individual to help himself to recognize himself and to use to make plans to workout own problems of development under the most favourable condition that the home and school can provide. Guidance is an integral part of education; such a programme is wholly impossible without guidance and cannot separate from it. Angles (as cited in Nayak, 2004) therefore say "Education not something which is really in the very center of education itself. When we speak of guidance an integral part of education we speak of one of the most important part of education." Crow and Crow (as cited in Hasnain, 2004) says that guidance is not the imposition of one's point of view upon one another; it is not making decisions for an individual, which he should make for himself. It is not carrying burden of another life. Rather guidance is assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decision, carry his own burdens. Hasnain (2004) described the definition given by Mathewson in which he says that guidance is the systematic professional process of helping the interpretative procedure, to gain a better understanding of his own characteristics and potentialities and to relate him more satisfactory to social requirements and opportunities in accord with social and moral values. He further stressed that guidance can be done through Education and interpretative procedures. Hamrin and Erickson (as cited in Kelly, 2006) defines guidance as "Aspects of educational programme which is concerned especially with helping the pupil

become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs". Some writers such as Martison (1999) says that Guidance involves special material and may involve special personal, and guidance requires a planned programme (as cited in Dash, 2003). Whereas some writers such as Hasnain (2004) says that guidance is a natural process there is no need of special material, no need of special personal and any special programme Very few terms have been more loosely or interchangeably used than the terms "Guidance" and "Counseling". According to Tolbert (as cited in Nayak, 2004) Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting and individual to make and carryout adequate plans and to achieve satisfactory adjustment in all aspects of his daily life.

Guidance is not teaching but it may be done by teachers. It is not separate from Education because it is an essential part of educational programme. Guidance is a term which is broader than counseling and which includes counseling one its services. Butler makes a logical separation of the counseling process discerned as having two phases called "Adjustive" and "Distributive". In the adjustive phase, the emphasis is on the social, personal and emotional problems of the individual. In the distributive phase the focus is upon his educational, vocational and occupational problems.

According to Nayak (2004) counseling in school involves helping students individually or in small groups to deal with the concern or difficulties they are experiencing and list of problems which children of secondary school can experience which has been adopted from Kottler and Kottler in 1993' is outlined below: Generalize anxiety, Depressive disorder attention deficit, Hyper activity abuse, Compulsive disorder, Adjustment disorder, personality disorder. In order to help the children who are experiencing any of the above problems teachers need to develop at least basic level of counseling. Hoppock (as cited in Kelley, 2006) describes that career problems include in counseling and guidance programme but are not limited to career indecisions and undecidedness, work performance, stress and adjustment, incongruence of the person and work environment and unsatisfactory integration of life roles with their life. Career work in high school to be competency based. By now students should

understand their abilities, skills, aptitudes and interests and their career choice although not final should begin to narrow.

STATEMENT OF THE PROBLEMS

The present research was designed to identify the counseling needs of students at higher secondary level.

SIGNIFICANCE OF THE STUDY

Counseling is a wonderful modern invention used for well-being of persons. Psychotherapy through counseling provides opportunities for those seeking help to live more satisfying and happy lives. When people simply need a professional to listen people and advice them, people can turn to counseling. Counseling is a very comprehensive concept. Its objectives is to encourage the dull and the backward child, to normalize the through appraisal, individual or group counseling, parents or teachers consultation and the most important environment change.

This study would be helpful and encouraging the students to identify their counseling needs and problems and solve their problems through consultation of good counselor. Counseling in secondary school is not like formal counseling programme where focusing on remediation of students problems. It is also a tool for preventing normal problems from becoming more serious and resulting in delinquency, failure and emotional disturbance. It can also be a major remedial force for helping children in trouble side by side there is some need of students which over come through the help of counseling.

These children may require counseling for certain things. There are also some more needs of pupil as:

- Articulation
- Using augmentative and alternative
- Means of communication, etc.

All these need and problems are required a competent counseling program at higher secondary level.

An adequate counseling programme aim at improving the psychological and physical health and efficiency of the individual enables the learner to understand their abilities and to exploit them to their maximum in scholastic pursuits helps the individual understanding his vocational attitude and abilities in and aids him to in decision about the adoption of a particular profession that is most suited to his individual requirements. Counseling programme is an integral part of school total education programme.

Counseling is complex helping process in which the counselor establishes a trusting and confidential working relationship, here the focus is one problems solving, decisions making and discovering personal meaning related to learning and development the study of our almost suggesting the importance of counseling need of the students at higher secondary level.

OBJECTIVES OF THE STUDY

- To identify the counseling needs of the students at higher secondary level.
- To identify the students need of educational, vocational, social emotional, behavioural guidance.
- To find out the most problematic area of students need in which they need Counseling.

