

GUIDANCE IN THE SECONDARY SCHOOL

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ABSTRACT

Secondary School Students face a lot of problems in their body as well as in mind due to puberty that tends to adolescence stage. Adolescence has peculiar characters of their own. They need proper Guidance and Counselling to tackle their own problems. Guidance is described as a counselling service to assist the individual in achieving self direction and educational, vocational and personal adjustment, and to take positive steps in the light of new orientations, (Rogers, 1942). Guidance at secondary school stage is an important aspect in moulding the personality of the future leaders of the nation. In this article the author gives the important aspects of guidance service in the secondary schools.

Keywords: Guidance, Secondary School, Adolescence, Puberty, Individual Guidance, Counselling, Group Guidance, Principles of Guidance, Areas of Guidance, Needs in Secondary Schools, Preventive Guidance.

INTRODUCTION

Education

According to Socrates, "Education means bringing out the ideas of Universal Validity which are latent in the mind of every man".

One of the major goals of education is to develop students who are capable of and dedicated to a life time learning. This means helping them to understand their goals, needs, interests and problems and the ways of solving them. The teachers become the guides, philosophers and counsellors. They guide the students to formulate their goals and how to achieve them.

Secondary School

Secondary School in an Institution providing 5 to 7 years of general full-time education for pupils aged 11 (or 12/13 where three-tier system applies) to 16 or 18. Admission does not generally depend on academic ability. Most Secondary Schools are Co-educational and may be denominational or non-denominational (Ramesh Sukla, 2005).

What is Guidance?

Guidance is a wider concept which includes all types of education, formal, non-formal, vocational etc., which aims to adjust the individuals in his environment in an effective way.

According to Arthur J. Jones, the purpose of guidance has been "to assist the individual through counselling and to make wise choices, adjustment, and interpretations in connection with critical situation in his life in such a way as to insure continual growth in ability for self direction," (Jones, 1970).

The educational policies commission (1944) views guidance as the keystone of the School programme.

Guidance is also described as a "counselling service to assist the individual in achieving self direction and educational, vocational and personal adjustment and to take positive steps in the light of new orientations," (Rogers 1942).

Types of Guidance Techniques

Two types of guidance Techniques are,

- Individual Guidance
- Group Guidance

Individual Guidance

Individual guidance is a face to face relationship marked by intimacy and good rapport between the guidance worker and client. Assisting the pupil Individually to attain the goals of life i.e, to make success in their studies, career and life.

Group Guidance

In the words of Jones, "Group Guidance is any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustments". Guidance in group situation usually refers to the guidance service that is made available by school personnel to large or small group of pupils (Agarwal, 1991).

Principles of Guidance

Gilbert Wernn and Willis Dugn (1950) have given the following as some of the specific principles of guidance.

- Guidance is concerned with the "Whole" Student and not with his intellectual life alone.
- Guidance is concerned with all students, not only with "Special" or "Problem" Students.
- Guidance is concerned primarily with prevention rather than care.
- Guidance is more than just the activity of a specialist, it involves the whole school's staff.
- Guidance is concerned with the choices and decisions to be made by the student.
- Guidance is concerned with developing student's self understanding and self determination.
- Guidance is counsel and not "Compulsion".
- Guidance is a continuous progress throughout the school life of each student.

Need for Guidance in the Secondary School

The pupil enters the secondary school stage when he is 10+ years old. During this stage their physical and motor development would have reached its completion, while the other aspects of development, namely, social, emotional, mental and moral aspects of development would have also been developed partly. At the secondary school stage, much of the development being incomplete in several areas have to reach the stage of full development. It is during these years that the young boy or girl enters the crucial period of adolescence. At the time of entry into secondary school most of the pupils would be at the prepuberty stage. The physical development at this time will become rapid and within a brief time, marked

development takes place in the individual. This is known as puberty spurt, and the pupils enter a period of emotional brittleness. Adolescence brings in its wake, a host of problems that they need to be understandingly meet. Therefore guidance of the pupil at the secondary school stage is of very great importance. Further, there are other reasons at least two of which will be mentioned: (i) This is a stage where the individual pupil has to make choice academically which ultimately determines his vocational future (ii) The individual at this stage is sexually becoming mature. The secondary sexual characteristics appear. Boys and girls tend to become very self-conscious, and become inquisitive about each others new dimensions namely development of sexual characteristics. They become restless, agitated, distracted and want to be more independent and to assume adult responsibilities. They seek more freedom and independence and resent parents and other adult members trying to check their freedom (Holdsworth, 1982).

