

A Study of Guidance Services of CBSE Schools in Anand District

**A Dissertation submitted to the Sardar Patel University,
Vallabh Vidyanagar in Partial Fulfillment of the
Requirement for the degree of**

Master of Education

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March – 2014

Certificate

This is to certify that the work incorporated in the project bearing the title '***A Study of Guidance Services of CBSE Schools in Anand District***', submitted by ***Ms. Rutu J. Sedala*** comprises the result of independent and original investigations carried out. The materials that have been obtained (and used) from other sources have been acknowledged in the dissertation.

Vallabh Vidyanagar

March 2014

Signature of the Researcher

Certified that the work mentioned above is carried out under my guidance.

Vallabh Vidyanagar

March 2014

Signature of the Research Guide

Certificate of Approval

This dissertation directed and supervised by the candidate's guide has been accepted by the Waymade College of Education, Sardar Patel University, Vallabh Vidyanagar in partial fulfillment of the requirement for the degree of

MASTER OF EDUCATION

Title: *'A Study of Guidance Services of CBSE Schools in Anand District '*

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APPENDIX I

Questionnaire for Students

Dear student,

I am Rutu J. Sedala, pursuing M.Ed in Education entitled “A Study of Guidance Services of CBSE Schools in Anand District”. In this regard, I would like to know the views of students, teachers/counsellors and principal of various CBSE schools of Anand District.

This Questionnaire contains questions regarding the Guidance services of CBSE schools. I request you to kindly respond to all the questions and be honest while responding to each question. Your co-operation will indeed help the researcher to build up a true scenario of the Guidance services of CBSE schools. The data collected from the respondents will be kept strictly confidential.

Name of the School:

Name of the Student:

Class:

Div:

Gender: M / F

1) Is guidance services provided in your school? Yes / No

2) Are you aware of the guidance services in your school? Yes / No

If yes, how do you come to know?

3) I face problem of (tick (✓) on appropriate options)

- (a) Concentration
- (b) Adjustment with friends
- (c) Adjustment with parents
- (d) Adjustment with teacher
- (e) Learning in the class
- (f) Remembering the concept

4) I try to solve my problem by my ownself Yes / No

- 5) To solve my problem I approach to (tick (√) on appropriate option)
- (a) My friends
 - (b) My parents
 - (c) My teacher
 - (d) My school counsellor
- 6) To get career guidance I approach to (tick (√) on appropriate option)
- (a) Friends
 - (b) Parents
 - (c) Teacher
 - (d) Relatives
 - (e) School Counsellor
- 7) I feel hesitation in sharing my problems with others. Yes / No
- 8) My friends advise me to approach school counsellor to solve my problem. Yes / No
- 9) My parents are taking help of school counsellor for my better performance. Yes / No
- 10) My school counsellor is (tick (√) on appropriate option)
- (a) Trained counsellor
 - (b) School Teacher
 - (c) School Teacher cum counsellor
- 11) I feel free to discuss my problems with the school counsellor. Yes / No
- 12) Which kind of problem you share with school counsellor
-
-
- 13) I approach to the school counsellor for (tick (√) on appropriate options)
- (a) Problems related to studies
 - (b) Problems related to teachers
 - (c) Problems related to friends
 - (d) Problems related to family
 - (e) Problems related to my own self
 - (f) Any other, _____

14) School Counsellor helped me in solving the above problem. Yes / No

If yes, in what ways

If no, state reason to support your answer

15) The school counsellor interacts with my parents (tick (√) on appropriate option)

- (a) Once in a month
- (b) On report declaration day
- (c) Whenever needed

16) Have you undergone under testing by the school counsellor? Yes / No

17) The following tests has been implemented on me (tick (√) on appropriate options)

- (a) IQ test
- (b) Aptitude test
- (c) Interest test
- (d) Personality test
- (e) Adjustment inventory
- (f) Any other, _____

18) Guidance activities carried out in our school are (tick (√) on appropriate options)

- (a) Life skill activities
- (b) Oral presentation
- (c) Career guidance (Guest Lecture)
- (d) Role play
- (e) Games / Brain storming activities
- (f) Any other, _____

19) Guidance activities of the school provide information about (tick (√) on appropriate options)

- (a) HIV
- (b) Career talks
- (c) Study habits
- (d) Dealing with anxiety
- (e) Tension during exams

- (f) Co-curricular activities
- (g) Personality development
- (h) Time management
- (i) Mental health
- (j) Physical health
- (k) Any other, _____

20) Which kind of guidance services you have availed (tick (√) on appropriate options)

- (a) Information through pamphlets
- (b) Through magazine/journals in the career corner
- (c) OHP/Transparencies
- (d) LCD/projector information displayed on notice board
- (e) Suggestion box

21) Do you follow instruction provided by the school counsellor to solve your problem? Yes / No

If yes, how does it benefit you?

If no, what could be reason?

22) Do you continue to visit / meet the school counsellor till your problem solved? Yes / No

If no, what could be reason?

23) Do you find guidance services in school satisfactory? Yes / No

If yes, how?

If no, what could be reason?

APPENDIX II

Questionnaire for Teacher

Dear Teacher,

I am Rutu J. Sedala, pursuing M.Ed in Education entitled “A Study of Guidance Services of CBSE Schools in Anand District”. In this regard, I would like to know the views of students, teachers/counsellors and principal of various CBSE schools of Anand District.

This Questionnaire contains questions regarding the Guidance services of CBSE school. I request you to kindly respond to all the questions and be honest while responding to each question. Your co-operation will indeed help the researcher to build up a true scenario of the Guidance services of CBSE schools. The data collected from the respondents will be kept strictly confidential.

Name of the School: _____

Name of the Teacher: _____

Gender: M / F

- 1) Since how many years you are working in the school? (tick (✓) on appropriate option)
 - (a) One year
 - (b) Two year
 - (c) Five year
 - (d) Ten year
 - (e) More than above
- 2) Have you observed any difficulties in the teaching and learning process? Yes / No
If yes, which kinds of problem

- 3) Student generally face difficulties in learning, (tick (✓) on appropriate options)
 - (a) Are not able to understand
 - (b) Have less interest
 - (c) Have lack of concentration
 - (d) All the above

4) Students face difficulties other than learning due to (tick (√) on appropriate options)

- (a) Family problem
- (b) Adjustment problem
- (c) Educational problem
- (d) Emotional problem

5) Do you identify the students with such problem? Yes / No

If yes, How you have identified?

If no, What could be reason?

6) You try to help the student who have such problem by (tick (√) on appropriate options)

- (a) Informing his/her parents
- (b) Talk to his/her friends
- (c) Talking to him/her
- (d) Approach to counsellor
- (e) Informing school principal
- (f) Ignoring his/her problem
- (g) Any other way, _____

7) Do you identify the gifted children and the underachievers? Yes / No

If yes, how?

If no, why?

8) Do the students seek assistance from you for solving their problem? Yes / No

9) For which kind of problem they approach to you? (tick (√) on appropriate options)

- (a) Academic problem
- (b) Personal problem

- (c) Family problem
- (d) Any other, _____

10) For handling issues of students, you take help of the (tick (√) on appropriate options)

- (a) School Counsellor
- (b) Their Parents
- (c) Peer group
- (d) Student (himself/herself)
- (e) School principal
- (f) Any other, _____

11) Do you conduct remedial classes to solve learning difficulties of students? Yes/No

12) Do you provide extra classes to the 10th and 12th standard students for guidance from the school counsellor? Yes / No

If yes, for what purpose?

If no, what could be reason?

13) Which type of guidance is provided to students (tick (√) on appropriate options)

- (a) Career guidance
- (b) Health & Hygiene related guidance
- (c) Educational guidance
- (d) Personal guidance
- (e) Any Others, _____

14) If students performance is poor then you (tick (√) on appropriate options)

- (a) Inform the parent
- (b) Inform principal
- (c) Ask students for poor result
- (d) Approach to the school counsellor
- (e) All the above

15) Do you feel guidance services is an important components of school activities?

Yes / No

16) Are you aware about various psychological testing for the students?

Yes / No

17) Do you advise students to undergo psychological testing? Yes / No

18) Which types of psychological tests are available in the school? (tick (✓) on appropriate options)

- (a) Aptitude test
- (b) Interest test
- (c) Intelligence test
- (d) Personality test
- (e) Any other, _____

19) Which kind of test usually implemented on 10th standard/ 12th standard students? (tick (✓) on appropriate options)

- (a) Aptitude
- (b) Interest
- (c) Intelligence
- (d) Personality
- (e) Any other, _____

20) Are adequate facilities provided for guidance services in the school? Yes / No

If yes, elaborate

If no, provide suggestions for further improvement

APPENDIX III

Questionnaire for Principals

Respected principal,

I am Rutu J. Sedala, pursuing M.Ed. in Education entitled “A Study of Guidance Services of CBSE Schools in Anand District”. In this regard, I would like to know the views of students, teachers/counsellors and principal of various CBSE schools of Anand District.

This Questionnaire contains questions regarding the Guidance services of CBSE school. I request you to kindly respond to all the questions and be honest while responding to each question. Your co-operation will indeed help the researcher to build up a true scenario of the Guidance services of CBSE schools. The data collected from the respondents will be kept strictly confidential.

Name of the School: _____

Name of the Principal: _____

Experience (Years): _____

1) Are guidance services provided in your school? Yes / No

2) Objectives for adopting this scheme of guidance programme is (tick (✓) on appropriate options)

(a) To help students

(b) To help teacher

(c) To help parents

(d) All the above, _____

3) For the guidance services in the school, separate guidance cell is allocated?

Yes / No

If no, what could be reason?

4) School Counsellor providing guidance services in the school is a qualified person?

Yes / No

- 5) School Counsellor in the school is working for (tick (√) on appropriate options)
- (a) Part time
- (b) Full time
- 6) Guidance service is an important component/aspect of school? Yes / No
- 7) Teachers are instructed to guide the students to approach school counsellor to solve their problem? Yes / No
- 8) Is regular time (separate time) allocated for guidance to students in the school? Yes / No
- 9) Is there any monitoring mechanism to check quality of guidance services in the school? Yes / No
- If yes, please specify
-
-
- If no, what could be reason?
-
-
- 10) Do students approach to school counsellor to solve their problem? Yes / No
- If yes, for which kind of problem they approach to the school counsellor (please mention percentage & tick (√) on appropriate options)
- (a) Educational
- (b) Vocation/Career
- (c) Personal
- (d) Emotional
- (e) Don't know
- 11) Do the students under goes any psychological testing on regular base? Yes /No
- If yes, at which standard
-
-
- If no, what could be the reason?
-

12) Which type of psychological testing is usually administered on students? (tick (✓) on appropriate options)

- (a) Intelligence
- (b) Aptitude
- (c) Interest
- (d) Personality
- (e) Any other, _____

13) Are the parents interested to undertake psychological testing for their children? Yes / No

If yes, which kind of test (tick (✓) on appropriate options)

- (a) Aptitude
- (b) Interest
- (c) Intelligence
- (d) Personality
- (e) Any other, _____

14) Do the parents approach to the school counsellor to solve their children's problem? Yes / No

15) To undergo any psychological testing, does student has to pay any fees?

Yes / No

If yes, to whom, what or how many?

If no, what could be reason?

APPENDIX IV

Questionnaire for Counsellors

Respected Sir / Madam,

I am Rutu J. Sedala, pursuing M.Ed. in Education entitled “A Study of Guidance Services of CBSE Schools in Anand District”. In this regard, I would like to know the views of students, teachers/counsellors and principal of various CBSE schools of Anand District.

This Questionnaire contains questions regarding the Guidance services of CBSE school. I request you to kindly respond to all the questions and be honest while responding to each question. Your co-operation will indeed help the researcher to build up a true scenario of the Guidance services of CBSE schools. The data collected from the respondents will be kept strictly confidential.

