

# TO EVALUATE GUIDANCE AND COUNSELING IN COLLEGES OF EDUCATION IN HARYANA

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## Abstract

*This paper to study was evaluation of Guidance and Counselling programmes in the teacher training institutions of Haryana. Guidance is concerned with the entire personality of the individual. Education includes all the processes that develop human ability and behaviour. So, Guidance and Counselling occupies an important place in education. In order to find out the attitude of teacher-educators and prospective / trainees of teacher training institutions of Guidance and Counselling programmes, samples were taken from some teacher training colleges. The data collected and findings reported lead to the following main conclusions: The B.Ed. female trainees have indicated a slight negative attitude towards the Guidance and Counselling. The above lead to the following recommendations: 1. Guidance and Counselling should be made compulsory at the B. Ed levels. 2. The curriculum in Guidance and Counselling should be revised and made practically oriented. 3. For the provision of master trainers in the field of Guidance and Counselling, special programmes should be arranged at the post graduate level. 4. Proper provision should be made in the programmes of teacher training institutions for the dissemination of information about Guidance and Counselling. 5. Seminars/Workshops/Symposia should be conducted on educational, vocational and social guidance at the teacher training institutions. 6. Every teacher training institution should have well-resourced Guidance and Counselling unit with an expert specialist 7. Funds should be allocated for the creation of a post of guidance worker or Counsellor in each academic institution*

## Introduction

The Guidance Programme, like any other educational programme, requires careful and consistent development. This ensures that the programme responds to the unique needs of its clients. It provides benefits to students by addressing their intellectual, emotional, social and psychological needs. For any guidance programme to meet successfully the needs of all students, it must be developmental, preventive and remedial rather than crisis-oriented. Further, a comprehensive and developmental guidance and counselling programme is not only preventive but also pro-active in preventive orientation. Consequently it must be well planned, goal-oriented and accountable. It is an integral part of the school programme, and complements other school activities. It is important for today's guidance and counselling programme to be developmental, so that it assists students who are growing up in a complex world. It should help them to develop into full human beings, capable of maximizing their potential in all personal, educational, social or career-related respects.

A comprehensive guidance programme should be balanced, and encompass all the four fundamental

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areas of guidance, viz.: personal, educational, social and vocational. It should provide students with the assistance necessary for their maximum development. The programme should also decide what services to offer, such as information, consultation, referral, counselling, placement, career follow-up and evaluation services. The programme should use all staff members and determine their roles in it. It, therefore, demands consultation, co-operation and co-ordination. A programme should define the role of the guidance personnel, who should be fully informed about the programme. It should create a teamwork approach, in which every member of staff is considered responsible for contributing to the success of the programme.

For a guidance programme to be comprehensive, it should also be relevant for the clients, and not merely maintain a status quo. It must be purposeful, and designed to meet the priority needs of the clients. These needs should be met in an efficient and effective manner. It should be stable and unaffected by the loss of personnel, as this determines the extent to which it meets the desired goals and objectives.

Each programme must be specifically designed for the clients it serves. There is, therefore, a possibility for both similarities and differences in programmes. Effective programmes are flexible, since this allows for adaptation to future growth and effectiveness. Programme development not only calls for needs assessment but reflects other characteristics of the clients, such as age, location or environment, cultural background, sex and economic status.

Any service as comprehensive as guidance must be carefully planned if it is to meet the desired goal. When the programme is well organized, there is no doubt that all involved will participate to the fullest extent. The teachers should see it as their own, rather than the headmaster's or the guidance teacher's programme. Their involvement is crucial right from the start.

### **Benefits of the Guidance and Counselling Programme**

Programme development is a systematic process that requires following a series of steps. A developmental and comprehensive school guidance and counselling programme not only benefits the students, but also

the parents, teachers, administrators and the business community. The benefits to the various groups are as follows:

#### **Students**

- Increases self-knowledge and how to relate effectively to others.
- Broadens knowledge about the changing environment.
- Helps them reach their fullest academic potential.
- Provides opportunities for career exploration, planning and decision-making.
- Provides an opportunity for networking with services and thus establishes an effective support system.
- Teaches responsible behaviour.

#### **Parents**

- Provides parents with support for their child's educational and personal development.
- Increases opportunities for parental involvement in the education of the child.
- Equips parents with skills necessary to support their child.

#### **Teachers**

- Enables students to master effectively their subjects with an understanding of the importance of each one.
- Provides an opportunity to work in collaboration with other teachers and parents.

#### **Administrators**

- Enhances the image of the school in the community, reduces strikes, and improves the general appearance of the school.
- Allows for systematic evaluation.
- Provides a structure which can be monitored easily.

The guidance and counselling of students is an integral component of the educational mission of the colleges. Guidance and counselling services and programs promote the personal, social, educational, and career development of all students.

### **Guidance and Counselling**

Four Components of Comprehensive Guidance and Counselling  
A comprehensive guidance and counselling program includes four components. These

components encompass services and programs ranging from school-wide developmental programs and services (primary prevention) to individual interventions, which include counselling, team consultation, and referral to specialized student services and community resources (secondary and tertiary prevention).

The four components are:

### **Counselling**

Counselling assistance supports and facilitates all students in developing and managing their individual personal/social, educational, and career goals and plans. The activities in this component include referrals, peer helping programs and individual, small group, crisis, and career counselling.

### **Prevention**

A comprehensive guidance and counselling program includes early intervention and responding to students who are experiencing immediate on-going problems, concerns, or crises which interfere with their learning. This component includes activities such as providing information, individual and small group counselling and guidance, consulting with staff and parents, and referral to other specialists or services. Primary, secondary, tertiary prevention plans and programs individual assessments, co-ordinated student support team activities, student advocacy, and transitional planning are also included in prevention work.

