

A STUDY OF STUDENTS' OPINION ON GUIDANCE PROGRAMME AT SECONDARY SCHOOL LEVEL IN VADODARA CITY

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ABSTRACT

The purpose of education is to help individuals become increasingly self directed and capable of creative and purposeful living. It enables a person to stretch his potentialities for welfare of self, family and society. Psychologists hold that the vast majority of people are capable of growing and of adjusting, at their own level of adaptability, to the demands and opportunities which it is the task of the school guidance process to help people fill their potentials for growth.

In the present modern era, with the rapid growth of technology, the tough competition and the changing life style, the life is getting more complex day by day. Problems are emerging where people are in dilemma how to cope up with these problems wherein if they cannot channelize their potentials and talents properly at the right time and in the right track, it may end up in unhappiness, discontent and ultimate failure. There are number of problems. These problems can be categorized under broad heads as educational, personal and vocational. Thus, there arises the need of guidance in all these areas. According to National Curriculum framework (NCF) 2005, secondary level is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability to reason with abstraction and use logic emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond the here and now. The critical understanding of the self in relation to society also emerges during this period so here school guidance plays an important role to enhance the overall personality of the students. The review of related literatures least reveal about the study on the comprehensive study of school guidance programme of the schools. In the present study the investigator has taken class IX students because class IX is the base of secondary level. Many of the schools have guidance programme in Vadodara city. So Investigator wanted to check students' opinion about school guidance programme in terms of educational guidance, vocational guidance and personal guidance, facilities provided by guidance program, meaning of guidance. Hence for this reason the investigators proposed this study.

Guidance aims at assisting individuals in understanding themselves in a proper way so students taken more benefit this guidance programme in future time. Guidance programme not focus only education development in the students but other aspect also solve their problem. Organization of guidance programme in school not only responsibility for guidance worker but whole staff member and teacher also involved and achieve the goal to conducted this programme. Students' participation is more required because whole school guidance programme success depend in the student achievement only. Thus guidance programme should be part of every schools of our country so as the best of students in every aspects of life.

KEYWORDS: A Study of Students' Opinion on Guidance Programme at Secondary School Level i Vadodara City

INTRODUCTION

The purpose of education is to help individuals become increasingly self directed and capable of creative and purposeful living. It enables a person to stretch his potentialities for welfare of self, family and society. Psychologists hold that the vast majority of people are capable of growing and of adjusting, at their own level of adaptability, to the demands and opportunities which it is the task of the school guidance process to help people fill their potentials for growth.

According to Naik (2004), the student life is getting complex day by day. Students in the twenty-first century are facing many perplex and difficult situations i.e. to make wise curricular and other curricular choice, to acquire basic study skills for optimum achievement, adjustment with peers. Now guidance has gone for beyond this. It is now concerned with the entire individual in all aspects. Today's changing and complex world places increasingly greater demands on the students in our schools. Consequently, the demand for school particularly counselor assistance for students has increased in frequency and complexity.

The Meaning of Guidance

According to Jones (1963), the beginning though guidance was centered on problems related to vocation but it also gave attention to a wise choice that is one that was suitable to the abilities and needs of individual. Guidance has gone for beyond the vocational aspect. It is now concerned with the entire individual in all aspects of his life and with the interrelation between the individual and society. It helps youth to attain a life that is individually satisfying and socially effective. When we emphasize that every individual must be in need of guidance in some or the other time we must be sure that we understand thoroughly just what it is that he needs and should have made available for his use.

Relationship between Guidance and Education

Actually guidance is part of education and permits every activity of the schools that is guidance is inherent in the process of education. According to Jones (1963), Guidance in education is necessary for all human beings in the world. It is importance to note that guidance is a process of helping an individual to understand one self and the environment. It also helps an individual to recognize and use his/her inner resources to set goals, to make plans, to work out his/her own problems of development. There are different types of guidance such as, educational, vocational, personal and social guidance to mention a few. According to Wall (1968), guidance is an intrinsic aspect of education. In other words, it is not possible to think of education devoid of guidance. It was this close relationship between "education" and "guidance" which made the educationists to say that much overlapping exists between the terms guidance and education. Guidance has been an inseparable part of educative process. Guidance refers to a service which should be involved in the teaching situation.

