

TEACHERS' ATTITUDE TOWARDS THE NEED FOR GUIDANCE AND COUNSELING FOR STUDENTS AT SECONDARY LEVEL

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Abstract

Guidance and counseling for school children is a comprehensive process aimed at supporting students in their academic, personal, social and emotional development. It involves providing assistance, advice and resources to help students overcome challenges, make informed decisions, set goals and navigate various aspects of their lives effectively. The teachers (counselors) play a significant role in providing guidance services to the students in schools. The positive attitude of teachers towards guidance and counseling is of immense help for the students during the crucial period of their growth and development. The present study is intended to explore the factors that affect the attitude of teachers towards the need for guidance and counseling for students at secondary level in relation to the demographic variables - gender, designation, teaching experience and location of the institution. The researchers used descriptive survey method for the present investigation. The sample consisting of 300 teachers (30 Headmasters and 270 School Assistants) from 30 secondary schools in Visakhapatnam district has been selected using Stratified Random Sampling method. The data were collected with the help of a questionnaire developed and standardized by the researchers. The data were analyzed using different statistical techniques like means, standard deviations and t-tests. The findings of the study revealed that the variables - gender, designation and teaching experience have no influence on the attitude of teachers towards the need for guidance and counseling for students at secondary level. However, locality has a significant positive influence on their attitude towards the need for Guidance and counseling for students at secondary level. The study suggested that the Government should take initiative to provide orientation to school teachers towards guidance and counseling services for students at secondary level organizing in-service training programmes at regular intervals of time.

Key Words: attitude, counseling, emotional development, Guidance and Counseling.

Introduction

Education is the process of facilitating learning. It helps in the acquisition of knowledge, skills, values, morals, beliefs and habits necessary for the human living. It is the most powerful instruments of social, economic and cultural transformation necessary for the realization of national goals. It cultivates social, moral and spiritual values among people (**Report of the Indian Education Commission, 1964-66**). Education helps to develop good qualities among people and tries to draw out the best in them. According to Aristotle, education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of perfect happiness in reaching the goals of life. The integration of guidance services in a school context is based on a comprehensive and widespread view of educational practices. In this perspective, guidance activities are complementary to other educational activities in the school programme. The effectiveness of guidance services in school programme depends, to a large extent, on the capacity to create synergies between different stakeholders concerned with providing quality education to children.

Guidance and counseling for school children is a comprehensive process aimed at supporting students in their academic, personal, social and emotional development. It involves providing assistance, advice and resources to help students overcome challenges, make informed decisions, set goals and navigate various aspects of their lives effectively. Teachers play a significant role in providing guidance and counseling to the students in the teaching learning process. It is necessary for teachers to articulate their practice with other educational agents in order to contribute to comprehensive interventions in providing guidance services to students according to their needs. The teacher counselors play a significant role in shaping the career of the students by integrating career development activities in school programme.

The concept of ‘Guidance and Counseling for school children’

One of the primary roles of guidance and counseling in effective teaching and learning in schools is to help students develop self-awareness and self-confidence which are essential qualities that enable students to take charge of their lives and make informed decisions.

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Guidance and counseling programs help identify and address issues such as anxiety, stress, depression or behavioral problems that affect adversely student's learning in schools. These programmes help students develop problem-solving skills, decision-making skills and coping strategies to manage challenging situations; and thereby improve their academic performance. Guidance is a process of dynamic interpersonal relationships designed to influence the attitudes and subsequent behavior of a person.

The term, ‘guidance’ can be understood as the kind of help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. It is a service that is universal – not confined to the school or the family. It is found in all phases of life - in the home, in business and industry, in government, in social life, in hospitals and in prisons; indeed, it is present wherever there are people who need help and wherever there are people who can help" (**Jones., 1970**). According to **Crow and Crow (1960)**," Guidance is not direction. It is not the imposition of one's point of view upon another. It is not making decisions for an individual which he should make for himself. It is not carrying the burden of another's life, rather guidance is assistance made available by personality qualified and trained men or women to an individual of any age to help him manage his own life activities, develop his own point of view, make his own decisions and carry out his own burden ".