### **Objectives**

- To know about the guidance and counseling programme
- To know about academic progress of students
- To provide career information
- To build a spirit of team work in students

### **Hypothesis**

- There is no significant awareness about guidance and counseling programme.
- Academic progress of the students is not significant.
- There is no significant information about career.

### **Delimitation**

Due to limited time and resources at the disposal of the investigator the study was confined to: Ten Colleges of Education of Haryana.

### **Methodology**

The study included the students of B.Ed. both male, female and educators of colleges of education. The sample was selected on the basis of all availabilities on the spot. The researcher visited the colleges engaged in imparting training in the field of teacher training with field of guidance and counselling programmes at B.Ed. levels.

### **Research Instruments**

After going through the related literature consisting of books. Official documents reports, policies, plans and evaluation reports, the researcher prepared three Questionnaires.

1. A Questionnaire consisting of 15 items for the educators.
  2. A Questionnaire for Students covering 15 items.
- The questionnaires were developed on five point likert scale .

### **Results and Discussion**

The next step in the process of research is analysis and interpretation of data. Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. The researcher cannot achieve the objectives without the interpretation of the data collected through the tools used for the study. Therefore, researcher can say that the raw scores have got their no value without their interpretation and generalization.

The primary data collected from the students and the teachers was analyzed extensively so as to provide a meaningful insight into the level of awareness and to get the viewpoint on comparison of urban and rural colleges of Education towards to evaluate the guidance and counseling programme in colleges of education.

The application of Chi- square test to the data of present research inevitably leads to varying conclusions. The important findings of the study are interpreted.

1. The training in Guidance and Counseling is adequate.

	SA	A	UN	DA	SDA	TOTAL
fo	15	25	24	20	16	100
fe	20	20	20	20	20	100
Fo-fe	-5	5	4	0	-4	
( fo-fe ) <sup>2</sup>	25	25	16	0	16	
(fo-fe) <sup>2</sup> / fe	1.25	1.25	0.8	0	0.8	4.1

Table 1 indicates that the value of  $\chi^2$  was found to be 4.1 which is less than the table value. Hence the result is significant at 0.05 levels. Therefore, the statement "The training in Guidance and Counseling is rejected.

2. There should be more practical training in Guidance and Counseling.

	SA	A	UN	DA	SDA	TOTAL
fo	51	37	10	1	1	100
fe	20	20	20	20	20	100
Fo-fe	31	17	-10	-19	-19	
( fo-fe ) <sup>2</sup>	961	289	100	361	361	
(fo-fe) <sup>2</sup> / fe	48.05	14.45	5	18.05	18.05	103.6

Table. 2 indicates that the value of  $\chi^2$  was found to be 103.6 which is greater than the table value. Hence the result is significant at 0.05 levels. Therefore, the statement "There should be more practical training in Guidance and Counseling is accepted.

3. Guidance and Counseling is waste of time.

	SA	A	UN	DA	SDA	TOTAL
fo	15	14	9	32	30	100
fe	20	20	20	20	20	100
Fo-fe	-5	-6	-11	12	10	
( fo-fe ) <sup>2</sup>	25	36	121	144	100	
(fo-fe) <sup>2</sup> / fe	1.25	1.8	6.05	7.2	5	21.3

Table 3 indicates that the value of  $\chi^2$  was found to be 21.4 which is greater than the table value. Hence the result is significant at 0.05 levels. Therefore, the statement "Guidance and Counseling is waste of time is accepted.

4. Guidance and Counseling should be available to primary school students.

	SA	A	UN	DA	SDA	TOTAL
fo	25	39	22	2	12	100
fe	20	20	20	20	20	100
Fo-fe	5	19	2	-18	-8	
( fo-fe ) <sup>2</sup>	25	361	4	324	64	
(fo-fe) <sup>2</sup> / fe	1.25	18.05	0.2	16.2	3.2	38.9

Table 4 indicates that the value of  $\chi^2$  was found to be 38.9 which is greater than the table value. Hence the result is significant at 0.05 levels. Therefore, the statement "Guidance and Counseling should be available to primary school students is accepted.

### Findings and Suggestions

The primary data collected from the educators and the students was analyzed extensively so as to provide a meaningful insight into the level of awareness and to get the viewpoint on guidance and counseling programme in colleges of Education.

Subject to the limitations of the study, the responses of 100 B.Ed students and 50 educators were taken. The sample was drawn from the ten teachers training institutions Distt. Bhiwani.

- According to the data, majority of educators agreed that the training in Guidance and Counseling is not adequate in the college of Education.
- According to the data, majority of pupil teachers agreed that there should be more practical training in Guidance and Counseling.
- According to the data, majority of pupil teachers disagree that Guidance and Counseling is waste of time.
- According to the data, majority of pupil teachers agreed that Guidance and Counseling should be available to primary school students.
- According to the data, majority of pupil teachers agreed that there is a need for specially trained Guidance and Counseling teachers in every school.

### Recommendations

In view of the conclusions and following recommendations are made:-

- Realizing the importance of Guidance and Counseling it should be made compulsory in all the colleges of Education of Haryana at all levels.
- Maximum training should be provided to the master trainers in the field of Guidance and Counseling because we fully realize that quality of Education depends on the quality and efforts of the teachers.
- The out dated courses should be replaced by new one, which should be largely practical oriented.

- For the sake of maximum information Guidance and Counselling units should be established in the teacher training institutions.

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