Essentials of a Good Guidance Programme

Guidance workers need to understand basic principles which underlie the guidance process. This understanding will help them determine scope and nature of a local guidance program in a school or school system. The principles fall into three classifications:-

Principles of Guidance Affecting the Client

A good guidance program should assist the individual in developing to the maximum of his capacity in a direction beneficial to society.

- **Guidance Services should be Continuously Available:** - There is no time in life when children, youth and adults take on guidance as they take on a vaccination for smallpox. Each individual needs some type of guidance at various in his life as long as he lives. For that reason guidance services should be continuously available so that when problems arise help can be secured.
- **Guidance Services should be Available to all Individuals:** - In school practice we often give the most service to the most aggressive mischievous and pugnacious child. The quite, retiring, dreamy pupil may need guidance help much more. Whether the child dreams or screams, or fits in between as a so called normal he still has problems.
- **The Guidance Program should be Client Centered:** - Guidance programs are not set up to give counselors vocal release or vocabulary development. The one purpose is to help the client improve his plans and progress toward their attainment. All phases of the guidance program should be shaped in terms of the client's continuing growth.
- **Guidance Services should Meet the Individual's Varied and Extensive Needs:** - Not only do they vary in the type of needs for example but they vary in the amount and timing of those needs. Some need vocational, personal or social help while others need civic, health, or educational guidance. A reading problem often stems from an emotional upset.
- **Client makes the final decision:** - To keep the guidance processes democratic the individual to be guided should always make final decisions. The guidance worker can help him find alternatives for his planning but the individual himself must be responsible for his final choice.
- **The Guidance Client should Become Increasingly able to Guide Himself:** - The individual seeking guidance should receive help and strength in the process of solving his problems rather than merely getting the solution. When too many solutions are handed to the client he is still dependent upon the guidance worker. This dependence should be eliminated as quickly as possible.

Principles Affecting Guidance Workers

- **All certificated school personnel should assume guidance responsibilities in proportion to their abilities and assignments:** - Every teacher, librarian, nurse, attendance officer, counselor, dean, principal and school physician should be a guidance worker. Since each school person actually gives guidance he should strive to give good guidance rather than poor guidance. Ability and school assignment should determine the division of labor in the guidance program but all certificated personnel should be workers not drones.
- **Guidance workers should be chosen upon the basis of personal qualifications, training and experience:-** Even though every certificated person on the staff must offer some type of guidance in some degree or other it is natural that some guidance workers are better qualified because of personal temperament, amount and type of professional, training and previous social and business or governmental experience than others.

- **Guidance workers should seek opportunities for continuous in services growth. :** - No matter how much training a guidance worker may have received before assignment to his current responsibilities, he still needs to grow in service. Each year many new ideas, concepts, and techniques are being developed in this field. All of this necessitates the administration and the utilization of these opportunities by all guidance workers.
- **Guidance workers should use all available information about the individual and his environmental opportunities, as a means of helping him to better adjustments. :** - Guidance workers need two chief types of information as a means of helping individuals. The opportunities may be vocational, educational, social, civic, ethical or recreational.
- **The guidance worker should observe a strict code of professional ethic when dealing with confidential information. :** - The counselor should always feel that he can offer any and all information to the counselor with the understanding that it will be kept in strictest confidence.
- **Pertinent facts concerning the individual's environment at home, at school and in the community should be taken into account when giving guidance help to the individual. :** - The out of school environment has many factors which impinge upon the personality of the pupil. At school he is taught democratic processes and good citizenship. Guidance worker must be aware of all these influences to help the individual choose the best element of his environment and there by maintain and improve his adjustment in such a complex environment.
- **The guidance worker should employ a wide variety of methods or techniques in the guidance process. :** - The effective guidance worker will use different techniques with different individuals, and will employ different techniques with the same individual at different times and in different situations. He will employ a wide variety of appropriate methods to accomplish better adjustments for the individual.
- **Guidance workers should use research findings with respect to interests, abilities and achievement in curriculum development. :** - Guidance workers have access to research finding with respect to the individual and his environment. These research findings are invaluable as the basis for curriculum development. Many times an individual's better adjustment will be impossible without changes in his course of study.

