

**PERCEPTION OF PRE-SERVICE TEACHER EDUCATORS ON NEED OF SKILLS
AMONG GUIDANCE AND COUNSELLING PERSONNEL AT SECONDARY SCHOOL LEVEL****Dipak Bhattacharya**

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ABSTRACT

Effective guidance and counselling skills of a guidance worker or counselor helps students' throughout their lives to manage their own educational, vocational, personal, social, and life choices, so that they can achieve their full potential and contribute their valuable effort to the development for a better society. The present study was conducted on 25 pre-service teacher educators. The objectives of the study were: To study the perception of pre-service teacher educators on need of skills among guidance and counselling personnel at secondary school level and To study the perception of pre-service teacher educators on different impeding issues faced by guidance and counselling personnel in secondary school level. The researcher had used descriptive survey method. The researcher had used questionnaire tool in the present study. The findings of the study were: 71% pre-service teacher educators perceived that under communication skill rapport building capacity, empathy construct capacity are highly required among guidance and counselling personnel to identify and assess problems of secondary school students. 75% pre-service teacher educators believed that under collaborative skill rapport building capacity, planning preparation capacity, planning exhaustion capacity, proper management capacity are highly essential among guidance and counselling personnel to identify and assess problems of secondary school students. 76% pre-service teacher educators perceived that lack of knowledge and experience is the vital impeding issue faced by guidance and counselling personnel at secondary school level. 68% pre-service teacher educators viewed that lack of infrastructure facility is the major impeding issue faced by guidance and counselling personnel at secondary school level. 46% pre-service teacher educators perceived that lack of implementation skills among guidance and counselling personnel is the main impeding issue faced by guidance and counselling personnel at secondary school level.

Keywords: Perception, Skills in Guidance and Counselling, Impeding Issues, Secondary School Education.

Introduction:

Guidance and counselling in harmony with the goals of education, aims to facilitate maximum personal development of children in all spheres of life. In its attempt to meet the needs of all students, guidance and counselling makes education a meaningful and satisfying experience. Learning and understanding about self is as important as learning about various school subjects. Every child has the potential to develop self-understanding which includes understanding of abilities, interests, behaviours, attitudes, values, conflicts, anxieties, likes, dislikes, impulses / emotions, goals, one's role in society etc. The National Curriculum Framework (NCF, 2005) views Guidance and counselling as part of curriculum. In this view guidance and counselling functions can be carried out through the curriculum by integrating guidance philosophy and practices through curricular offerings thereby adopting a proactive and preventive approach. Educational, career and

personal-social development of children can be promoted by creating stress-free environment for learning, encouraging students to understand themselves, relating subject matter to self and needs of students, helping children learn independently and cope with demands and challenges, facilitate development of healthy peer relationships through group activities and classroom climate, etc.

The need for guidance and counselling for students emerges from the changes taking place in every sphere of life. Academic stress, poor academic performance, cut-throat competition, vast and varied educational and career opportunities and resulting confusion in making career choice, ever growing, changing and complex world of work, drop-out, suicide, anger, violence, drug abuse, child abuse, sex abuse, HIV/AIDs, crime, changes in lifestyle, divorced / single parents etc. are some of the concerns which require support of guidance and counselling services to school students.

To address the developmental needs and concerns of students at different stages of schooling, guidance and counselling personnel is required to work within and with the system. This group must have to consist with a guidance worker, a professionally trained counselor, head-teacher, teacher, psychologist, doctor, community members, Vocational Guidance Officer (VGO), Psychometrician, Occupational Information Officer, Technical Assistant.

. The guidance and counselling personnel should help each student to develop as an individual in his/her own right, make choices and set goals on the basis of his/her strengths. By attending to the special needs and requirements of students belonging to different social, economic and cultural backgrounds, guidance and counselling personnel can help students to engage in the educational process and, thereby, benefit from the curricular experiences.

There are different types of Skills is required for guidance and counselling personnel like, communication skill, counselling skill, interpersonal skill, collaborative skill and so on. Proper utilization of these skills by guidance and counselling personnel can help students to develop an understanding of one self and of others, which helps them to deal with their personal- social, academic and career related concerns. Effective utilization of Skills by guidance and counselling personnel help students in development of effective study habits, motivation, identifying learning or subject related problems, help students to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career. Thus, they can promote holistic development of every student. This signifies the need for every member of guidance and counselling group to become a 'guidance minded' member and carry out his/her functions with guidance aim. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) envisions equipping the State personnel with skills and competencies to facilitate educational, personal, social and career development of students.