Name of the School:

Name of the Counsellor:

Qualification:

Experience (years):

1) Are you qualified counsellor? Yes / No

If yes, please specify

2) Are you working as a school counsellor on (tick (√) on appropriate option)

(a) Full time base

(b) Part time base

3) Are you satisfied with your salary? Yes / No

4) Are you engaged in any other school activities apart from guidance in the school?

Yes / No

If yes, please mention

- 5) Does the school, provide you adequate facilities to render guidance services in the school? Yes / No

If no, what else is required

- 6) Is management supportive to carry out guidance service effectively in the school?

Yes / No

If yes, in which manner

If no, what else required

- 7) Who is the most benefited of guidance services in the school? (tick (✓) on appropriate options)

(a) Teachers

(b) Students

(c) Parents

(d) Others

- 8) Are you satisfied with your professional work in the school? Yes / No

- 9) In school by whom you are monitored? (tick (✓) on appropriate options)

(a) Principal

(b) Teacher

(c) Parents

(d) Others

- 10) Who most frequently approach to you for the guidance? (tick (✓) on appropriate options)

(a) Teacher

(b) Students of

10th standard

12th standard

(c) Parents of

10th standard

12th standard

(d) Any Others, _____

11) How much time is allocated to render guidance in the school? (tick (✓) on appropriate option)

(a) One hour

(b) Two hours

(c) Whole day

12) Do the students share their problems with you? Yes / No

Which kinds of problems are usually faced by the students?

13) Do you ever meet with parents of students? Yes / No

If yes, for which kind of student's problem, you usually approach to parents?

14) Do you apply tests on students? Yes / No

15) Which kind of tests usually administered on students? (tick (✓) on appropriate options)

(a) Aptitude test

(b) Interest test

(c) Intelligence test

(d) Personality test

(e) Any other, _____

16) Does the school use your services properly? Yes / No

If No, what could be reason?

17) For which kind of testing parents approach to you? (tick (✓) on appropriate options)

(a) To know interest of their children

(b) To know personality of their children

(c) To know actual psychological problem of their child

(d) To know intelligence level of their child

(e) Any other, _____

18) Which kind of standardised tests are available in the school? (tick (✓) on appropriate options)

- (a) Personality test
- (b) Aptitude test
- (c) Interest test
- (d) Diagnostic (psychological) test
- (e) Intelligence test
- (f) Any other
- (g) All the above

19) How do students approach to you, for getting guidance to solve their problems?
(tick (✓) on appropriate options)

- (a) As per teacher accommodation/advice
- (b) As per their own-self
- (c) As per friends guidance/advice
- (d) As parents bring

20) Do you charge any fees to students/parents for your guidance services? Yes/No
If yes, how much?

If no, what could be reason?

Chapter-1

Introduction

1.0 Introduction

India is known for its values in the world. The culture reflects the belief system of the people. There is change in Indian society. Now people are more independent compare to earlier. There is change in the thinking pattern of the people. The gender specific role has also changing. The changes also observed in living and behavioural pattern of the individual. In India, number of nuclear families has increased. New generation do not want to live joint family. Parents want to have single child or maximum two children. There is also increased numbers of old age homes in India. Which results in to loneliness pervades in their lives and parents finds difficulties in up-bringing of their child. Its impact it not only limited to individual life but it extended to the society. The first one being the lowering of the economic standards and duplicating of expenses. The acute housing problem and slum-dwellings could have been eased, if the practice of the joint family continued.

As someone correctly said that too much or too less can destroy inherent balances and harmonies. In families, too much of space-physical and emotional-can translate into emotional detachment. It doesn't help the children at all and too less space means over-protectiveness and claustrophobia. The second is the physical, psychological, emotional and social insecurity of the members of the family. In the joint family, there is a strong physical, emotional and social support system. The breakup of the joint family system has caused considerable harm from the psychological point of view. There is a lot of genuine love and affection among the children growing under one roof. Most of the social virtues of cooperation, team spirit, making sacrifices, co-ordination and so on can be imbibed without any conscious effort on the part of the individual. Even if there is a loss of a parent, there is some elderly person in the family, who takes up the role and does not let the individual suffer.

There may be a few disadvantages of the joint family system but from the guidance point of view, in a country like India, where the resources are limited, population is

uncontrollable, unemployment exists even among the educated, the joint family system was a blessing in disguise by all counts. Where both parents are working, in order to maintain a certain standard and provide basic amenities to the members of the family, both the parents, the father and the mother need to earn. This means that both of them are out of the house, eight to ten hours of the day and return only for meals at night and for rest. Such a home is not a congenial environment for children to grow in, for it can be compared to boarding house where people merely gather for food and rest, and exchange a few greetings without influencing one another. A home for children should provide acceptance, warmth, loving care, affection and full time attention for their well-being. By providing the physical amenities, many a parents feel that their responsibility is over. What children need, especially in the early years of development, is psychological and emotional support, a feeling of being secure and protected and having the mother by their side.

The fact remains that because, the mother goes out to earn, she keeps a servant to do the household work, all services needed at home, like cooking, washing, stitching, tutoring the child, which could be done systematically, efficiently and intelligently by the lady at the home. The physical and mental health of the members of the family are left entirely in hands of hired person. More than this, the danger is that when the mother is away, the children are left without any control and they loiter around or spend time at the corner of the street or remain at a friend's place and they spend their time uselessly. They may also fall prey to anti-social elements and before anything can be done to improve their behaviour. They may become delinquents and chronic drug addicts.

The role of parents is not limited to provide facilities and luxuries to their children but the role of parents is to develop values and good qualities among their children. These cannot be possible by appointing a lady to take care of children. The children required guidance and want to share their feelings which they cannot do with outsiders. In families, where there is more than one child, the child get chance to share with his siblings but in some cases, there will be such intense sibling rivalry and jealousy if the older child is not prepared well before the arrival of the new member in the family. If the parents are sensitive to the feelings of existing children and respond with understanding, rivalry may be kept to minimum.

Neglecting or rejecting the female child and preferring a male child is common in India. This has caused enormous harm to the girls. Many girls suffer rejection in their early childhood and become depressed when they are already in their teens. Girls are not given proper education, in some cases. Therefore, guidance is needed for the parents to accept their female children and to give equal opportunities for them. The girls need guidance in order to cope up with the rejection and for better adjustment in life as a worthwhile member of the family and society.

The study of an Indian family reveals that children are losing respect for their parents and elders and are becoming far too bold and undisciplined. Many have no hold on their religious faith, or have no common prayers. The good old saying that, “A family which prays together, stands together” has much value these days. There is too much of laxity and permissiveness and on occasion, they threaten the parents to dire consequences, if they are punished. The value system is undergoing a rapid change and the family norms are regarded as things to talk about and not practice.

The children are spending more time in the school. The aim of education is to make wholistic development of the child. If the child is having any problem then it is responsibility of the school to help him. Now a day, suicide rate is increased in school going children which indicates that the present education system is lacking in some aspect. To help the child to solve their problem, guidance and counselling services is stated at the school level, where school students can share their problem with counsellor and solve their problem.

1.1 Statement of the Problem

A Study of Guidance Services of CBSE Schools in Anand District

1.2 Research Questions

1. Which kind of facilities are provided to the counsellor in the school?
2. What is utility of guidance services in school?
3. Who are users of guidance services in the school?
4. Are the students benefited from guidance services in the school?
5. What is role of teachers in guidance services in the school?

6. What are practices/activities carried out for providing various guidance to students and parents?

1.3 Objectives

1. To study Guidance Services provided in the CBSE schools with reference to problem face by students.
2. To study Guidance Services provided in the CBSE schools with reference to Mechanism adopted by students to solve problems.
3. To study Guidance Services provided in the CBSE schools with reference to students approach to counselor.
4. To study Guidance Services provided in the CBSE schools with reference to activities conducted under the Guidance Services.
5. To study Guidance Services provided in the CBSE schools with reference to psychological test administered on students under the Guidance Services.
6. To study Guidance Services provided in the CBSE schools with reference to infrastructure facilities provided for the Guidance Services.
7. To study Guidance Services provided in the CBSE schools with reference to other aspects of the Guidance Services.

1.4 Explanation of the terms

Various terms are used under the study. These terms explanation is given as follows.

Guidance Services: Guidance Services refers to the facilities provided to the students, teachers and parents for solving their problem related to students behaviours.

Students' Problems: Students problem just like as educational problem, family problem, adjustment problem, interacting problem, understanding problem, face by the secondary school students, etc.

Mechanism to Solve Problem: Students first identify the mechanism and with the help, they solve their problem such a way. The mechanism is strategy to solve the problem.

Activities under Guidance Services: Various activities are carried out in the schools under the guidance services, there are some activities like as career guidance, health & hygiene related guidance, educational guidance, personal guidance and other activities, etc. For the study, the activities carried out by the school with the help of counselor are included.

Test Administrated on Students: Psychological testing applied under the guidance services at the school like as IQ test, aptitude test, interest test, personality test, adjustment inventory and other test to know about the student which facilitates to guide the students.

Infrastructure and Other Facilities: In the school, few facilities provide for guidance services, arrangement of guidance cells, various types of psychological test and diagnostic test were available for providing guidance services at the school.

Other aspects: In other aspects includes qualification of counselor, nature of appointment and salary, duration of guidance services, monitoring of guidance services, parents interaction with counselor, involvement of counselor in other school activities, management support, fees for guidance services and objectives of guidance services are taken under the study.

1.5 Delimitation

The present study is delimited to secondary level CBSE school of Anand district.

1.6 Rationale of the Study

The purpose of this research study is to bring about the importance of the guidance services in the schools of the Central Board of Secondary Education. All people need guidance a great deal because during this period many psycho-physical changes take place in their lives as a result of which they feel themselves confused and perplexed before the other persons. This position in life of young men women needs to be handled with care. There are many guidance programme and services to direct the youngsters to the proper direction and channelize their spirit and energy for constructive work and activities. This should be within the knowledge of the school teachers with the help of which the problems and confusion among the youngsters can

be discarded. This kind of services, programmes and activities are useful to bring reforms in the society and to remove the social problems.

1.7 Scheme of Chapterization

This dissertation has been divided into five chapters. The scheme of chapterization is as follows.

Chapter-1: Introduction

This chapter begins with an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives of the study undertaken and rationale of the study.

Chapter-2: Conceptual Framework and Review of the Related Literature

This chapter is divided into two parts. One part focuses on the conceptual framework of the study undertaken the researcher has written about the meaning and different definitions of guidance and educational guidance, characteristics and nature of guidance, need of guidance in Indian society, recommendation given by Kothari commission, aims, purpose and functions of educational guidance at secondary level, relations of educational guidance and vocational guidance and its scope, guidance services, guidance and counseling, counseling types: role of the counselor etc. Second part deals with review of related literature referred by the researcher. Based on review of related literature implication also presented in this part of the study.

Chapter-3: Research Methodology

The chapter focuses on the methodology adopted in the present study. It describes in detail the research design selected for the present study. The tools and the procedure adopted for data collection as well as data analysis have been incorporated in this chapter.

Chapter-4: Data Analysis and Interpretation

In this chapter the collected data have been analyzed and presented. Based on analysis interpretation of data is presented in this chapter objective wise.

Chapter-5: Findings, Implications and Conclusion

The last chapter of the dissertation deals with the findings and conclusions drawn from the data collected. It also presents implication of the study and suggestions, for the future studies that can be undertaken in the field is presented.

1.8 Conclusion

This chapter mentions all importance aspects related to the research. The researcher presented information about the research problem, delimitation, and explanation of terms, objectives of the study, research question, rationale of the study and chapterization.

The next chapter in this dissertation is about the conceptual framework and review of related literature.