RESEARCH QUESTIONS

1. Do the students have the need for counseling at secondary level? (Do the students need educational guidance)
2. Do the students need vocational guidance?
3. Do the students need social guidance?
4. Do the students need emotional guidance?
5. Do the students need behavioural guidance?

6. In which area of problems more consoling is needed?

DELIMITATION

Present study was delimited to the Government /Government Aided / Private Higher Secondary schools of Thiruvallur District.

METHODOLOGY

In this study attempts were made to determine the counseling needs of students at secondary level the study was descriptive in nature. Following steps were followed:

POPULATION AND SAMPLE

The population of study was all the student of Higher Secondary Schools in Thiruvallur Districts. According to the convenience of the researcher only 08 schools were selected so students of these schools were the population.

These schools were.

- 1) Holy Crescent Matric Higher Secondary School
- 2) A. A. Government Boys Higher Secondary School
- 3) Government Girls Higher Secondary School
- 4) Sarojini Varadhappan Girls Higher Secondary School
- 5) St. Josephs Matric Higher Secondary School
- 6) Jaya Jaya Sankara International School
- 7) Sundaram Government Boys Higher Secondary School
- 8) Government Girls Higher Secondary School.

A sample of 80 students (from 11th & 12th classes) was taken on the convenient basis from available students on the particular days of visit.

INSTRUMENTATION

For the present study the questionnaire was developed as an instrument. After reading books and by the consultation of the advisor of the study researcher derived a need assessment questionnaire (NAQ). Five areas of needs were identified as. **Education needs, vocational needs, social needs, Emotional needs, and Behavioural needs.** Statements indicating deficiency of that needs were devised. Many statements related to all five areas were constructed. Final questionnaire was consisted of 27 questions on the whole. There were 07 statements in Educational needs and 05 statements in Vocational, Social, Emotional and Behavioural needs. For responses instructions with example were prepared and students were asked to check the statements either \checkmark or X.

ADMINISTRATION OF THE QUESTIONNAIRE

Questionnaire was administered with the permission of school headmaster to students. The researcher personally went to 8 higher secondary schools. Before the administration of the questionnaire the students were informed about the purpose of the study and requested to fill it honestly & completely.

SCORING

Statements checked as positive (\checkmark) indicated existence of need of counseling so 01 score was allotted to it and if the statement checked as negative (X), Zero score was given. After giving score to each statement, total score for each type of need was calculated separately.

One student score was plotted against her number for all needs same was the procedure for all the students Total score of Educational needs was 07 and 05 for rest of all the needs. Following criteria was made to evaluate and compare needs of students. For Educational need:

Score above 4 = high need

For vocational, Social, Emotional and Behavioural needs

Score above 3 = high need

Considering the criteria high needs were assessed. Then percentages of high needs relevant to the type of need were calculated. Percentage distribution and Bar Diagram was used for final results.

DATA ANALYSIS & INTERPRETATIONS

All the research questions are answered by the results of data analyses and conclusions are drawn on the bases of interpretations.

SCORE AND PERCENTAGE OF NEEDS EXISTENCE AMONG OVERALL STUDENTS (N = 80)

Needs	Score	Percentage
Educational	289	51.60
Vocational	216	54.00
Social	182	45.50
Emotional	226	56.50
Behavioural	193	48.25

Scores of students of Higher Secondary School in Thiruvallur district indicate that the students of Higher Secondary School in Thiruvallur district are seeking for emotional guidance and vocational guidance. Students may be worried about their professions in future. After Higher secondary school level, students have to choose their job line such as medical, engineering, or other area of interest. There is deficiency of such counselors in schools those guide the students about their future career. Students' least problematic area is Social needs. It may be due to that each teacher in school is capable to solve students Social problems.

SCORE AND PERCENTAGE OF NEEDS EXISTENCE AMONG GOVERNMENT SCHOOL STUDENTS (N = 40)

Needs	Score	Percentage
Educational	157	56.00
Vocational	117	58.50
Social	91	45.50
Emotional	117	58.50
Behavioural	103	51.50

Score of students of Government Higher Secondary School show that the students of particulars school required high need of emotional guidance and then vocational guidance. The reasons may same as reasons of students of Higher Secondary School in Thiruvallur district.

SCORE AND PERCENTAGE OF NEEDS EXISTENCE AMONG GOVERNMENT AIDED SCHOOL STUDENTS (N = 10)

Needs	Score	Percentage
Educational	44	34.28
Vocational	27	54.00
Social	26	52.00
Emotional	30	60.00
Behavioural	33	66.00

Above mentioned information shows that the students of Government Aided Higher Secondary School are seeking more guidance and counseling in Behavioural and emotional area. Government Aided Higher Secondary School indicates that the students of particular school show problem in behavioural and also show some problems in emotional area.