The functions of guidance and counselling personnel commonly pertain to the following:

- Planning, coordination and supervision of guidance services within the states.
- Training of guidance personnel such as career teaches' training programmes.
- Preparation, development or translation of tests and tools of assessment.
- Conducting research on various problems in the field of guidance.
- Collection, classification, production and dissemination of career information.
- Publication of suitable guidance materials in the regional language for the use of students, parents and teachers.
- Providing consultancy and field service.

Rationale of the Study:

There is a need to evolve a mechanism of providing students intervention/awareness to deal with the problems of adolescents' health (with special focus on the health of girls) and adjustment and also to guide them for their future career as per their interests and engagement in various subject areas. For this purpose competent, experienced, skilled, professional guidance and counselling personnel is highly required at every secondary school. There are some research studies where investigators tried to search about need of skills among Guidance and Counselling Personnel for generating appropriate school environment. These are given below:

Susanna Wai Ching Lai-Yeung (2014) found that 87.1% English Language Studies and English Language Teaching double-honours degree students believed that communication skill and counselling skill are very essential to the guidance and counselling workers for their professional development. 93.5% students perceived that prejudgment or bias against students, lack of experience, workload or time pressures issues are the major impeding issues for the guidance and counselling workers. **Modo, F. N. and George, I. N. (2013)** found that 37.75% of the respondents agreed that lack of funds affect the effectiveness of counselling services while 62.25% of the respondents disagreed. Consequently, it could be concluded that lack of funds did not affect the effectiveness of counselling practice. 38.75% of the respondents agreed that practicing counselors can use ICT, while 62.00% of the respondents disagreed. 20.50% of the respondents agreed that professional counselors have problems in getting of his client, while 75.50% of the respondent disagreed. 43.75% of the respondents agreed that societal attitude to counselling profession affect counselors' productivity, while 56.75% disagreed. **Anagbogu, M. A. et al. (2013)** viewed that lack of counselling clinic, lack of computer for data storage, unavailability of internet facilities, lack of equipment like tape recorder, etc culture, low counselor- client ratio, lack of counselling in the school timetable, topped the list among others as professional challenges to counselling practice in primary schools of Anambra State, Nigeria. **Ramakrishnan, V. K. and Jalajakumari, V.T. (2013)** found that unfortunately most of the schools did not have proper counselling facilities. So these children are forced to turn to their peers or other media for support and guidance or they live with their problems. **Low, P. K. (2009)** looked at the challenges of counselling in a secondary school setting in four different forms namely, internal challenges, external challenges, systems challenges and personal challenges. The internal challenges according to him are concerned with clientele groups, teachers' attitudes towards counselling and students' willingness to seek counselling. The external challenges to him are seen as issues outside the school which include culture, globalization, and students moving across borders. The systems challenges are things within the guidance programme which may include the law establishing its practice in schools, referral procedures and resource planning. While personal challenges take the form of the needs as well as the skills of the counselor which include training, supervision and attitudes towards the school system. **Aluede, Adomeh and Afen-Akpaida (2008)** gave many sides to the problems facing guidance and counselling which include guidance and counselling being professionally isolated from other human services professions such as psychology, social work, sociology, nursing, public health and psychiatry. Secondly, the profession's inability to have formally recognized requirements for certification and practice, fourthly, the profession does not have any regulatory body such as universities commission oversee each attempts to educate his that the professional challenges in school counselling are the training programmes, any body can receive certificate from anywhere, comes back to Nigeria to practice. This circumstance exposes the profession to the following situations (a) great disparity in both its courses and contents from one institution to another, (b) lack of standardized assessment materials for professional use and (c) lack of quality books for use in both undergraduate and graduate programmes.

From the above discussion, it is clear that majority of the investigators believed that guidance and counselling skills are very essential for guidance and counselling personnel at school level. This agreement of the above discussed studies motivates me to study about “Perception of Pre-Service Teacher Educators on Need of Skills among Guidance and Counselling Personnel at Secondary School Level.”