Chapter-2

Conceptual Framework

and

Review of Related Literature

2.0 Introduction

Conceptual framework is the structure of the content that the researcher is researching. It implies the researcher's understanding of the concept, the relevant information and other aspects of the content accumulated and created by the researcher for providing lucid content clarity.

The reviews of literature in educational research provide on means of getting to the frontiers in particular fields of knowledge. The review of literature is must for scientific approach and is reported by all investigators in all areas of scientific research. One cannot develop an insight into a problem to be investigated into, unless one has learnt what others have done and what remains to be done in particular are of his/her own interest. Thus, the related forms the foundation upon which all work is built. In any investigation, review of the studies previous carried out in essential. It provides knowledge of the field in evidence. Valuable information obtain in the process helps in the planning of the study, selecting and developing tools for the data collection, developing proper techniques for analysis and interpretation of the data. The studies have been classified into 2 categories.

- **Conceptual Framework**
- **Review of Related Literature**

2.1 Conceptual Framework

The conceptual framework is providing base for carry out any research. The researcher has developed conceptual framework for the present study.

In this section, the researcher has written about the meaning and different definitions of guidance and educational guidance, characteristics and nature of guidance, need of

guidance in Indian society, recommendation given by Kothari commission, aims, purpose and functions of educational guidance at secondary level, relations of educational guidance and vocational guidance and its scope, guidance services, guidance and counseling, counseling types: role of the counselor etc.

2.1.1 Meaning and Definitions of Guidance

Following are the important definitions of guidance.

- **Chisholm** states “Guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and help him prepare himself so that he can find or develop a place in which he can live a well balanced life and contribute his part of his fellow men.”
- In the words of **Ruth Strang**, “Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness.”
- **Dr. J. A. Humphreys** and **Dr. A. E. Traxler**, define guidance as: “At any level, guidance implies that the individual attains self-direction just as fast and as far as his mental, social and emotional abilities permit. Guidance of the younger or less mature individual, of course, calls for closer direction than does guidance of the older or more mature individual. The term guidance, moreover, aptly applies to working with an individual all along the lines from early childhood into adulthood.”
- According to **Jones**, “Guidance involves personal help given by someone; it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purposes; it assist him in solving problems that arise in his life. It does not solve problems for the individual, not the problem; its purpose is to promote the growth of the individual in self-direction.”
- According to the **Secondary Education Commission**, Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the

work of a few specialists, but rather a service in which the entire school staff must co-operate under the guidance of some person with special knowledge and skill in this particular field. Guidance in this sense is not confined to the vocational field only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the co-operative Endeavour of understanding parents, teachers, headmasters, principals and guidance officers.”

According to **Chisholm, Ruth Strang, Dr. J. A. Humphreys and Dr. A. E. Traxler, Jones and Secondary Education Commission.**

- Guidance helps us to discover our self talents and helps us to make us capable in front of the world. It helps us in comparison to the opportunities of the world and help us to make us perfect and it helps the human to discover his self and develop the place in society and help in balanced human life.
- Guidance is the process to help the individual in his every efforts discover his self, develop his potentialities and his social usefulness.
- It help us in self guidance and self direction. Guidance is for younger less maturity individual more maturity individual and older.
- Guidance is the process of personal help given by someone. It is designed to assist a person in deciding where he wants to go, what he wants to do or how he can best accomplish his purpose. Guidance is the process of solving problem which is accrues in human life.
- Guidance is the difficult art of helping boys and girls to plan their own future. It is not the work of few specialist but it is a service in which the entire school staff must co-operate under the guidance of some person with special knowledge and skill.

2.1.2 Characteristics and Nature of Guidance

From above mentioned definitions, certain characteristics of guidance service is presented as follows.

- Guidance is assisting the individual to find his own place.
- Guidance is assisting the individual to know his assets and liabilities.

- Guidance is assisting the individual to find his path through his own efforts.
- Guidance is assisting the individual to help himself for promoting his self-direction.
- Guidance is assisting the individual to adjust himself.
- Guidance is a point of view that reflects a positive towards oneself and others.
- Guidance is assisting an individual to develop his potentialities and talents to the optimum level.
- Guidance is helping the individual to make appropriate educational, personal, recreational and vocational choices.
- Guidance is assisting the individual to establish harmonious relations with his parents, neighbors, peers, etc.
- Guidance programme is organized.
- Guidance programme has a structure, system and personal.
- Guidance consists of specialized services-testing, counselling, educational and vocational information, placement and follow-up.
- Guidance programme is an integral part of the school programme.

Each individual require guidance for better life. Guidance Services exist in each society.

2.1.3 Need of Guidance in Indian Society

Guidance is needed by everyone. Today's world is highly complex in every sphere of life. To begin with the individual has the family which has changed its many traditions, customs, beliefs, values and attitudes. Then, the school and the modern society in the 21st century. The individual is influenced by his family, his educational environment and by the society.

Some feature of the family in the 21st Century;

- Break up of the joint Family System
- Nuclear family
- Single parent
- Divorced parents
- Separated parents
- Working parents (both the parents)
- Changes in the old traditions, customs and family values which were healthy for the emotional security and development of children.
- The norm of one child or maximum two children.
- Preference for a male child and neglecting the girl child to the extent of killing her through abortion.
- The position of the child in the family.
- The economic status of the family.
- Certain beliefs and superstitions.
- Inter-religious and inter-cast marriages.

Due to such change in the Indian society. The guidance Service is required in Indian society. Earlier parents and elder members of the family performed the role of guide. But due to change in the Indian society, it has bring change in lifestyle and thinking pattern of the individual. Now parents have much time to guide their child and even their life become more stressful, which has created need for development of strong Guidance Service in India.

2.1.4 Suggestions and Recommendations Given by Kothari Commission [1964-1966]

The Kothari Commission Report recommended that guidance and counseling should be regarded as an integral part of education meant for students and aimed at assisting the individual to make adjustments and decisions from time to time. The summary of recommendations are presented as follows.

- i. **Guidance at the Primary Stage:** Guidance should begin from the lowest class in the primary school and in view of the large numbers of schools involved, the programme may be introduced through simple measures, such as
 - (a) Familiarizing teachers under training with diagnostic testing and the problem of individual differences
 - (b) Organizing in-services courses for primary teachers
 - (c) Helping pupils and parents in the choices of education.
- ii. **Guidance at the Secondary Stage:** Guidance at the secondary stage helps identifying and developing of abilities and interests of adolescent pupils. The ultimate objective should be to introduce adequate guidance services in all secondary schools with a trained counselor in charge of the programme. But in view of the limited financial and personal resources, a short range programme should be adopted for the next 20 years consisting of:
 - (a) A minimum guidance programme for all secondary schools through a visiting school counselor for a group of 10 schools assisted by the school teachers in the simpler guidance functions.
 - (b) Comprehensive guidance programme in selected schools, one in each district, to serve as models, and
 - (c) Provision of necessary supervision staff in the Bureaus of Guidance.
- iii. All secondary school teachers should be introduced to guidance concepts through pre-or in-service training. The training colleges would be suitably staffed for the purpose,
- iv. General: Arrangements should be made for the professional training of guidance workers by the State Bureaus of Guidance and Training Colleges. Advanced training should be organized at the national level.
- v. Ancillary Programmes should include the production of guidance literature and materials and research into problems of guidance in the Indian situation.

Thus, it is very clear that the Education Commission has rightly emphasized on guidance services at all levels of education and has suggested suitable methods for implementing the same.

2.1.5 Educational Guidance and the Adolescent

Meaning of Educational Guidance: Following definitions of educational guidance bring out the meaning of educational guidance.

In the words of **G.E. Myers**, “Educational guidance is a process concerned with bringing about between an individual pupil with his distinctive characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favourable setting for the individual’s development or education. If there is a single group, of opportunities and requirements, as is the case with a fixed curriculum, the problem is simply one of the education by the best methods possible in a setting already determined and not one of educational guidance.”

Jones defines educational guidance as “the assistances given to the pupils in their choices and adjustments with relation to schools, curriculum’s, courses and school life”.

Ruth Strang observes that educational guidance is positive. It is a developmental programme concerned with the questions. What is this boy or girl good for? What kind of education will reveal his capacities and help him to develop them? According to the same author, educational guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it. This involves

- (1) Knowledge of the abilities and interests of the individual,
- (2) Awareness of a wide range of educational opportunities, and
- (3) Programmes and counselling which help the individual to choose wisely on the basis of these two kinds of knowledge.

Brewer defines it as “Educational guidance is a conscious effort to assist in the intellectual growth of an individual-anything that has to do with instruction or with learning may come under the term of guidance.”

Dunsmoor and Miler of Dr. K.G. Rama Rao, Guidance in the wider context of a total curriculum and embracing education of everyone of the basis activity pattern - intellectual as well as spiritual, domestic as well as physical-becomes all inclusive as

well as competes with instructional and testing or examining functions of the school in preparing the school-leavers for work and life in general.”

Shirely, Hamrin and Clifforde Erickson write, “Guidance in the secondary school refers to that aspect of the education programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs. Guidance or personal work represents an organized effort on the part of the school. Equipped with both knowledge of the pupil and information as to opportunities, of an educational, a social and a vocational character to help the individual pupil become adjusted to his present situation in such a way as to provide the greatest development for him and to aid him in planning for his future. It is rightly said that this programme helps John see through himself and then to assist him in seeing himself through.”

Adolescents demand independence. Hence, the teacher must provide possible opportunities for self-study and self-expression. The teacher would do well to allow the students to participate in the planning of the class and school activities. These youngsters are also mature enough to shoulder responsibilities. Moreover, educators have noticed that rules and regulations framed with the assistance of the students can be easily enforced and they are readily obeyed. It is also noticed that they themselves come up with certain disciplinary actions for them. It works wonders and the administration is on an advantageous position in this regard. This type of democratic functioning with the student bodies helps them to be better quality leaders in the future.

Teacher must be patient and tactful in all their dealings with the adolescents. They should guard against hurting the feelings or unnecessarily challenging these young people. The teacher must remember that youth gangs are very headstrong. Through they can do excellent constructive work, provocative situations can arouse very destructive tendencies in them. Simplicity, sincerity and a friendly attitude however works wonders with these young people. The teacher must make the adolescent feel that he/she is really interested in them. Once they spot a friendly adult who is ready to understand them, they become the nicest people on earth.

Adolescent will not tolerate from teachers, favouritism, inequalities, injustice and double standards. They easily locate the double standards adopted by the teachers and

them the gap between the two goes on widening as discussed earlier. The adolescent have attained full mental functioning. Therefore, abstract reasoning and stabilized his interests. He begins to conceive great ideals and aspires for doing something in life.

In India, we have a common curriculum with various subjects though, follow various streams like SSC, SSLC, ICSE, CBSE, matriculation etc. Work experience has been defined by the **Education Commission** (1964-66) as Participation in productive situation.

The introduction to the world of work is a career-education programme very well thought out, to help students to decide on their future plan of action, after undergoing a series of educational/vocational exercises. To make this programme a success, educational guidance is essential both for the teacher and the students, to collect and disseminate educational and career information and make a detailed study of themselves. The introduction of the World of Work Programme, itself is a complete educational/guidance programme, through which proper guidance would be received by the school-leavers. If the psychological tests would be needed to identify the potential and to find out whether the individual can opt for the same specific branch after school.

The most important task to achieve is to help the student to obtain the maximum grade in the School Leaving Certificate Examination. In this, the teachers and the parents need to see that each and every child is attended to and each one uses his/her capacity to the fullest. In a class of fifty or sixty, there will be categories of students, like weak, average, good, very good and the gifted children. Majority will fall in the average category.