Rationale of the Study

A large number of students are going to colleges and universities without proper planning. They think of selecting a career after finishing their education. Society itself and its demands are continuously changing and becoming more and more complex and without any guidance programme it is not possible for child to cope with the changing society. So, the programme of guidance is needed for all the children in every aspect of their harmonious development.

In the present modern era, with the rapid growth of technology, the tough competition and the changing life style, the life is getting more complex day by day. Problems are emerging where people are in dilemma how to cope up with these problems wherein if they cannot channelize their potentials and talents properly at the right time and in the right track, it may end up in unhappiness, discontent and ultimate failure. There are number of problems. These problems can be categorized under broad heads as educational, personal and vocational. Thus, there arises the need of guidance in all these areas. According to National Curriculum framework (NCF) 2005, secondary level is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability to reason with abstraction and use

logic emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond the here and now. The critical understanding of the self in relation to society also emerges during this period so here school guidance plays an important role to enhance the overall personality of the students. The review of related literatures least reveal about the study on the comprehensive study of school guidance programme of the schools. In the present study the investigator has taken class IX students because class IX is the base of secondary level. Many of the schools have guidance programme in Vadodara city. So Investigator wanted to check students' opinion about school guidance programme in terms of educational guidance, vocational guidance and personal guidance, facilities provided by guidance program, meaning of guidance. Hence for this reason the investigators proposed this study.

Statement of the Problem

A Study of Students' Opinion on Guidance programme at Secondary School Level in Vadodara City

Objectives of the Study

- To Study the Opinion of Secondary School Students on Guidance Programme with respect to
- Meaning of guidance
- Purpose of guidance
- Physical facilities available for providing guidance
- Number of periods in a week for providing guidance
- Types of guidance services offered at a school
- Guidance services should be organized
- Different areas of guidance (educational, vocational, personal)
- Student's opinion for counselors work
- Teacher's involvement in guidance services
- Suggestions regarding to improvement of guidance services

Delimitation of the Study

The proposed study was delimited to the English Medium secondary and higher secondary schools which are following GSHSEB board of academic year 2013-14. Study was restricted to the opinion of standard IX students of secondary schools.

Design of the Study

As per the objectives of the study, the investigators had adopted survey type of study.

Population

There are total 71 schools following GSHSEB board of academic year 2013-14 of Vadodara city. So, the above seventy one schools were the population for the present study.

Sample

Random sampling technique was followed to select the sample the target population for the proposed study. A total of 5 schools had been selected as the sample of the study using Lottery method. About 310 students constituted the sample for the present study. Thus, it is cluster sampling

Tools for Data Collection

The Investigator was prepared one tool focusing on the objectives of the proposed study and was validate by experts. The details of the tools are as follow:

Opinionnaire

The investigators had prepared an opinionnaire on the following aspects such as meaning of guidance, purpose of guidance, physical facilities available for providing guidance, number of periods in a week for providing guidance. types of guidance services offered at a school, guidance services should be organized, different areas of guidance (educational, vocational, personal), student's opinion for counselors work, teacher's involvement in guidance services and suggestions regarding improvement of guidance services. Opinionnaire consisted open ended and closed ended items.

Procedure of Data Collection

For the data collection, permission had been taken from principal of the sample schools and school authority. Data was collected in the month of February and March 2014. Investigators had personally visited all the sample school selected for the proposed study and administered the opinionnaire on all the students of the selected schools.

Procedure of Data Analysis:

Factual information collected was analyzed quantitatively by using frequency and percentage analysis. Qualitative information obtained was analyzed by following two stage (ongoing analysis and at the end analysis) technique.

- In the first stage the following qualitative data analysis technique ((a) Data reduction (b) Data Display (c) Conclusion drawing and verification) was used.
- In the second stage qualitative content analysis technique ((a) Summarizing (b) Explicating (c) Structuring) was used.

Major Findings:

- Most of the secondary schools students' opinion that there is a need of guidance programme. These guidance programmes help for the different aspect of students' development.
- It was found that 13.87% of the secondary school students give opinion that guidance means to take decision for others.
- 61.29% of the students give opinion that guidance is necessary for every student.
- 70.64% of the students had agreed to school offered guidance and counseling services whereas 29.35% of the students had disagreed to school offered guidance and counseling. Majority of the students' opinion directly or indirectly utilized this guidance services in your life.