Objectives of the Study:

- (i) To study the perception of pre-service teacher educators on need of skills among guidance and counselling personnel at secondary school level.
- (ii) To study the perception of pre-service teacher educators on different impeding issues faced by guidance and counselling personnel in secondary school level.

Research Questions:

- (i) What is the perception of pre-service teacher educators on need of skills among guidance and counselling personnel at secondary school level?
- (ii) What is the perception of pre-service teacher educators on different impeding issues faced by guidance and counselling personnel in secondary school level?

Methodology:

The present study was a descriptive survey research. The present study was conducted on 25 pre-service teacher educators (M.Ed Students) of Regional Institute of Education, Bhubaneswar, India. The questionnaire tool had used in this study. The researcher had given questionnaire to the 25 pre-service teacher educators those who were interested to participate in the present study and helped them to understand the meaning of different questions. After data collection the researcher had given thanks to every participant of their research for cooperating with them during data collection. To analyze the data in meaningful way appropriate statistical method like percentage analysis had done.

Data Analysis and Interpretations:

Perception of Pre-Service Teacher Educators on Need of Skills among Guidance and Counselling Personnel at Secondary School Level:

The first objective of the study was to study the perception of pre-service teacher educators on need of skills among guidance and counselling personnel at secondary school level. In order to study this objective questionnaire tool was used.

Table-1: Perception of Pre-Service Teacher Educators on Need of Communication Skill among Guidance and Counselling Personnel at Secondary School Level

| Criteria | Agree | Undecided | Disagree |
|--|-------|-----------|----------|
| Under communication skill rapport building capacity is highly required among guidance and counselling personnel to identify problems of secondary school students. | 71% | 4% | 25% |
| Under communication skill rapport building capacity is highly compulsory among guidance and counselling personnel to assess problems of secondary school students. | 71% | 4% | 25% |
| Under communication skill empathy construct capacity is highly essential among guidance and counselling personnel to identify problems of secondary school students. | 71% | 4% | 25% |
| Under communication skill empathy construct capacity is highly necessary among guidance and counselling personnel to assess problems of secondary school students. | 71% | 4% | 25% |

The table no. 1 indicates that 71% pre-service teacher educators perceived that under communication skill rapport building capacity, empathy construct capacity are highly required among guidance and counselling personnel to identify and assess problems of secondary school students. Where as, 25% pre-service teacher educators were totally disagreed this.

Table-2: Perception of Pre-Service Teacher Educators on Need of Interpersonal Skill among Guidance and Counselling Personnel at Secondary School Level

| Criteria | Agree | Undecided | Disagree |
|--|-------|-----------|----------|
| Under interpersonal skill rapport building capacity is highly required among guidance and counselling personnel to identify problems of secondary school students. | 74% | 5% | 21% |
| Under interpersonal skill rapport building capacity is highly essential among guidance and counselling personnel to assess problems of secondary school students. | 74% | 5% | 21% |
| Under interpersonal skill genuineness is highly necessary among guidance and counselling personnel to identify problems of secondary school students. | 74% | 5% | 21% |
| Under interpersonal skill genuineness is highly required among guidance and counselling personnel to assess problems of secondary school students. | 74% | 5% | 21% |
| Under interpersonal skill empathy construct capacity is highly essential among guidance and counselling personnel to identify problems of secondary school students. | 74% | 5% | 21% |
| Under interpersonal skill empathy construct capacity is highly essential among guidance and counselling personnel to assess problems of secondary school students. | 74% | 5% | 21% |

The table no. 2 reveals that 74% pre-service teacher educators believed that under interpersonal skill rapport building capacity, genuineness, empathy construct capacity are highly required among guidance and counselling personnel to identify and assess problems of secondary school students. Where as, 21% pre-service teacher educators were totally disagreed this.

Table-3: Perception of Pre-Service Teacher Educators on Need of Collaborative Skill among Guidance and Counselling Personnel at Secondary School Level