The weak students should be given special care through diagnostic and remedial instructions. This can be given through special coaching classes or by teaching the same topic again and again for them. If correctly motivated, they can surely reach the expected level.

While the average, good and very good students can reach their expected level through diagnostic and remedial instructions, motivation, and encouragement from the beginning itself there may be some underachievers in these categories. It is the ability and the interest of the teacher to identify these children and to find out the

cause for their underachievement and take the necessary steps to bring them up to the expected level.

The gifted children should be given enrichment programmes which will include more challenging and intellectually stimulating activities.

Some of the activities are:

- Working on independent projects.
- Experimentation and independent research.
- Special assignments that can be from within the syllabus or from outside the syllabus.
- Construction of models and teaching aid materials.
- Preparing reports and participation in panel discussions.
- Independent library reading.
- Organizing quiz programme etc.,

These activities do not only provide facilities for the full development of the special abilities and potentialities of the child but also care for the development of both the average and the gifted. Both the groups can develop according to their own abilities and capacities without interfering in the development of others.

There may be blockage or learning disabilities in some students. Some of the factors that contribute to learning difficulties are of a permanent kind while others are temporary in character and can be easily prevented or corrected. Some of the factors that contribute to learning disabilities are mental or intellectual factors, emotional factors, volitional factors and social and moral factors.

These factors could have been identified earlier in late childhood and appropriate steps could have been taken to correct them or to prevent them. If these were found just at this stage or the diagnosis was neglected earlier, whatever the case may be, corrective and preventive measures should be taken immediately so that these students can be brought to their expected achievement level. Therefore, the immediate need over here is Remedial Teaching Programmes.

The guidance counsellors motivate the school leavers to put their best efforts or else their onward journey would be jeopardized. Again the entire educational standard of

the school is judge by the performance of these pupils at the external examination and therefore, the guidance counsellors play a very vital role in making sure that the best of the educational facilities are provided to the students.

The guidance counsellor's help is needed the most at this stage of education. As discussed earlier, since the teenager are going through the adolescent stage, all problems of the adolescent stage come to the fore like clumsy physical growth, setting in of puberty and development of sex organs; emotional immaturity, showing great excitement or deep depression, amorality and undue religious fervors. The guidance counsellors would be the pivots round which all guidance programmes for students can be organized, career masters providing career information, subject teacher guiding them into specialized courses and programmes. Teachers conduct activities for the study of self and the librarian, keeping the new literature and information known to the students; office staff maintaining all records of pupils up-to-date, including cumulative record card, medical records and so on. If the counsellor organizes educational guidance programmes carefully with the help of all the personnel available in the school set up, the school leavers would not have to run from pillar to post for information as to what they should do after the 10th or 12th. Many times students move from one guidance agency to another or from one college to another not knowing what to do and where to go. The worse is the case of individuals who are not so good in their scholastic work and either desire to get into employment market as apprentices or take up short term vocational training courses.

Vocationalisation of education at the higher secondary stage can solve a number of educational problems.

Higher Secondary Stage: when the educational structure 10+2+3 was introduced, it was hoped that at the end of Std. X general education having terminated, 40% of the students would be bifurcated to short term vocational training courses and only 60% would pursue higher secondary academic courses. Educational guidance programmes, if faithfully followed could have led to such a situation but unfortunately this was not so. The society was not ready for the change, and all those who completed the Xth standard rushed to H.S.C. Science, Commerce and Arts respectively in the order of priority mentioned. Whatever good could have occurred from the new structure was

totally lost for the dream of vocationalising the +2 stage namely the higher secondary only remained on paper.

Vocationalisation of Education: In the vocationalisation of education, the goal is to prepare children for a wide range of avenues in work life. The goal is not in meeting specific manpower planning needs but to orient pupils to a range of work areas in technical, commercial, paramedical, pre-primary teaching, home management, agricultural and other areas; and to determine the range in response to local employment needs. However, with all said and done, there is a deep seated conviction that broad-based higher academic education is a passport to a respectable job that pupils should pass examinations and postpone vocational decisions till at a later date.

Our educational system must help our students to discover themselves to understand the components of their conscious and unconscious personalities, the mechanisms of brain, the operation of intelligence, the laws governing their physical development, the meaning of their dreams and aspirations and above all, the nature of their relations with one another and with the community at large. The task of educational institutions is not merely to seek out aptitudes, train them and give them a seal of approval. It must also develop personality and attitudes. EDUCATION, TO BE WORTHEHILE SHOULD MAKE A MAN, ONE WHO IS ABLE AND A RESPOSIBLE MEMBER OF THE SOCIETY.

2.1.6 Need for Education Guidance

Educational guidance is needed to make the best use of the potential of children. Lack of education guidance has created what is known as the problem of ‘educated unemployment.’ Lack of educational guidance and vocational guidance has led to a death of suitable hands for many occupations needing a specialized training. It has been rightly said, “Nothing but a well-organized network of guidance services throughout the country will save us from the impending tragedy.” Almost every system of education is based on two assumptions. The first is that every student should strive for maximum self-development and the other is that every student should take his place in the society as its useful member. These two assumptions imply that the school and community activities of a child should be based on some

definite pattern. Educational guidance services must assist the child to achieve this end.

For achieving above purposed of guidance, several kinds of services are organized in the school.

2.1.7 Aims, Purposes and Functions of Educational Guidance at the Secondary and Senior Secondary Stage of Schooling

1. To assist the student secures information regarding the possibility and desirability of further schooling.
2. To assist the students to know the purpose and functions of the different categories of seniors' secondary schools and other institutions.
3. To assist the students to know in detail the offerings and facilities of the school he might attend.
4. To assist him to know the requirements for entrance into the school of his choice.
5. To assist him to adjust himself to the curriculum, the school and the social life connected with it. Under this we may include:
 - To help the students in the selection of the subjects at the senior secondary stage
 - To help him in the selection of textbooks and other instructional material.
 - To help him in developing study habits.
 - To help him in making satisfactory progress in various subjects.
 - To help him in the selection of hobbies.
 - To help him in the selection of co-curricular activities.
 - To help him in knowing the availability of scholarships, loans etc.
 - To help him to find out his aptitudes, interest etc.
6. To assist him in building healthy social relationship.

7. To help him in selecting subjects in accordance with his vocational choice.
8. To assist him in knowing the various openings available after.

2.1.8 Reasons for Special Emphasis on Guidance at the Higher/Senior Secondary Stage

There are two important reasons which give rise to the necessity of a specialized guidance service. The first is that there is a marked difference in the curriculum of an elementary and secondary school and that of a higher secondary school. Curriculum of a Higher Secondary school is a diversified one which involves the problem of selecting subjects in class XI.

The second reason is that much emphasis is placed upon the vocational point of view. Important decisions are to be made in class XI and class XII. In class XI the selection of subjects is largely influenced by vocational requirements. Important decisions are taken and help is needed when the students are about to leave the school, either to secure jobs or to go to college or to some other type of further training.

2.1.9 Relation of Education and Vocational Guidance

The distinguishing mark between the two is the character of the dominating purpose. In vocational guidance, the vocational considerations are dominating, whereas in educational guidance 'making a life' in school is more important than 'making a living' after the school stage. Educational and vocational guidance are parts of the total guidance process by which

an individual's potentialities are discovered and developed through his own efforts for his personal happiness and social usefulness. The student's vocational plan and selection of courses are functionally related. To education also aim at the preparing child for becoming earning member of the society. Through, vocational guidance it is possible to do so.

2.1.10 Educational Vocational Guidance Programme and its Scope

The educational vocational guidance programme become part of every educational system. It's scope in education facilitate education system to achieve it goals. These scope of it is present as follows.

1. Appraisal of the student by means of

- Test and rating scales
- Parents ratings
- Diagnostic records
- Individual inventories
- Sociometric analysis
- Observations
- Anecdotes
- Case studies
- Cumulative records

2. Adjustment by means of

- Change in the environment through
 1. Socialized curriculum.
 2. Co-curricular activities.
 3. Physical surroundings.
 4. Community resources.
 5. Educational and vocational opportunities.
 6. Group contacts.
- Changes in the individual through
 1. Interviews.
 2. Developmental exercise.
 3. Instruction.
 4. Guidance.
 5. Group process.

2.1.11 Guidance Services in a Secondary/Senior Secondary School

Following five types of guidance services are needed in a school.

- **Individual Inventory Service:** Compilation of individual inventory giving detailed information about each student concerning his abilities and achievements in different areas is the first essential of every guidance programme in the school. This information should be kept up-to-date and is to be used for the good of the student. It may be compiled in the form of a cumulative record.
- **Information Service:** Students of higher secondary schools generally need three types of information which is very helpful to them in making decisions about various courses, occupations and institutions such as (a) Information about colleges and training opportunities, (b) Information about available occupations, and (c) Information about scholarship and other financial help available during the training period. Information may be collected from papers and magazines, government notifications and bulletin's and information will be lost if the information is not kept up-to-date. This information may be supplemented by talks of people from different occupations.
- **Counselling Service:** Counselling service is regarded as the 'heart' of the guidance programme. This service must assist an individual in identifying, understanding and solving problems that confront him. Counselling can be done by a well-trained counsellor. A detailed discussion on the role of the counsellor is available elsewhere in this service:
- **Placement service:** This service implies help to the individual in obtaining employment. There are stages of this service:
 - Assessing the abilities, aptitudes and interests of the individual student.
 - Analysing several occupations, particularly the ones in which the student expresses his interest.
 - Relating occupations and abilities.

- **Follow-up service:** This implies continuation of the programme to check the effectiveness of the programme.

Guidance and Education: Following are the main differences between guidance and education.

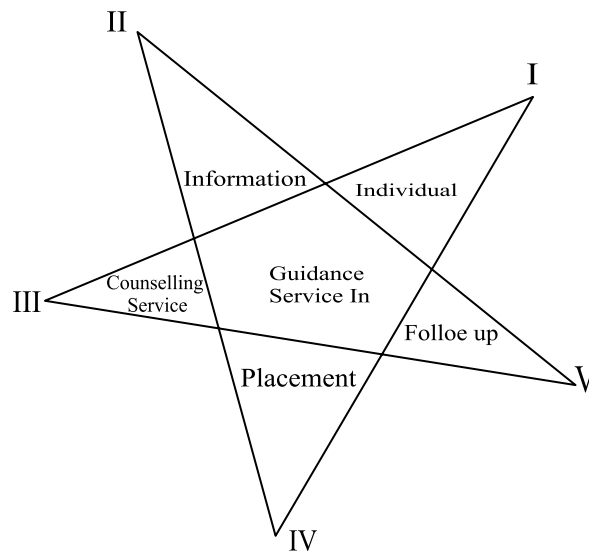


Figure: 2.1 Five Types of Guidance Service

- “All guidance is education but some aspect of education are not guidance, their objectives are the same the development of the individual-but the methods used in education are by no means the same as those used in guidance” writes **Jones**.
- Again the same author writes, “Education may take place, and often does, through the effort and initiation of the individual alone. This is education, but not guidance.”
- There might be some element of compulsion in education but not in guidance.
- Guidance is present when the co-operation of the individual is secured and when help is given to him. Guidance is the outgrowth of a philosophy of education that every child in a school system should have an opportunity for all round growth and development in order to achieve his greatest potential.

2.1.12 Vocational Guidance

Meaning and Definition of Vocational Guidance: To quote Prof. G. E. Myers, Vocational guidance is fundamentally an effort to conserve the priceless native capacities of youth and the costly training provided for youth in the schools. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to himself and greatest benefit to society.”

According to **Super**, “Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself, and of role in the world of work to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to society.”

It may be stressed again that it is impossible to separate sharply the vocational aspects of guidance such as educational, social, health, etc.

2.1.13 Need for Vocational Guidance

There are various reasons for due to where vocational Guidance is required at school level.