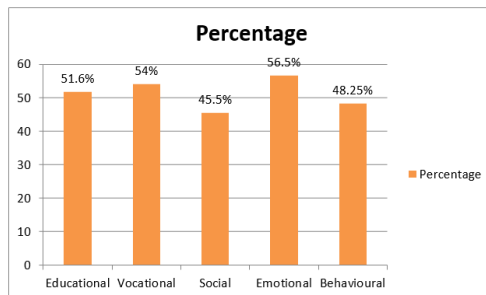
SCORE AND PERCENTAGE OF NEEDS EXISTENCE AMONG PRIVATE SCHOOL STUDENTS (N = 30)

Needs	Score	Percentage
Educational	88	41.90
Vocational	72	48.00
Social	65	43.33
Emotional	77	51.33
Behavioural	57	38.00

Need assessment questionnaire score of students of Thiruvallur district Private Higher Secondary School indicates that the students of particular school show problems in emotional area and also show some problems in vocational area.

FINDINGS

PERCENTAGE OF NEEDS



The results of this study are shown in above mentioned graph. The results of which signifies the students of higher secondary level have higher need of emotional guidance as compared to others i.e. educational, vocational, social, and behavioural counseling. The second highest need was of vocational counseling according to the given responses. Need of educational counseling takes place on third position and the needs of behavioural and social guidance takes place and 4th and 5th position. It was indicated that the social and behavioural needs were below the midpoint. That means these areas of student were not problematic for them.

DISCUSSION

The main objective of this study was to identify the counseling needs of the students. It was assumed that students have counseling needs in all area of life. The results of this research study also explore that a majority (56.50%) of secondary school students have the need of emotional guidance and counselling also. Secondary school students are in transitional period of their age from childhood to adulthood so they have the need of emotional counseling and guidance also. This age may be the most sensitive age of a student. Students face different kind of changes in them. They act highly emotional in different matters. They do not know how to control their feelings and emotions and how to release their tension. They, at this stage, usually feel attraction in opposite sex but no proper guidance is provided them regarding good and harmful things for them. In our society, parents and teachers usually avoid talking their children regarding these emotional matters even, parents are solely responsible and it is parents' moral duty to guide their children to be successful here and hereafter. Teachers may provide guidance and counseling for their emotions otherwise students may spoil their lives and may be medically unfit for various body functions also.

The results of this study explore that higher secondary school students are seeking guidance and counseling in vocational areas. Need of vocational guidance is highest (54.00%) among higher secondary school students. Students, after higher secondary school leaving certificate, have to choose career or interested field of study. Students can either adopt medical or engineering profession or further studies in specific areas. Students, due to unawareness of nature of professions and untrustworthy of their skills and abilities, feel culpable them to choose right career path for future life. Therefore they have to consult for guidance and counseling for future career planning. A proper guidance can help them to find a career that is suitable for them. Sometimes parents understand that they should guide their child in proper way for further studies of career planning. They guide their child according to social setup, child's interest, or their information but often parents do not understand their child's interest or trends and forced the child to adopt the career they like. Students of secondary level are not enough mature to understand natures of different works and careers and also they are not aware of their abilities and skills for different works or careers or subjects of further studies those can help them in future planning. So vocational guidance and counseling should be provided students' of secondary level at right time.

The results of this research study also explore that (51.60%) of secondary school level students has educational needs. Students may be worried about their professions in future. After secondary school level, students have to choose their job line such as medical, engineering, or other area of interest. There is deficiency of such counselors in schools those guide the students about their future career. Students were Problematic area is educational needs. It may be due to that each teacher in school is capable to solve students' educational problems and guide their students academically. Students often consult their teachers for successful method of studies and teachers guide them properly.

Similarly only 48.25% students have behavioral problems. It may be due to parents and teachers who are always guide them to improve their behaviors.

Only (45.50%) students of secondary level have the need of social guidance and counseling. If the students are socially guided then they may develop friendship with others that satisfied them mentally.

RESEARCH LIMITATIONS

The sample of this study was not big but appropriate enough. Because of the chosen research approach and small sample, the research results may lack generalisability. Therefore, researchers are encouraged to replicate this research study including additional data collection instruments such as interview or likert type rating scale, larger sample, and male and female stratum.

RESEARCH IMPLICATIONS

- Teachers made responsible for students' guidance and counseling
- Career consultant and professional counselor should be appointed in each secondary school
- Market need assessment results should be communicate students through handouts, information display boards, and teacher-parents meetings
- Counseling process should be assessable to each student

CONCLUSION

This study would be helpful and encouraging the students to identify their counseling needs and problems and solve their problems through consultation of good counselor. Counseling in secondary school is not like formal counseling programme where focusing on remediation of students problems. It is also a tool for preventing normal problems from becoming more serious and resulting in delinquency, failure and emotional disturbance. It can also be a major remedial force for helping children in trouble side by side there is some need of students which over come through the help of counseling.

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