Education Functions of Guidance at the Secondary Schools

Helping the students to orient to the school situation

Helping the students to orient to the school situation and aiding them to make a good beginning from the secluded life of the home. The student enters the vast area of the school and its environment and the adjustment required is tremendous. The educational guidance programme emphasises the purpose of complete education, preventing dropouts and utilising the available human resources.

Helping the pupils to learn effectively

A well thoughtout guidance programme will cater to the individual difference in children and detect the learning difficulties mainly in terms of reading, writing and comprehension and provide remedial programme through diagnostic devices. The level of achievement is hampered by these specific difficulties unless they are identified first and continuous effort is made to rectify them.

Helping pupils to develop desirable attitude

Desirable attitudes are the cornerstone for developing

well balanced personality. The child's interest in the school and his motivation for continuous hard work, depends to a great extent on the attitudes he has developed. Healthy and positive attitudes towards self, teachers, classmates, the school and the community are essential for a happy and well integrated life.

Helping pupils to plan their immediate future

School children are very often unaware of the need for planning. Even in their early years, the pupils can be introduced into a system of wise planning beginning with their daily activities.

Helping parents to co-operate with the School

Parents must have a knowledge of their children's activities in the school and keep a close contact with teacher in following the development of their children. Parent teacher meeting, parents visits to the school to observe the school programmes and parent teacher child conferences are a must if there is to be an all-round development of the child in the home and in the school.

Helping the students to have orientation to jobs

During the Secondary school level, students can be given opportunities to find out their aptitude and interest in occupations, jobs, by involving them in work experiences, socially useful and productive work and community and social-service activities. In this way beginning can be made in the selection of orientation to jobs/careers (Hamblin, 1974).

The main areas of Guidance Needs in Secondary Schools

In the secondary schools, variety of problems may crop up in the minds of the growing pupils. These may be broadly divided into three categories.

- (i) Problems of learning
- (ii) The problems of preparation for vocation, and
- (iii) Problems of sex and inter-personal relations.

Learning problems

The growing individual is becoming concerned with a variety of factors around him, where he may begin to pay more attention to the distractions and less attention to academics and class work. Consequently, he may

become a low achiever and a whole range of academic problems may crop up as a result. Individuals may have reading difficulties, their rate of reading and comprehension may differ. They may develop likes and dislikes with regard to school subjects and variety of such problems may seriously affect Scholastic performance and this may lead to other problems like (i) loss of interest in studies, (ii) Not attending school regularly, (iii) Development of truantism and minor delinquencies. A programme of guidance will help to diagnose pupils early in their path of progressive deterioration. The programme of guidance may initiate steps to overcome, if not prevent it. It may take steps to develop remedial programmes. Last but not the least, could be by counselling help, the individual can gain insight into himself, understand his own problems in proper perspective and cooperate with the school authorities to overcome the academic problems.

Problems concerning vocational future

The individual pupil has to eventually leave at the completion of secondary school, and he will be faced with the big question, "What next?". This is a crucial area in which very little work is done at the secondary school stage in our country. It is sad that most schools do not seem to concern themselves with this vital issue of young pupils' future. It is in this area, that the school can play a very important role.

The guidance worker getting necessary information about the pupils can help to provide greater self understanding such that most young people know what they want to do. The most distressing experience in this regard is when college students are asked what they propose to do after college? Over 85% of the college students give the unbelievable and disappointing response. "I have not thought about it yet". This suggests that most young people do not have sufficient self-knowledge of themselves. The guidance programme should cater to this need.