According to **Myres**, Vocational guidance is needed because of the following reasons:

- Avoiding wrong profession for a long time, he suffers economically-there is financial loss.
- **Checking Psychic loss:** If an individual stays in a wrong profession, he suffers from a psychic loss. The individual is not happy. He is frustrated. His family life is also affected.
- **Right Profession and Economic advantages:** Vocational guidance provides many economic advantages to the employers. Their problems are less because their workers enjoy job satisfaction.
- **Health point of view:** Proper profession is needed from the point of health of the individuals. If the profession is such where health breaks down, production suffers and morale of individuals goes down.
- **Personal and social values:** There are a large number of personal and social values of vocational guidance. Leaving aside financial considerations, the

worker's happiness, his personal development, his value as a social unit and his contribution to human welfare are all involved. Right vocational guidance helps us to achieve this objective.

- **Maximum utilization of human potentialities:** Human potentialities are utilized to the maximum with the help of vocational guidance. The nation also derives benefit as the resources are utilized very profitably.

To solve few of the problems of individual apart from guidance, counseling is required.

2.1.14 Methods of Educational and Vocational Guidance

There are two methods of guidance :

- (1) Individual guidance,
- (2) Group guidance.

Group guidance includes the following techniques:

- Talks by teachers, school counselor and experts on educational matters.
- Use of audio-visual aids, including electronic media to disseminate career information.
- Career conferences and exhibitions.
- Group discussions.
- Orientation courses.
- Parent-teacher meets.
- Commercial and industrial visits.
- T.V. talks and panel discussions.
- Counseling.

The Guidance Service plays an important role in school education.

2.1.15 Guidance and Counseling

Guidance is relatively a broader term and counseling is one of the services under the guidance programme.

Need for guidance arises when an individual is confronted with some problems. Problem may be solved by providing information. This is the initial phase of

guidance. The individual having the problem may be charged with emotion. It may be unable to adjust himself with the environment on account of emotional tension. In such a situation he needs counseling to overcome tension.

2.1.16 Counselling and its Types: Role of the Counsellor

Webster's Dictionary defines counselling as "Consultation, mutual exchange of opinions, deliberating together."

Wrenn says, "Counselling is personal and dynamic relationship between the two individuals--one of whom is older or more experienced than the younger, who together approach a more or less wise, with mutual consideration for each to the end that the problem may be more clearly defined and that the who has the problem may be helped to a self-determined solution of it."

Counselling is a process in which a pupil is approached by the counsellor on an individual basis and helped in arriving at a decision or making choice finding a direction.

Types of counselling: There are three types of counselling

- Directive Counselling
- Non-Directive Counselling
- Eclectic Counselling

1. **Directive Counselling:** **E.G. Williamson** favours this type of counselling. It is counsellor directed counselling. Counsellor is the leader or it is he who dominates. It is the counsellor who discovers the problem, diagnoses it and provides a solution to it. Majority of the talking is done by the counsellor. In this type of counselling, the emphasis is upon the problem. What caused the problem? How can it best be solved?

According to **Andrews** and **Willy**, the basic assumptions of the directive counselling can be:

- Counsellor has superior training, experience and information and is competent to give advice about how a problem is to be solved.

- The maladjustment of an individual does not entirely impair the intellectual ability of the client; hence counselling is primarily an intellectual process.
- Because of such factors as bias, the client is not always capable of solving his problems.
- The objectives of such counselling are achieved primarily through a problem solving situation.

Role of the Counsellors in Directive Counselling: The role can be portrayed by presenting the counsellor uses:

- **Analysis:** The collection of pertinent data by a variety of tools and techniques.
- **Synthesis:** The mechanical and graphical organization of the data.
- **Diagnosis:** Drawing a conclusion about the causes of disturbance.
- **Prognosis:** A prediction of the future development of the student's problem.
- Counselling and Treatment
- Follow-up and Evaluation

Merit

- It takes less time and is economical with respect to time.
- The counsellor comes to the solution soon. This gives him happiness.
- Directive counselling gives more significance to the intellectual rather than to the emotional aspect of individual's personality.

Demerits of Directive Counselling

- It kills the initiative of the child and as such it makes him somewhat helpless.
- It does not guide the counselee to be efficient and he cannot express himself freely.
- There is lot of regimentation in it because of the dominant role played by the counsellor. It is undemocratic.
- Lastly, the counselee is made dependent upon the counsellor.

2. **Non-Directive Counselling:** Non-Directive Counselling is also known by various other names such as permissive counselling or counselee or client-oriented counselling. **Carl Rogers** is the leading exponent of this type of counselling.

This type of counselling is totally opposite to directive type of counselling. In non-directive counselling, the counsellor remains silent to the maximum and allows the counselee to speak freely about the problem. The counsellor passes an occasional remark as to keep his client on the track. The counsellor asks a few questions. In this way the counsellor helps the pupil to think out the solution of the problem himself. Complete responsibility is placed on the individual and the counselee plays the primary role.

Steps and Role of the Counsellor in Non-Directive Counselling

Carl Rogers has outlined the role of the counsellor by listing down the following steps in the said type of counselling:

The individual or the counselee comes for help.

The helping situation is usually defined.

The counsellor encourages the counselee to express his feeling freely.

The counsellor accepts and clarifies negative feelings.

Negative feelings or impulses are followed by tentative expressions of the positive impulses.

Counsellor accepts and recognizes positive feelings of the counselee.

This provides a basis on which the counselee can go ahead to the new level of integration.

Counsellor clarifies possible course of action.

Counselee develops further insight, a more complete and accurate understanding of the problem.

Merits of Non-Directive Counselling

- In the present day personal work, the non-directive counselling movement may be linked to the progressive movement in education. Both stress the freedom of the individual.
- As therapy, it has indisputable values.

- Non-Directive counselling can be compared to confessions made in the church and as such when one is allowed to talk, one brings one's repressed thoughts to the surface and relieves one's tensions.
- This facilitates integrated positive action.
- This develops a feeling of increased independence on the part of the counselee.

Demerit of Non-Directive Counselling

- It is a time consuming process. The counselee may begin a never ending dialogue.
- In view of above, it may deprive many other counsellors to seek necessary counselling.
- The resources, judgment and wisdom of the client cannot be relied upon.
- How most problems be solved by simply talking out things in the interview situation is a big limitation.

3. Eclectic Counselling: Eclectic counselling is a combination and synthesis directive and non-directive types of the counselling or viewpoints. As stated earlier, the two extremes forms of (Directive and Non-Directive) are combined. Here both the counsellor and the counselee are active and co-operative. Both do the talking turn by turn. The problem is solved jointly.

This also raises one problem-how much freedom should the counselee be allowed? Answer is simple-fifty per cent. But the factors of the personality of the counselling of the counselee and the situation should also be taken into consideration.

In the absence of any clear-cut indication of the superiority of one counselling method over another, the eclectic approach seems justified provide, it is coupled with the positive concept that counselling is essentially a learning process for both the counsellors and the counselee.

2.1.17 Characteristics of Counselling Process

So whatever be the type, it has been found out that counselling process has the following five characteristics:

- Counselling is a professional service.
- Counselling is centered upon the problems of the client.
- Good counselling result in client-made decisions.
- Counselling is one to one process.
- Counselling must be on the accuracy of the counsellor's prediction.

2.2 Review of Related Literature

Reviewing of Related Literatures before and after selecting the problems is very much important for planning and carrying out the study, establishing the need of study and limiting the scope of study. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. For the present study, the researcher has taken reviews from abroad and in India. The researcher has reviewed total 13 studies related to guidance programme.

Solanki, (2009) carried out a study on *Development and tryout of a vocational guidance program for the student of standard IX*. The objectives of the study were to develop a vocational guidance program for the students of standard IX, to implement the vocational guidance program to the student of standard IX, to study the effectiveness of vocational guidance program, to study the opinion of students about the vocational guidance program, to study the opinion of teachers about the vocational guidance program. The major findings of the study were there was overall influence of program conducted, which has created awareness, related to self as well as world of work, this has also created awareness among teachers and students about career available after 10th and 12th class and personality development and pre-vocational skill development programs. The students have shown positive, enthusiastic participation for activities of career development.

Vohra, (2006) has conducted a study on *Developing awareness among higher secondary students of vadodara city through computer aided vocational guidance program*. The objectives of the study were to study the effectiveness of computer

aided vocational guidance program for bringing awareness among students regarding different courses related to commerce stream, to study the opinion of the commerce students regarding the computer aided vocational guidance program. Sample of the study was selected purposively. All the students of standard XI of Zenith High School (English Medium). Tools used were guidance for pre and post tests semi structured interview for the counsellor and opinion for the student. The major findings of the study were found to be effective in developing awareness among higher secondary students. Overall reaction of the students and counsellor towards the program was found to be positive.

Jaiswal, (1995) has conducted *A study on guidance function of University Employment Information and Guidance Bureau (UEIGB) of The M.S. University of Baroda*. The objectives of the study were to study the origin of UEIGB, to study the historical development of UEIGB, to study various activities taken under guidance function of UEIGB, to study the views of beneficiaries regarding guidance function of UEIGB. The major findings of the study found that space was not sufficient to carry out various activities, physical facilities to be less, such as, seating arrangement for students. The clerks who generally, carried out the individual guidance service and individual information services were experienced and helping. They were not trained and learned in the field of guidance. The placement service was found to be very poor. The frequency of career talk/ exhibitions/ seminars/ campaign was very less in a year. Group discussion frequency was found to be very less per year.

Kaur, (1992) conducted study on *“Evaluation of guidance services in the high/higher evaluation of guidance program in general and a service wise evaluation covering the major services in Punjab and Chandigarh*. The objectives of the study were to compare the effectiveness of the guidance program in general, as well as the specific guidance services in Punjab and Chandigarh and find out if any urban-rural or government aided schools differentials exist in their implementation, to get the present guidance programs and practices evaluated by policy makers, implementers and beneficiaries and reach an overall conclusion about their effectiveness in different guidance services and, to identify the difficulties encountered by different implementers and offer suggestion for the better implementation of guidance services in Punjab and Chandigarh. The major findings found that the guidance and counselling services were not a regular feature in most of the schools except for

high/higher secondary classes, there existed no separate find for guidance purposes, the help extended to students was mainly in the educational area to the neglect of personal and vocational areas, as regards the differentials in the evaluation of the guidance program in general and specific guidance services no marked difference was found.

Sirohi, (1991) carried out *Field assessment study of guidance inputs in minorities schools independent study*. The objectives of the study were to assess the extent at utilization of career guidance inputs provided by the NCERT to the selected minorities schools, and to identify difficulties faced by minorities schools in of the career guidance received under the NCERT/technical assistance to minorities schools. The major findings found that teachers tried to organize guidance services in their schools to the best of their ability due to the pressure of multiple job requirement, poor administrative support, etc. Nevertheless, they could certainly touch upon all the sixteen aspects they were expected to cover in their schools. It was suggested that the achievement could be enhanced if the NCERT could keep-up a regular interaction with the schools.

Gupta, (1991) conducted *A study of the impact of training in career awareness and career decision making skills upon occupational attitudes and guidance needs of secondary schools students*. The objectives were to develop and use tests of assessment of Career Awareness Skills (CAS), Career Decision Making Skills (CDS) and Career Training Materials, to study the impact of the Career Training Materials upon the occupational aspirations, vocational attitudes and guidance needs of students and to study the standing of individual students with regard to their knowledge and skills of career awareness and career decision making. The major findings found that the variables age, sex and performance in school subjects made a significance contribution on CAS and OAS scores. There interaction effect was found to be insignificance, boys had scored significantly higher than girls on CAS, CDS and OAS, boys and girls did not differ significantly in their VAS, GNI and SA scores.