From the above definitions, it is understood that:

- a) Guidance is help that a person seeks or is given.
- b) Guidance is provided by professionally qualified and trained person.
- c) Guidance is given to any person in any field and at any age.
- d) Guidance respects the dignity, worth, freedom and rights of the individual.
- e) Guidance helps the individual to understand himself etc.

Guidance came up originally as a movement for professional and adaptive development of the individual, but gradually the scope of guidance expanded and guidance became an integral part of the education system.

‘Counseling’ is the individualized and personalized assistance with personal, educational, vocational problems in which all pertinent facts are studied and analyzed and a solution is sought, often with the assistance of specialists, school and community resources and personal interviews in which the counselee is taught and provided guidance.

According to **Gustad, J. W. (1953)**," Counselling is a learning oriented process, carried on a simple, one-to-one social environment, in which the counsellor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client, by methods appropriate to the latter's needs and within the context of the total personal program, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of society ".

In the words of **Patterson (1954)**," Counselling is the process involving interpersonal relationship between a therapist and one or more clients by which the former employs psychological methods based on systematic knowledge of the human personality in attempting to improve the mental health of the latter ".

On the basis of the above definitions of Counseling, it is understood that:

- a) Counseling is a continuous process.
- b) Counseling is an interpersonal relationship between the counselor and the client.
- c) Counselor helps in the counseling process on the basis of training, experience and other psychological factors.
- d) Counseling work is done in various institutions like home, school, hospital, social and community center, rehabilitation center.
- e) The nature of counseling is developmental, preventive and curative.

Importance of Guidance and Counseling for school students

The very purpose of guidance and counseling in schools is to promote the holistic development of students in all aspects of their lives including social, emotional, cognitive and physical aspects. These services help students to develop healthy relationships with their peers, teachers and other members of the school community. They also help students to develop emotional resilience, which is critical in dealing with stress, anxiety and other emotional challenges that may affect their academic performance.

Guidance and counseling also play a crucial role in addressing academic challenges such as adjustment to school environment, difficulties in understanding academic concepts, poor study habits, low motivation etc. Guidance and counseling help students to identify the root causes of their academic challenges and provide them with the necessary support to overcome these challenges. This may include providing students with study skills, organizing tutorial sessions and providing them with individualized attention. Guidance and counseling help students to develop a sense of belongingness and connectedness to their school community. This, in turn, promotes positive behavior, reduces absenteeism and promotes academic achievement among school students.

Advantages of guidance and counseling

The following are some of the advantages of Guidance and Counseling for school students:

- (i) **Supportive Environment:** Guidance and counseling create a supportive environment within the school where students feel safe, respected, and valued. This environment encourages openness and trust between students and counselors.
- (ii) **Academic Guidance:** Counselors assist students in academic matters such as course selection, study skills, time management, and career planning. They help students identify their strengths, interests, and goals, aligning them with suitable educational pathways.
- (iii) **Personal and Social Development:** Counselors address students' personal and social needs by providing guidance on topics such as self-esteem, interpersonal relationships, conflict

resolution, and decision-making. They help students develop essential life skills necessary for healthy social interactions and personal well-being.

- (iv) **Career Counseling:** Career counseling helps students explore career options, understand their interests and aptitudes, and plan for their future careers. Counselors may offer career assessments, information about different professions, and guidance on educational and vocational training pathways.
- (v) **Crisis Intervention:** Counselors are trained to provide support during crises such as family problems, mental health issues, substance abuse, or academic difficulties. They offer counseling, referrals to external resources, and intervention strategies to help students cope with challenging situations.
- (vi) **Individual and Group Counseling:** Counseling services may be provided through individual sessions or group counseling sessions, depending on students' needs and preferences. Group sessions can promote peer support and provide opportunities for students to learn from each other's experiences.
- (vii) **Collaboration with Parents and Teachers:** Counselors collaborate with parents and teachers to ensure a holistic approach to students' development. They may conduct parent workshops, consult with teachers regarding student needs, and develop intervention plans to support students academically and emotionally.
- (viii) **Advocacy and Outreach:** Counselors advocate for students' rights and well-being within the school and larger community. They may participate in initiatives to promote mental health awareness, prevent bullying, or address systemic issues affecting students' educational experiences.
- (ix) **Continuous Professional Development:** Counselors engage in ongoing training and professional development to stay updated on best practices, emerging trends, and research in the field of counseling and education.