Inter-personal Relations and problems of sex

Social development of the young individuals has not received the attention it should. Most pupils do not know

how to meet people and behave in a group. They tend to be timid, shy, self-conscious and avoid meeting people. They need to be helped to overcome this and to make them feel at home in a group. This can be done by building in them self-confidence and overcoming timidity and self-consciousness. In a small number of instances young pupils are overaggressive and crude to the point of being rude in the reactions to other people. They are devoid of any polish or manners. It is the responsibility of the school to do something about this important aspect of individuals life and this can best be done by the guidance worker. He can help them understand themselves better and understand the need for understanding well and responding to others and mixing with them in a healthy manner.

At the secondary school stage, guidance should be broadly in three areas which the author has explained earlier. The three areas should be vocational guidance, guidance for emotional and social maturity and personal guidance (Resolution of Personal Adjustment Problems) (Guerney, 1982, Chauham, 1977).

Social development

Aristotle said two things about man. One is that he is a rational animal and the other is that man is a social animal. Man to man relationship is known as social development. Man is a member of a society. Social development is essential for promoting adjustment. The social adjustment of the child should start from infancy. The foundation of social development is laid by parents in the family. The success in future social development depends on parents and other members of the family. Peer group influence plays a vital role in promoting social development. As the child grows he is found most of his time in the company of his friends. To a great extent his interest, attitudes and values are guided by his peers. Peer rejection results in maladjustment. Adolescents need guidance in the development of healthy social relations and for this purpose school is the most appropriate place where a variety of activities can be organized to foster social development. Organization of seminars, debates, games, sports, camps and field trips are the activities that

promote social development.

The physical needs arise during secondary school level due to the rapid growth and physiological maturation of the adolescent. The marked changes are lowered vitality, fatigue, lethargy, impaired coordination and awkwardness due to unequal growth of different parts of the body and physiological changes caused by maturing. Students undergoing such development need information, understanding and guidance to help them adjust their changing bodies.

Preventive Guidance is Needed

Guidance is necessary to forestall any future breakdowns or maladjustments. Guidance given at this stage of pre-puberty will greatly reduce the need for help later and will increase the ability of pupils to make choices with regard to occupational, social, civic and other activities which comprise major part of adult life. The effective guidance is such that when time demands healthy habits, attitudes and ideals are formed and techniques of self-help are developed. Preventive guidance in the secondary school reduces the need for remedial guidance later.

Conclusion

The Government of India's plan to vocationalize education has not been so far successful. Not because there are not many institutions offering vocational education courses or training but because the students themselves do not desire to get vocational education. It is through guidance, that increasing self-understanding could be provided to the students themselves to enable them to plan their future and not to leave them to their own fate. The new educational plan has stressed the importance of vocationalization of education and it is considered as one of the important thrust areas of the new plan to be implemented.

Guidance is helping the pupil to become adjusted to his present situation and to plan his future in line with his interests abilities and social need. At the secondary school stage, proper guidance should be given to the pupil at a right time then only the society will get good citizens those who are useful to their family, society and the nation.

Recommendations

Author recommends that Guidance and Counselling services are necessary in the secondary schools because secondary school stage students are facing a lot of problems in their body and mind. Due to the attainment of sexual maturity they are forced to take care of their physical health and mental health. The secondary school students have adjustment problems in the school as well as in home. They are in a dilemma What to study? Where to go for study? What to do? etc. A proper Guidance should be given to the needy pupil at the right time which will help the pupil to achieve the goals of life. "Today's students are tomorrows leaders"-keeping this in mind the counselor should try to create positive attitudes in the minds of pupil towards school, teachers, parents and society. The counselor should give proper Guidance to the client. Follow up is also necessary to evaluate the uses of Guidance. Thus it is recommended that each and every secondary school should have a professional Student/School counselor.

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