Chartchai, (1990) carried out study on *A study of a socio-economic conditions and guidance services in the secondary school of the Nonthaburi Province, Thailand*. The objectives of the study were to study the nature of the vocational guidance services in the government secondary schools in the Nonthaburi Province, Thailand. Objectives

of the study were to study the attitudes of the school administrators the guidance teachers and the classroom teachers towards the vocational guidance services in government secondary schools and to compare the attitudes of school administrators, guidance teachers and classrooms teacher towards the vocational guidance program. The major findings were revealed that the inventory services in the four different sized schools, such as small, medium, large and special-large schools, was only average. The information services, the counselling services, the placement services and the follow-up service were also average. The attitude of the school administrators and assistant school administrators and those of the guidance teachers and of the classrooms teachers were only average. The vocational guidance covered inventory services, information services, the placement services and follow-up services. The study suggested that more psychological tests, such as appropriate measures of aptitudes, interests and personality should be framed and used by the guidance service.

Gaikwad, (1989) conducted *A descriptive and an experimental study of educational and vocational choices of the students after passing standard X, and of the efficiency of guidance services at different levels*. The objectives of the study were to study the relevant factors that affect student's choice making, namely, the agencies parallel to guidance services, parents influence, and information services from career masters or counsellors, counselling services, to study the usefulness of exposure of individual potentialities in a group and the effectiveness of group guidance and the students views of self concept. The major findings found that most of the students from different socio economic backgrounds selected commerce and fine arts, students who had interest in a particular field did not possess knowledge about the educational and vocational opportunities in the field. The students felt that their choices were appropriate for their aptitudes. Teachers and career masters played a significant role in students choices. The higher the intelligence, more was the occupational information while the lower the intelligence, less the occupational information gained by students. Students choices were not related to interest, aptitude or intelligence.

Bhatnagar, and Gupta, (1988) conducted study of *Career maturity of secondary students: effect of a guidance intervention program*. The objectives of the study were to determine if participation in a short term group guidance program would enable students to move in a positive direction towards the goal of increasing maturity in

career related attitudes, and to find out sex differences in the career maturity attitudes of adolescents. The major findings found that all the three groups, viz. Boys, girls, and combined, showed significantly higher scores after the guidance intervention. The comparison across gender were no significant difference in means in the pre-intervention and post-intervention.

Gupta, (1985) has conducted *A study of objectives, programs, infrastructural facilities and perceived effectiveness of guidance services in Delhi schools*. The objectives of the study were to study and analysis the objectives of school guidance services, to study both physical and financial infrastructural facilities, to study the various activities taken up under guidance services in schools, to study the effectiveness of guidance services as perceived by students, parents, teachers and principals, to study the program variations, taking into account the above mentioned four objectives and by comparing urban and rural schools and girls and boys schools. The major findings of the study found that the objective educational and vocational decision-making was followed by most of the counsellors, most of the counsellors used intelligence tests, cumulative record cards were not used by most of the counsellors, educational and occupational information collected was disseminated by most of the counsellors through classroom talks only, the counsellors major problem was lack of cooperation from principals, teacher and parents, counsellors suggested orientation of teachers and principals for their better cooperation in guidance program.

Fernandes, (1984) has conducted *A study of the effect of Guidance and counselling on the academic achievement of undertaking preadolescent and adolescent girls*. The objectives of the study were to find out the effect of counselling on the achievement of pre-adolescent and adolescent underachievers, to find out the effect of counselling on pre-adolescent and adolescent underachiever as compared to that of non counselled normal achievers, to find out the effect of counselling on the achievement of pre-adolescent and adolescent underachievers belonging to families holding white collar and blue collar jobs. The major findings of the study related the academic achievement of counselled pre-adolescent underachievers was significantly greater than that of non-counselled underachievers, the academic achievement of counselled pre-adolescent underachievers was significantly greater than that of non-counselled pre-adolescent normal achievers, the academic achievement of counselled adolescent

underachievers was significantly greater than that of non-counselled adolescent underachievers, the academic achievement of counselled adolescent underachievers was significantly greater than that of non-counselled adolescent normal achievers.

Subramania, (1977), carried out a study on *The effect of a group guidance program upon the academic achievement of though underachievers*. The objectives of the study were to determine whether or not high school male underachievers who participated in a program of group guidance counselling and remedial help achieve significantly higher on an academic achievement test at the conclusion period in comparison with the control groups of non-counselled underachievers and normal achievers. It was also aimed to ascertain differences in achievement among counselled underachievers belonging to families of professional class, merchant class and clerical classes. The major findings were the academic achievement of underachievers in the experimental group was significantly greater than that of the non-counselled underachievers and normal achievers. There was no significant difference between the two control groups. The underachievers belonging to professional class families should significant gain in academic achievement at the end of the program from the underachievers belonging to merchant class and clerical class families, whereas there was no significant difference between the latter two.

Das and Gupta (1972) has conducted *A study on the guidance services of schools of West Bengal*. The objectives of the study were to ascertain the opinion of a sample of pupils of guidance services in their respective school. Tools used were questionnaire for 280 samples which included 150 boys and 130 girls. The major findings of the study found that guidance services needed more social acceptance. A large number of guardians were quite guidance conscious. The attribute of the head of instillation and career master and other pupils towards guidance services seemed to be satisfactory. More facilities were needed for dissemination of occupational information.

2.2.1 Observations

Based on reviews of the presents study, observations are presented.

- Most of studies carried out under the guidance services and guidance programmes. (Solanki (2009), Vohra (2006), Bhatnagar and Gupta (1998),

Kaur (1992), Chartchal (1990), Gaikwad (1989), Gupta (1985), Subramania (1977), Das and Gupta (1972)).

- One study carried out on guidance function of University Employment Information and Guidance Bureau (UEIGB) of The M.S. University of Baroda.
- Some studies carried out on vocational guidance and career guidance for the higher secondary school students. (Solanki (2009), Vohra (2006), Bhatnagar and Gupta (1998), Gaikwad (1989) and Gupta (1985)).
- One study carried out of objectives, programmes, infrastructural facilities and perceived effectiveness of guidance services in Delhi schools.
- One study carried out of the effect of guidance and counselling on the academic achievement of undertaking preadolescent and adolescent girls.
- One study carried out in abroad that socio-economic conditions and guidance services in the secondary school of the Nonthaburi Province, Thailand.
- One study carried out on developing awareness among higher secondary students of vadodara city through computer aided vocational guidance program”.
- One study carried out on the effect of a group guidance program upon the academic achievement of though underachievers.
- One study carried out on evaluation of guidance services in the high/higher evaluation of guidance program in general and a service wise evaluation covering the major services in Punjab and Chandigarh.

2.2.2 Implications

The researcher has reviewed various literatures related to guidance services and vocational guidance to get insight about the research. The majority of research has adopted experimental method of research and very few of research has adopted survey method of research. Majority of studies focused on guidance service in schools. Many studies focused on vocational guidance and career guidance for higher secondary school students. If schools provide good guidance service to students then increase

their ability and know their aptitude. And also have good infrastructure then it helps to provide good guidance.

2.2 Conclusion

In the present chapter, there are two parts. First part of Conceptual Framework, in this section, the researcher has written about the meaning and different definitions of guidance and educational guidance, characteristics and nature of guidance, need of guidance in Indian society, recommendation given by Kothari commission, aims, purpose and functions of educational guidance at secondary level, relations of educational guidance and vocational guidance and its scope, guidance services, guidance and counseling, counseling types: role of the counselor etc,. In the second part is review of related literature reference to M.Ed. and Ph.D. thesis are made in terms of review of the work. An attempt is made to relate the reviewed works to the present survey. This chapter will be followed by the next chapter Methodology of Research or Plan and Procedure.

Chapter-3

Research Methodology

3.0 Introduction

Planning is the most important step in any research endeavors. The present chapter discusses the plan procedure adopted for the present study. It deals with the design of the study, type of the study, population, sampling procedure, sample of the study, tools and techniques, data collection and data analysis.

3.1 Research Type

Research design is a conceptual structure with in which the research is conducted. It is the plan, structure and strategy of investigation conceived so as to obtain answers to research design. **Kothari (1990)** reflects on the need of research design as, “A research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximum information with minimal expenditure of effort, time and money.

The present study has utilized descriptive research design.

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and to draw valid general conclusions from the fact discovered.

3.2 Research Design

As the researcher wanted to study the guidance services in students of 9th standard of CBSE schools at Anand district. At present, the researcher found ‘survey’ research to be most suitable and hence it was selected as the appropriate method of investigation.

The main emphasis of a survey research is on fact finding. The survey type of research is used to reveal the present scenario of circumstances which furnish. The evidence for future planning and decision making to bring betterment in its present-state with future perspective. This research method helped the investigation to gather

information regarding implementation of the scheme and students' and teacher's opinion on the scheme.

3.3 Population

For the present study, the population comprised of all CBSE school principals, counselors, teachers, secondary students of Anand district for academic year 2013-2014. Below table shows detail information about the population of the study.

Table No: 3.1 Population of the study

Sr. No	Name of the Schools	Number of Students	Number of Teachers	Counsellor	Principal
1.	V&C Patel School	60	10	1	1
2.	Shri Shri Ravishankar vidhyamandir	15	8	-	1
3.	Swaminarayan Vidyapith	90	8	1	1
4.	Zen School	30	6	-	1
Total		195	32	2	4

3.4 Sample and Sampling Procedure

50% CBSE Schools of Anand district were selected by systematic random sampling techniques. All principals and counsellors of selected schools were part of sample. Teachers and students were selected by employing convenient sampling technique. 9th standard teachers and students were selected as sample.

Below table shows detail information about the sample of the study.

Table No: 3.2 Sample of the study

Sr. No	Name of the Schools	Number of Students	Number of Teachers	Counsellor	Principal
1.	V&C Patel School	41	7	1	1
2.	Shri Shri Ravishankar vidhyamandir	11	5	-	1
3.	Swaminarayan Vidyapith	61	4	1	1
4.	Zen School	23	2	-	-
Total		136	18	2	3

3.5 Tools and Techniques

For the present study interview technique and questionnaire for students, teachers, counsellor and principal were used to collect data.

Semi structured interview: The semi structured interview technique was used to collect the data from counsellor. The researcher had personally taken interview of the counsellor on various aspects of guidance services of the school. The interview was taken of various aspects of guidance services are allocation of time and facilities, students response, teachers and parents response and nature of work at the school.

Questionnaire: The researcher had prepared questionnaire for the students, teachers, counsellors and school principals to collect data regarding guidance service of the school.

➤ For Principal

The Questionnaire for principals comprised of 15 questions. The questions were also open ended as well as close ended. Questions were included about guidance services, objectives of guidance service, students' problems, infrastructure facilities, management support, and about test administrates.

The researcher had personally given questionnaire to the principal and collects the data.

➤ **For Students**

The Questionnaire for students comprised of 23 questions. The questions were open ended as well as close ended. In the questionnaire, there were included questions about guidance services, their problems, mechanism to solve problems, approached to the counselor to solve their problem, activities under guidance service, test administered on them, infrastructure and other facilities and parents approach. The researcher had personally distributed questionnaire and collect the data.

➤ **For Teachers**

The Questionnaire for teachers comprised of 20 questions. The questions were again open ended as well as close ended. In the questionnaire, there were included questions about working experience, students' problems, learning difficulties, mechanism to help students to solve their problem, activities under guidance services, tests administered on students, infrastructure and other facilities. The researcher had personally distributed questionnaire and collect the data.

➤ **For Counsellor**

The Questionnaire for counselors comprised of 20 questions. The questions were also open ended as well as close ended. In the questionnaire, there were included questions about qualification of counselor, nature of appointment and salary, duration of guidance service, monitoring of guidance service, parents interaction with counselor, involvement of counselor in other school activities, management support, fees for guidance service, test administered. The researcher had personally given questionnaire and interview of various aspects of guidance services.