From the above discussion, it is understood that guidance and counseling for school children play a crucial role in fostering their holistic development, academic success, and emotional well-being, ultimately preparing them for future challenges and opportunities.

Review of Related Studies

The studies carried out earlier by the other researchers that aim at finding out the attitude of teachers and learners towards the need for guidance and counseling services at secondary level have been examined; and a brief review of the same is provided in the following paragraphs.

Gabriel Amponsah Adu (2023) conducted a study to examine learners' perceptions of guidance and counseling delivery at senior high schools in the Atebubu-Amantin Municipal, Ghana. Gestalt theory of perception was adopted in the study. An ex post facto research design was used to conduct the research investigation. The target group was the students from all three public senior high schools and one private senior high school from the municipality, Ghana. The schools were selected purposively. Four hundred students were selected from these schools using simple random sampling method. Data were collected using a questionnaire that was evaluated by counseling professionals. The reliability index of the tool is 0.89, which was fair. Descriptive and inferential analysis of the data were conducted. The study indicated a positive relationship between the relevance of guidance and counseling delivery and academic needs. Furthermore, from the findings, gender of the learners showed significant interest in providing guidance and counseling delivery. Finally, the age of the learners proved to be important in ascertaining their interest in guidance and counseling delivery. The study recommends that the workload of teacher counselors should be reduced so that they have time to address the academic and other personal needs of learners.

Darakhshan Parveen & Shameem Akhtar (2023) conducted a study to examine the role of guidance and counselling in effective teaching and learning in schools. The objectives of this paper are to: (i) investigate the various domains in which school guidance counselors operate; (ii) analyze the aims of guidance and counselling in schools; (iii) explore the role of guidance and counseling in enhancing students' academic and personal growth; (iv) evaluate effective teaching and learning practices from a guidance and counseling perspective; and (v) examine the advantages of the school counseling program for students. This paper is a literature review that examines previous studies on the role of guidance and counselling services in schools. The review involved searching various databases, including Google Scholar, JSTOR and Research Gate. The keywords used in the search were "guidance and counselling", "career", "teaching and learning", "schools" and "academic performance". The study found that guidance and counselling services in schools help to identify and address the social, emotional, and behavioral needs of students, thus improving their academic performance. Counselling services also help students to develop personal and social skills that are essential for their success in school and beyond. The integration of guidance and counselling services in schools can help to create a conducive learning environment, promote student well-being and enhance academic achievement.

Muhammad Abdul Malik (2018) conducted a study to evaluate the attitude of prospective teachers towards "guidance and counseling services" in distance education. Survey method was used for data collection from 730 B.Ed. learners of the AIOU by using questionnaires on a five-point rating (Likert) scale. The results indicated that the majority of the prospective teachers (80.24%) appeared to be satisfied with information services and the channels of providing such services by AIOU. 57.81% appeared to be unsatisfied with the provision of tutors information, 57.59% were unsatisfied with the guidance by their tutors on writing assignments and 57.81% appeared to be unsatisfied by tutorial meetings. Overall, more than half of the respondents appeared with their positive perception about "guidance and counseling services". The study recommended tutors training on how to tutor in distance education; and how to guide and facilitate distance learners in writing good assignments.

Need and Importance of the study

Guidance and counseling services play a crucial role in addressing academic challenges of students such as adjustment to school environment, difficulties in understanding academic concepts, poor study habits, low motivation etc. These services help them identify the root causes of their academic challenges and provide them with the necessary support to overcome these challenges. Under these circumstances, it is the responsibility of the teacher counselors to take every care of providing necessary guidance and counseling services to the students in the school programme. The teachers should develop a positive attitude towards the need for guidance and counseling for students in schools. The investigators thought it desirable to explore the attitude of teachers towards the need for guidance and counseling for students at secondary level. The present investigation is an attempt in this direction.

Objectives of the study

1. To study the attitude of teachers towards the need for guidance and counseling for students at secondary level
2. To examine the influence of demographic variables – gender, designation, teaching experience and locality of the school on the attitude of teachers towards the need for guidance and counseling for students at secondary level.