- 86.45% of the students had agreed to school offered guidance provided in group whereas 13.54% of the students had disagreed to school offered guidance provided in group. Majority students' opinion said that guidance provided in the group is help on students to other students also.
- 64.83% of the students opinion that guidance provided in group for improving their study skill, 29.67% of the students opinion for that group guidance also provided remove the examination phobia/ anxiety, 22.58% of the students opinion that guidance also provided in their health, 29.67% of the students opinion that group guidance provided in stress management, 21.93% of the students give opinion for that guidance provided in vocational information for their future help, 58.06% of the students opinion that group guidance provided in their educational related information, 26.12% of the students give opinion for group guidance provided in sensitize students on social issues/ diseases and lastly 43.54% of the students give opinion for this group guidance provided in decision making process.
- 20.32% of the students had agreed to separate guidance cell available at their school whereas 79.67% of the students had disagreed to separate guidance cell available at their school. Guidance cell is important part of the guidance programme but in above data majority of the students not aware their school present guidance cell.
- 11.29% of the students opinion that their school present separate guidance cell, 48.70% of the students opinion that guidance programme available bulletin board, 31.93% of the students give opinion that school provided guidance programme also available book shelves, 5.48% of the students opinion that guidance programme provided suggestion box for the students, 12.90% of the students gives opinion for their guidance programme provided special cabinets for storing and retrieving students cumulative record folders, 58.06% of the students opinion for their school provided guidance programme also give audiovisual material, 52.25% of the students give opinion for their guidance programme provided library self with books, magazines, journal, newspapers and career/ vocational information guides, lastly 12.90% of the students give opinion for their guidance programme provided psychological tests. From above data majority of the students know guidance programme provided different physical facilities in their school.
- 33.87% of the students had agreed to psychological tests available at their school whereas 79.67% of the students had disagreed to separate guidance cell available at their school. Psychological tests important part of the guidance programme but above data very less students give opinion in their school available psychological tests.
- 3.22% of the students' opinion that career guidance provided in career office, 12.90% of the students' opinion that career guidance provided in to counseling office, 13.87% of the students' opinion that career guidance provided in their staffroom, 42.90% of the students give opinion on that career guidance provided in their school compound and lastly 27.09% of the students opinion that career guidance provided in A.V. hall or other place. Majority of the students gives opinion that career guidance provided in their school compound but in their guidance programme provided career guidance programme particular place because that is based on students ability, interest and capacity present in the student.
- 20.96% of the students prefer that guidance programme organized in early in the morning before the morning assembly, 8.70% of the students give opinion that guidance programme organized in the during break time, 8.38% of the students opinion for their guidance programme organized in the evening and 68.70% of the students

opinion for the guidance programme organized in any time guidance is needed for a problem. The above data so that majority of the students know give guidance not fixed time because one principle of the guidance is guidance take not fixed time.

- 11.29% of the students opinion that guidance programme arranged in the end of the year, 73.22% of the students gives opinion their guidance programme arranged in the beginning of the year and lastly 35.48% of the students opinion their guidance programme arranged in middle of the year. Guidance programme help the students whole year but in beginning of the year is more useful.
- 66.77% of the students opinion that school offer their different types of guidance services whereas 33.22% of the students gives opinion for that school not offer such types of services. Guidance programme in school this help for the students that means students aware different types of guidance services offer their school.
- 25.16% of the students give opinion their school offers orientation service, 41.61% of the students' opinion their school offers information service, 6.77% of the students' opinion that school offers pupil inventory service, 22.90% of the students gives opinion that school offers counseling service, 5.48% of the students' opinion that school offers placement service and lastly 6.77% of the students give opinion that school offers follow up service. From the above analyzed data majority of the students know the school offers orientation service, information service and counseling service. Above all the services mostly help the students that better future.
- 76.45% of the students' opinion that aware about the guidance service provided to students by your school whereas 23.54% of the students opinion that is not aware this kind of services provided in their school.
- 63.54% of the students give opinion that career guidance services conducted in the throughout secondary school life, 30.64% of the students opinion for that career guidance services conducted in the during subject selection and 11.93% of the students opinion that career guidance services conducted in the when filling school application forms. Above data interpreters that career guidance services not fixed time to provide but demand of the students there is give.
- 35.80% of the students opinion that teachers is responsible for the organization guidance programme, 49.03% of the students opinion that principal is responsible for the organization guidance programme whereas 45.48% of the students opinion that guidance coordinator is responsible for the organization guidance programme. Guidance programme not a one person responsibility but whole school as term work and achieve the goal for guidance programme.
- 83.87% of the students' opinion that educational area getting guidance, 13.54% of the students' opinion that vocational area getting guidance, 40.00% of the students' opinion that personal area getting guidance and 45.80% of the students' opinion that social area getting guidance. Guidance provided for their all the area because this all area develop that over all development of the students.
- 93.22% of the students' opinion that received educational guidance and 6.77% of the students' opinion that not received educational guidance. From table it can be found different area to provided educational guidance 70.64% of the students opinion that educational guidance received in the understanding the lectures given by the teachers, 18.06% of the students opinion that educational guidance take by over burdened with the home work/ assignment,