All the questionnaires were prepared with the help and guidance of the mentor which were then given to experts for their suggestions. The questions were then modified as

per the suggestions given by the experts for the convenience of the students, teachers, counselors, and principals of CBSE schools.

3.6 Technique of Data Collection

The Researcher visited selected CBSE schools of Anand district personally to collect data through prepared tools. The researcher has taken prior permission from the school principal to collect data from teachers, students and counsellor. The researcher had taken interview of the counsellor for knowing actual status of guidance service in the school.

3.7 Technique of Data Analysis

The data collected from the teachers, students, principals and counsellors has been analyzed using content analysis and percentage analysis.

3.8 Conclusion

In the present chapter the researcher presented the research design, research type, population, sample, tools and techniques for data analysis and interpretation. This chapter is followed by the next chapter – Data Analysis and Interpretation.

Chapter 4

Data Analysis and Interpretation

4.0 Introduction

In this chapter, analysis of data collected from teachers, counsellor, principals, students regarding Guidance Services in the school were analyzed and presented. Based on analysis of those data interpretations is also given in this chapter.

The analysis of data collected from teachers, students, counsellors and principles were analyzed objective to find out actual status of guidance service in the CBSE schools.

For achieving this objective, Guidance Services of the CBSE Schools were analyzed various components of the guidance services. To find out status of actual guidance services in the school, data were collected from school teachers, students, principals, counsellors. First these data analyzed as per respondent and at the end overall interpretation is given.

4.1 Objective 1: To study Guidance Services of the CBSE School with reference to students problem

To find out the problems faced by the students data were collected from teachers, principal, counsellor and the students. The data collected were analyzed separately for teachers, students, principals and counsellors, overall to know the problems face by the students is presented.

➤ Students' response

The data collected from students regarding their problems were analyzed separately. The data analysis is presented as follows.

Table No: 4.1 Problems faced by students from students' prospective

Type of problem	Percentage
Concentration	43.38%
Adjustment with friends	14.70%
Adjustment with parents	0.73%
Adjustment with teacher	14.71%
Learning in the class	11.03%
Remembering the concept	44.12%

The above table indicates that majority of the students were having problems related to remembering the concept and least problem related to adjustment with their parents. 44.12% of students have reported that they had problem related to remember the concept and 43.38% of students were having problem of concentration. 14.70% of students were having problem related to adjustment with friends. The 14.71% of students were having problem related to adjustment with teachers and only 0.73% of students were having problem related to adjustment with their parents. 11.03% of students have responded that they were having problem of learning in the class.

➤ **Teachers' response**

To know the problem faced by the students, data were also collected from the teachers. The response of teachers on students problem is given as follows.

Table No: 4.2 Problem faced by students from teachers' prospective

Type of problems	Percentage
Academic problem	72.22%
Personal problem	61.11%
Family problem	0%
Others problem	5.56%

On the basis of the above table, it was found that majority of the students were having academic problem from the prospective of teachers. The students were having least

problem related to others problem. 61.11% of teachers had responded that students were having personal problems, 72.22% of teachers had responded that students were having academic problems and none of students were having family problems, the teachers responded that students were having others problem also such as adjustment.

To know the learning problem of student, face by the students, further data were collected from the teachers. The problem related to learning difficulties of the students were given in the following table.

Table No: 4.3 Problems related to learning difficulties

Learning difficulties	Percentage
Lack of understanding	0%
Lack of interest	16.67%
Less concentration	44.44%

Based on above table, it was found that none of the students were having learning difficulties in understanding concepts taught by the teacher. Majority of the students were having learning difficulties due to lack of concentration as 44.44% of teachers have responded. Due to less interest in the subject, students were having learning difficulties as it was reported by the 16.67% teachers.

To further inquire regarding the causes for the students' problem, data were collected from the teachers and it is presented as follows.

Table No: 4.4 Causes of the students problem

Cause of problem	Percentage
Family problem	16.67%
Adjustment problem	50%
Educational problem	5.56%
Emotional problem	44.44%

On the basis of the above table, it was found that majority of the students were having adjustment problem from the prospective of teachers. The students were having least problem related to educational adjustment. 16.67% of teachers were responded that students were having family problem, 44.44% of teachers were responded that students were having emotional problem and 5.56% of teachers responded that student were having educational problem. According to teachers' responses 50% of students were having adjustment problem. These problem might be lead to learning problem.

To know the learning problem of students face by the students, further data were collected from the teachers. The problem related to learning difficulties of the students were given in the following table.

➤ **School Principals' response**

The data collected from the school principals about the problem faced by the students mixed response were found about many problem faced by the students. The below table shows the types of problem faced by the students.

Table No: 4.5 Types of problems faced by the students from the prospective of principal

Types of problem	Percentage
Educational	66.67%
Vocation/Career	33.33%
Personal	66.67%
Emotional	66.67%
Don't know	-

The above table indicates that majority of students were facing problems related to educational, personal and emotional. 66.67% of school principal had responded that students were having problems related to educational, personal and emotional. 33.33% of principals had reported that the students were having vocational/career related problems.

Based on the data collected from school teachers, principal and students, it was found that most of students were having academic problems and few of students were having emotional problems and personal problems.

4.2 Objective 2: To study Guidance Services of the CBSE Schools with reference to Mechanism to Solve Problems

To find out the mechanism adopted by the students, data were collected from teachers, principals, counsellors and the students. The data collected were analyzed based on separately and overall to know the mechanism adopted by the students to solve their problems.

➤ Students' response

To identify the mechanism adopted by the students to solve the problem students' views were collected. The students might solve problem themselves or with the help of others. Below table presented on that of

Table No: 4.6 Help taken by students to solve their problems

Help taken from	Percentage
Friends	30.24%
Parents	36.03%
Teacher	25%
School counsellor	18.38%

The above table, indicates that the majority of students were approached to their parents to solve their problem and they least approached to school counsellor. 30.24% of students were having taking help of their friends to solve their problem. 25% of students were approached to their teachers to solve their problem. Only 18.38% of students were contacted school counsellor. 36.03% of students were taking help of them parents to solve their problem. The data also revealed that students were taking help of their parents and friends. More compare to their teachers and school counsellors to solve the problems. Further data collected related to students, Self dependency to solve the problem. The data collected revealed that the students

75.74% of students tried to solve the problem themselves, 56.62% of students were reported that they were taking help of counsellor as advisable by their friends.

➤ **Teachers' response**

To know type of mechanism adopted by teachers to help the students to solve their problems data were collected from the teachers. Below table shows, how teacher tried to help the students to solve their problem.

Table No: 4.7 Teachers' mechanism to help students to solve their problem

Teachers' mechanism to help students to solve their problem	Percentage
Informing his / her parents	44.44%
Talk to his/her friends	27.78%
Talking to him/her	66.67%
Approach to counsellor	27.78%
Informing school principal	44.44%
Ignoring his/her problem	0%
Mechanism	16.67%

The above table indicates that majority of teachers themselves tried to help the students and none of teacher ignores problems of students, 44.44% of teacher approached to students' parents, so that they could help their children. 27.78% of teachers would talk to friends of those students who have problem. 44.44% of school teachers said that they would approach school principal to solve problem of students. 27.78% of teachers responded that they would approach school counsellor to solve students' problem and 16.67% of teacher reported that they would adopt other then above mechanism to solve the problem of students.

Based on the data collected from school teachers and students, it was found that most of students were approached to their parents to solve their problem and most of teachers' themselves tried to help the students.

4.3 Objective 3: To study Guidance Services of the CBSE Schools with reference to Approach to Counselor to Solve their Problem

To find out the by the students, data were collected from teachers, principals, counsellors and the students. The data collected were analyzed based on separately and overall to know the by the students to solve their problems.

➤ Students' response

When further investigated to know at what type of problems students contact/approach to school counsellor. It was found that for various types of problems they were taking guidance from school counsellor. The types of problems for which students approach to the counsellor is presented as follows.

Table No: 4.8 Approach to Counselor to Solve their Problem

Take guidance from counsellor	Percentage
Problems related to studies	69.85%
Problems related to teacher	6.62%
Problems related to friends	0.26%
Problems related to family	4.41%
Problems related to my own self	13.97%
Other problems	5.14%

The above table shows that majority of students approach to school counsellor for their study related problem and least for the problems related to their friends. There were 69.85% of students approached to school counsellor for their study related problems. 13.97% of students talk guidance of school counsellor themselves only 6.62% of students were approached counsellor for taking help to solve problem with teachers and 4.41% of students were contacted school counsellor for their family problems. 5.14% of students had contacted school counsellor for taking guidance to solve their other problems and only 0.26% of students were taken help of counsellor to solve their problem related to their friends.

➤ **Parents' Approach to Counsellor**

The data collected from the counsellor about the various aspect of guidance services in the school to study actual functioning of guidance services. The information about beneficiary of guidance services from the school counsellor, it was found that parents and students are the main beneficiary taken of it. School counsellor had responded that 10th and 12th standard students more approached to them and even parents of those students frequently took guidance from them. All school counsellors reported that parents were bring students for solving their problems.

The parents were taking help of guidance services of the school for their children for different purposes parents approached to the school counsellor. The parents approached counsellor for knowing interest, personality and intelligence of their children. Few parents were actual psychological problem of their child.

Based on the data collected from school counsellor and students, it was found that most of students approached to school counsellor for their study related problems and from counselor's prospective parents approached counsellor for knowing interest, personality and intelligence of their children.

4.4 Objective 4: To study Guidance Services of CBSE Schools with reference to Activities under Guidance Services

Under the guidance services at the school, various activities were carried out in the school. The lists of activities were presented as follow.

➤ **Teachers' response**

Table No: 4.9 Activities under guidance services

Types of activity	Percentage
Career guidance	50%
Health & Hygiene related guidance	38.89%
Educational guidance	83.33%
Personal guidance	27.78%
Other activity	16.67%

The above table reveals that various activities were carried out in the schools under the guidance services, major activities organized were educational guidance to students. The other activities organized under the guidance services were health & hygiene related guidance, career guidance, personal guidance and other activities. 83.33% of counsellors reported that an educational guidance service was the major activity of school guidance service. 50% of counsellor reported that career guidance was carried out under guidance service. 38.89% of counsellors said that health & hygiene related guidance is one of the activity organized under the guidance services of the school. 27.78% of counsellors reported that personal guidance was part of school guidance activity where as 16.67% of counsellors responded that apart from all there were other activities which are carried out under the guidance service.

➤ **Students' response**

Table No: 4.10 Types of activities organized under guidance service from students prospective

Types of activity	Percentage
HIV awareness	21.32%
Career talks	67.65%
Study habits related activities	61.76%
Stress management activities	35.29%
Tension realising activities	55.15%

Types of activity	Percentage
Co-curricular activities	50%
Personality development related	53.68%
Time management related	52.21%
Mental health	50.74%
Physical health	50.74%
Other activities	5.88%

The above table revealed that various activities were carried out under the guidance services at the school. The major activity was related to the guidance. The activities organized under the guidance services were HIV, Career talks, Study habits related activities, Stress management activities, Tension releasing activities, Co-curricular activities, Personality development related, Time management related, Mental health, Physical health and other activities. 67.65% of students responded that a career talk was one of the major activity of guidance service at the school. 21.32% of students have revealed that HIV awareness programme was organized under guidance services. 61.76% of students reported that a study habit was second most frequently conducted activity under the guidance service. 55.15% of students responded that tension realising activities was one of activity of guidance service at the school. 35.29% of students responded that stress management activities were carried out under the guidance service. 50% of students revealed that co-curricular activities were organized under the guidance services. 53.68% students reported that personal development and 52.21% of students reported time management related activities were organized under the guidance services at the school. 50.74% of students responded that mental health & physical health related activities were organized at the school under the guidance service, only 5.88% of students said that other activities were also carried out under the guidance services at the school.