Hypotheses of the study

1. There is no significant difference in the attitude of male and female teachers towards the need for guidance and counseling for students at secondary level..
2. There is no significant difference in the attitude of Headmasters and School Assistants onwards the need for guidance and counseling for students at secondary level.

3. There is no significant difference in the attitude of teachers with an experience of less than 10 years and those with 10 years and above towards the need for guidance and counseling for students at secondary level.
4. There is no significant difference in the attitude of teachers working in Rural and Urban secondary schools towards the need for guidance and counseling for students at secondary level.

Delimitations of the study

The study is limited to find out the attitude of 300 teachers (30 Headmasters and 270 School Assistants) working in 30 secondary schools located in rural as well as urban areas in Visakhapatnam district of Andhra Pradesh towards the need for guidance and counseling for students at secondary level. Further, the study is confined to find out the influence of four demographic variables, viz., gender, designation, teaching experience and the locality of the school on the attitude of teachers towards the need for guidance and counseling for students at secondary level.

Design of the study

(a) Method of Research

The researchers followed the Survey Method of the descriptive research for the present investigation.

(b) Sample

The sample of the study consists of 300 teachers (30 Headmasters and 270 School Assistants) from 30 selected secondary schools located in Visakhapatnam district of Andhra Pradesh using Stratified Random Sampling technique.

(c) Research Tool

The researchers used a well prepared and standardized questionnaire to collect data for the present investigation.

(d) Administration of the Tool

The tool was initially administered to 30 teachers (5 Headmasters and 25 School Assistants) working in the secondary schools located in Visakhapatnam city under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated. Further, the researchers conducted item analysis for the items included in the tool. Out of 34 items selected for the tool, the discriminating power of 30 items has been found positive and is found negative in respect of 4 items. The items whose discriminating power is negative have been removed; and the final tool consists of 30 items which are pool proof in all respects. The final tool has been administered to 300 teachers (30 Headmasters and 270 School Assistants) working in 30 Secondary Schools located in Visakhapatnam District of Andhra Pradesh.

(e) Data Analysis and Interpretation

The investigators used different statistical techniques such as Mean Score values, Standard Deviations and t- tests for data analysis and interpretation.

Table showing Mean, SD and t-values on the attitude of teachers towards the need for Guidance and Counseling for students at secondary level

S. No.	Variable	N	Mean	S.D.	t-ratio	Result
1	Gender	Male 160 Female 140	101.50 102.64	28.53 27.64	0.35*	*Not Significant at 0.05 and 0.01 levels

2	Designation	Headmasters School Assistants	30 270	102.50 101.39	26.51 27.74	0.22*	*Not Significant at 0.05 and 0.01 levels
3	Teaching Experience	Less than 10 yrs. 10 yrs. & above	170 130	101.09 102.35	28.65 27.78	0.38*	*Not Significant at 0.05 and 0.01 levels
4	Locality	Rural Urban	180 120	102.61 94.83	27.45 28.42	2.36*	* Significant at 0.05 level

Findings of the study

There is no significant difference in the attitude of male and female teachers towards the need for guidance and counseling for students at secondary level.

There is no significant difference in the attitude of Headmasters and School Assistants towards the need for guidance and counseling for students at secondary level.

There is no significant difference in the attitude of teachers with an experience of less than 10 years and those with 10 years and above towards the need for guidance and counseling for students at secondary level.

There is significant difference in the attitude of teachers working in Rural and Urban secondary schools towards the need for guidance and counseling for students at secondary level.

Conclusions

From the findings of the study, it is concluded that gender, designation and length of service of teachers have no influence on their attitude towards the need for guidance and counseling for students at secondary level. However, the locality of the institution has a positive influence on the attitude to teachers towards the need for guidance and counseling for students at secondary level. The results of the study revealed that teachers working in Rural schools have exhibited better attitude towards the need for guidance and counseling for students at secondary level as compared to their urban counterparts.

Recommendations

The study has suggested that the teachers should realize the need for guidance and counseling for school children; and possess a favorable positive attitude towards guidance and counseling services in secondary schools.

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