34.83% of the students give opinion that educational guidance received in the selection of the subject and 32.58% of the students opinion that educational guidance received in the remove examination fear.

- 71.29% of the students opinion that guidance to help solve personal problem whereas 28.70% of the students opinion that guidance not help to solve personal problem. From table it can be found that 40.32% of the students opinion that guidance to help solve adjustment problem, 37.41% of the students' opinion that guidance to help solve the stress removing, 31.61% of the students' opinion that guidance to help solve the fear, and lastly 6.45% of the students opinion that guidance to help solve the anxiety problem.
- 95.48% of the students' opinion that guidance programme help for future vocation planning whereas 13.22% of the students opinion that guidance programme not help for future vocation planning.
- 84.19% of the students opinion that guidance programme increase the knowledge on various vocational and academic streams whereas 15.80% of the students opinion that guidance programme not help increase the knowledge on various vocational and academic streams.
- 70.32% of the students opinion that received guidance for experts person whereas 29.67% of the students opinion that not received guidance for the experts person. From table it can be analyzed data 47.41% of the students give opinion for that received guidance for educationist experts' person, 38.70% of the students' opinion that received guidance for subject experts' person, 9.03% of the students' opinion that received guidance for psychologist experts' person, and 7.09% of the students' opinion that received guidance for parents.
- 79.35% of the students' opinion that guidance is beneficial whereas 20.64% of the students' opinion that guidance is not beneficial.
- Majority of the students gives opinion that guidance worker has good relationship with other staff member their school. Guidance worker also helpful organized different activities in the school.
- 86.45% of the students opinion that teacher also involved in guidance programme whereas 13.54% of the students opinion that teacher not involved in guidance programme.
- 41.61% of the students opinion that guidance programme organized for individually, 47.74% of the students opinion that guidance programme organized for small groups and only 18.38% of the students opinion that guidance programme for large groups. The guidance programmes not give compulsory particular group size.
- 65.48% of the students opinion that guidance programme to held in the open and 35.16% of the students opinion that guidance programme to held in the close room. Give guidance not fixed place.
- 14.51% of the students opinion that psychological test not available, 21.93% of the students opinion that guidance programme not properly managed, 13.22% of the students opinion that guidance programme not done regularly, 2.90% of the students opinion that guidance programme personal question in discussion front of the everybody and lastly 20.96% of the students opinion that guidance programme not for all the students. These types of negatives aspects present in their school guidance programme. Only 25.16% of the students' opinion their school guidance programme is good.

- 20.64% of the students give opinion that guidance programme proper organization, 23.54% of the students opinion that guidance programme organized for experience person, 32.25% of the students opinion that guidance programme also involved parents participation are needed and 19.67% of the students opinion that guidance programme give in regularly.

CONCLUSIONS

Guidance aims at assisting individuals in understanding themselves in a proper way so students taken more benefit this guidance programme in future time. Guidance programme not focus only education development in the students but other aspect also solve their problem. Organization of guidance programme in school not only responsibility for guidance worker but whole staff member and teacher also involved and achieve the goal to conducted this programme. Students' participation is more required because whole school guidance programme success depend in the student achievement only. Thus guidance programme should be part of every schools of our country so as the best of students in every aspects of life.

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