To know further about types of activities carried out under the guidance services. At the school, (data were collected regarding) mode of conducting those activities from the students. These data were given under the following table.

Table No: 4.11 Mode of conducting activities under the guidance services from students prospective

Mode conduction of activities	Percentage
Life skill activities	83.82%
Oral presentation	33.09%
Career guidance (Guest Lecture)	47.79%
Role play	68.38%
Games / Brain storming activities	44.12%
Other mode	6.62%

The above table reveals that various modes were adopted to provide guidance to the students. 83.32% of students responded that major way of providing guidance through life skills activities, 33.09% of students reported that oral presentation was one of the mode to provide the guidance. 47.79% of students revealed that guest lecture was organized under the guidance activities under the guidance services. 44.12% of students were reported that games/brain storming activities were organized under the guidance services. 6.62% of students revealed that other modes were also adopted to provide guidance to them.

Based on the data collected from school teacher and students, it was found that activities under the guidance services, major activity organized were educational guidance to students and students responded that major way of providing guidance through life skills activities.

4.5 Objective 5: To study Guidance Services of the CBSE Schools with reference to Tests Administered on students

To provide guidance to the students, various psychological tests were required to administer on students. To know which types of psychological tests conducted under the guidance services data were collected from the students, counselors and teachers.

➤ **Students' response**

Based on data collected from the students regarding various test, they under gone, the researcher has tried to identify psychological testing applied under the guidance services at the school.

Table No: 4.12 Psychological tests administered on students from students prospective

Types of psychological test	Percentage
IQ test	31.62%
Aptitude test	47.79%
Interest test	34.56%
Personality test	7.35%
Adjustment inventory	22.06%
Other tests	11.76%

The above table revealed that students were undergone various types of psychological testing. Majority of the students were undergone aptitude test and very few students were undergone personality testing. 47.79% of students responded that they were undergone aptitude testing. 31.62% of students were reported that they were taken IQ testing under the guidance services at the school. 34.56% of students revealed that they were taken interest testing under the school guidance service. 22.06% of students responded that they were under gone adjustment inventory and 7.35% of students responded that they were have tested there personality under the guidance services of the school. 11.76% of students responded that they were under taken other tests at school guidance services.

➤ **Counsellors' response**

The data were collected from the counsellor regarding psychological testing under taken by the students, which was presented as under.

Table No: 4.13 Psychological tests administered on students from counsellor's prospective

Types of psychological test	Percentage
Aptitude test	50%
Interest test	50%
Intelligence test	-
Personality test	50%
Any other	-

The above table shows mix response of on administration of psychological test on students. Equal responses of the counsellor about the administration of aptitude test, interest test and personality test. They revealed that no intelligence test administered on students under the guidance services at the school.

➤ **Teachers' response**

Teacher responses were collected regarding psychological tests administered on students and data analysis of that presented as follow.

Table No. 4.14 Psychological tests administered on students from teachers prospective

Types of psychological tests	Percentage
Aptitude test	55.55%
Interest test	22.23%
Intelligence test	33.33%
Personality test	27.78%
Other tests	0%

The above table shows that aptitude test, interest test, intelligence test and personality test were administered on the students in the school guidance services. 55.55% of teacher responded that aptitude test was administered on the students whereas 22.23% of teachers reported that interest test was employed on the students. 33.33% of teachers responded that the intelligence test was administered on the students. 27.78%

of teacher reported that students were undergone personality testing at school guidance service.

The data were collected from the principals on the administration of psychological testing where was presented as below.

Table No. 4.15 Psychological tests administered on students from principals prospective

Types of psychological test	Percentage
Intelligence	33.33%
Aptitude	66.67%
Interest	33.33%
Personality	66.67%
Any other	33.33%

The above table shows that the according to principal various types of psychological tests were administered on the students. 33.33% of principals had responded that intelligence test, interest test and other tests were administered on the students and 66.67% of principals responded that aptitude test and personality test were administered on students under the school guidance service.

Based on the data collected from school teacher, counsellor and students, it was found that most of the students were undergone aptitude test and teachers and counselor also responded that aptitude and personality test were administered on students.

4.6 Objective 6: To study Guidance Services of CBSE Schools with reference to Infrastructure and other Facilities

Based on data collected from teachers, students, counsellor and principal it was found that there was separate guidance cell established in the school as all were 100% agree with the facilities provided for guidance service.

All respondents had responded that various types of psychological tests like personality test, aptitude test, interest test, intelligence test and few diagnostic test were available for providing guidance service at the school.

83.33% of counsellor responded that facilities provided for guidance service in the school was adequate. The location and arrangement of guidance cell was appropriate for providing guidance service.

4.7 Objective 7: To study Guidance Services of CBSE Schools with reference to Other Aspects

The Guidance Service of the schools is depends of qualification of counselor, monitoring procedure and many more. The present study has tried to address such aspects of guidance service of the school. The analysis of this is present as follows.

i. Qualification of Counselor

In most of the schools, trained counsellors were not appointed for providing guidance service. 4% of schools were having trained counsellor. Whereas 66% of schools were having school teacher as a counsellor. The school teacher had to perform dual role in the school as teacher as well as counsellor.

ii. Nature of Appointment and Salary

In all the schools, full time counsellor was appointed to render services. Mixed response was found related to salary. 50% of counsellor were satisfied with their salary. The counsellors had also revealed that they were satisfied with their professional work at the school.

iii. Duration of Guidance Service

There was variation in the duration of guidance services provided in the school. 50% of schools were providing guidance service for whole day whereas rest 50% of schools were providing guidance service for one hour in the school.

iv. Monitoring of Guidance Service

In all the schools, guidance services was monitored by the principal of the school. There was due supervision of school principal on guidance activity.

v. Parents Interaction with Counselor

As the parents were the beneficiary of the guidance services of the school. They usually visited school as where they required guidance from the school counsellor. The counsellor had responded that only 2% of parents visited school for guidance service once in a month where as 53% of parents were meet the counsellor wherever they required. And 45% of parents were approached to school counsellor on the day of report (result) declaration.

vi. Involvement of Counselor in other School Activities

The counsellor had to get involved in other school. Based on data collected, it was found that 66% of counsellors were involved in other school activities as they were teachers in the school.

vii. Management Support

All counsellors had responded that management were supportive to conduct various activities under the guidance service in the school. The management considered guidance service as part of school and merely to provide all support to the counsellor.

viii. Fees for Guidance Service

In the school, guidance services were provided to students, parents without any charge as it was part of school activities. The counsellor, principal, students and teachers reported that no fees were charged to students/parents for availing guidance service of the school as it was for them.

ix. Objectives of Guidance Service

Through the data collected from the principal, teachers and counsellor, it was found that they were clear about the objectives of school guidance services were to help students, parents and teachers to solve their problem.

4.8 Conclusion

The Guidance Service is one of the important part of the activity, which facilitates to solve students' problems and guide teacher and parents for the betterment of the students. On the basis of the data collected it was found that there is guidance service provided to the students. But not much importance is given to it. In this chapter analysis of the data is presented which facilitate to derive findings of the study.

Chapter 5

Findings, Implications and Suggestions

5.0 Introduction

The present chapter is last chapter of this study. It brings out the significance of the study. In this chapter, the researcher included major findings and to offer a few suggestions to the concerned agencies and carrying out further researches in this area.

5.1 Major Findings

The major findings of the study are derived based on analysis of data collected through various tools and techniques. The findings of the study are presented as follows.

- Majority of students were having academic problems and some students were having emotional problems and personal problems.
- Majority of students were having problems related to concentration and remembering the concept.
- Very few of students responded that they were having problems related to adjustment with their parents
- Majority of students were having academic problems from the prospective of teachers and none of students were having family problem.
- Majority of students were having adjustment problems and problem related to educational adjustment problem from the prospective of teachers.
- Majority of students were having learning difficulties due to lack of concentration and none of students were having learning difficulties in understanding concepts taught by the teacher from the prospective of teachers.
- Majority of students were facing problems related to educational, personal and emotional from the prospective of school principal.
- Majority of students were approached to their parents to solve their problem and they least approached to school counselor from students prospective.
- Majority of teachers' themselves tried to help the students and none of teacher ignore problems of students from the prospective of teachers.

- Majority of students were approach to school counselor for their study related problem and least for the problems related to their friends from students prospective.
- Under the guidance services, major activity organized were educational guidance to students from the teachers prospective.
- The activities organized under the guidance services were HIV, career talks, study habits related activities, stress management activities, tension realizing activities, co-curricular activities, personality development related, time management related, mental health, physical health and other activities.
- Mode of conducting activities under the guidance services, students responded that major way of providing guidance through life skill activities.
- Majority of students were undergone aptitude test and very few students were undergone personality testing from the prospective of students.
- Equal responses of the counselor about the administered of aptitude test, interest test and personality test.
- There was separate guidance cell established in the school as all were agree with the facilities provided for guidance services.
- Various types of psychological tests like personality test, aptitude test, interest test, intelligence test and few diagnostic test were available for providing guidance services at the school.
- The location and arrangement of guidance cell was appropriate for providing guidance services.
- Majority of parents approach to the counselor for their different purposes. Like as parents were approached counselor for knowing interest, personality and intelligence of their children.
- In most of the school, trained counselors were not appoint for providing guidance service. The school teacher had to perform dual role in the school as teacher as well as counselor.
- In all the school, full time counselor was appointed to render. The counselor had also revealed that they were satisfied with their professional work at the school.
- In all the schools, guidance service was monitored by the principal of the school.

5.2 Implications of the Study

Based on findings of the presents study, implications are as follow.

➤ **For School Administrators**

- The school administrator has to realize the importance of guidance service for the betterment of the students. The school administrator has to provide adequate emphasis to various activities of guidance service in the school.
- The school administrator has to appoint qualified counsellor for providing guidance service to students.
- The school administrator has to create network between teachers, students and counselor, so that, they can take optimum benefit of the guidance service.
- The school administrator has to provide adequate facilities to render guidance service of the school.
- The school administrator has to establish appropriate monitoring mechanism to assess the quality of guidance service at the school.

➤ **For School Teachers**

- The school teachers have to direct student who has any problem to the counsellor.
- The school teachers have to approach to the counsellor to get guidance to solve the problems related to students.
- The school teachers have to provide support to the counsellor to carry out any activity for betterment of the students.
- The school teachers have to direct the parents of the students to the counsellor for further guidance.
- The school teachers have to orient parents about various facilities available under the guidance service of the school.

➤ **For the Counsellor**

- The counsellor has to consider herself as part of school and take part in various activities of the school.
- The counsellor has to suggest various activities which can be organized in the school for the betterment of the students.
- The counsellor has to build network with teachers and management of the school.

5.3 Suggestions for Future Studies

- A comparative study of guidance services of two schools.
- A study on parents attitude towards the guidance service
- Development and implementation of a guidance service for secondary school students
- A comparative study of guidance services provided in various state schools
- A study on utility of guidance service for the career development of the students
- A study of activities conducted under the guidance service of the school

5.4 Conclusion

Guidance service is an essential for every individual. The individual requires guidance for the personal, educational and vocational guidance for his better life. To guide child is not only responsibility of family but also school. At the school level guidance service is provided as part of school activity for students and parents. The guidance service is facilitate not only students but to the teachers. In Anand district, at the CBSE schools the guidance service is one of aspects of the school education. The guidance service is provided by the school teachers who are not trained counsellors. The guidance service facilitates parents to know about their child and also provide guidance for the betterment of the child. The school has to develop appropriate monitoring mechanism to assess the quality of guidance service. The school is not providing attention to guidance counseling.