| Criteria | Agree | Undecided | Disagree |
|--|-------|-----------|----------|
| Under collaborative skill rapport building capacity is highly essential among guidance and counselling personnel to identify problems of secondary school students. | 75% | 3% | 22% |
| Under collaborative skill rapport building capacity is highly essential among guidance and counselling personnel to assess problems of secondary school students. | 75% | 3% | 22% |
| Under collaborative skill planning preparation capacity is highly required among guidance and counselling personnel to identify problems of secondary school students. | 75% | 3% | 22% |
| Under collaborative skill planning preparation capacity is highly required among guidance and counselling personnel to assess problems of secondary school students. | 75% | 3% | 22% |
| Under collaborative skill planning exhaustion capacity is highly required among guidance and counselling personnel to identify problems of secondary school students. | 75% | 3% | 22% |
| Under collaborative skill planning exhaustion capacity is highly required among guidance and counselling personnel to assess problems among secondary school students. | 75% | 3% | 22% |
| Under collaborative skill proper management capacity is highly essential among guidance and counselling personnel to identify problems of secondary school students. | 75% | 3% | 22% |
| Under collaborative skill proper management capacity is highly required among guidance and counselling personnel to assess problems of secondary school students. | 75% | 3% | 22% |

The table no. 3 indicates that 75% pre-service teacher educators believed that under collaborative skill rapport building capacity, planning preparation capacity, planning exhaustion capacity, proper management capacity are highly essential among guidance and counselling personnel to identify and assess problems of secondary school students. Where as, 22% pre-service teacher educators were totally disagreed this.

Table-4: Perception of Pre-Service Teacher Educators on Need of Counselling Skill among Guidance and Counselling Personnel at Secondary School Level

| Criteria | Agree | Undecided | Disagree |
|---|-------|-----------|----------|
| Under counselling skill rapport building capacity is highly required among guidance and counselling personnel to identify problems of secondary school students. | 79% | 4% | 17% |
| Under counselling skill rapport building capacity is highly required among guidance and counselling personnel to assess problems of secondary school students. | 79% | 4% | 17% |
| Under counselling skill knowledge and experience about different therapy is highly required among guidance and counselling personnel to identify problems of secondary school students. | 79% | 4% | 17% |
| Under counselling skill knowledge and experience about different therapy is highly required among guidance and counselling personnel to assess problems of secondary school students. | 79% | 4% | 17% |

The table no. 4 reveals that 79% pre-service teacher educators perceived that under counselling skill rapport building capacity, knowledge and experience about different therapy are highly required among guidance and counselling personnel to identify and assess problems of secondary school students. Where as, 17% pre-service teacher educators were totally disagreed this.

Perception of Pre-Service Teacher Educators on Different Impeding Issues Faced by Guidance and Counselling Personnel in Secondary School Level:

The second objective of the study was to study the perception of pre-service teacher educators on different impeding issues faced by guidance and counselling personnel in secondary school level. In order to study this objective questionnaire tool was used.

Table-5: Perception of Pre-Service Teacher Educators on Different Impeding Issues Faced by Guidance and Counselling Personnel in Secondary School Level

| Different Impeding Issues Faced by Guidance and Counselling Personnel in Secondary School Level | Percentage of Teacher Educators Perceived about Different Impeding Issues Faced by Guidance and Counselling Personnel in Secondary School Level |
|---|---|
| Lack of knowledge and experience. | 76% |
| Lack of infrastructure facility. | 68% |
| Lack of proper training facility. | 56% |
| Lack of implementation skills among guidance and counselling personnel. | 46% |
| Lack of support from school administration. | 40% |
| Lack of fund to construct ideal guidance and counselling atmosphere. | 37% |
| Socio-political disparities inside and outside of the school. | 33% |
| Heavy workload of guidance and counselling personnel. | 30% |
| Absence of appropriate school climate. | 27% |
| Pre-judge mental or bias attitude of guidance and counselling personnel towards client. | 22% |
| Lack of personal interest in guidance and counselling personnel. | 20% |
| Lack of friendly relationship between students and guidance-counselling personnel. | 18% |

The table no. 4 reveals that 76% pre-service teacher educators perceived that lack of knowledge and experience is the vital impeding issue faced by guidance and counselling personnel at secondary school level. 68% pre-service teacher educators viewed that lack of infrastructure facility is the major impeding issue faced by guidance and counselling personnel at secondary school level. 56% pre-service teacher educators believed that lack of proper training facility is the most important impeding issue faced by guidance and counselling personnel at secondary school level. 46% pre-service teacher educators perceived that lack of implementation skills among guidance and counselling personnel is the main impeding issue faced by guidance and counselling personnel at secondary school level. 40% pre-service teacher educators viewed that lack of support from school administration is the major impeding issue faced by guidance and counselling personnel at secondary school level. 37% pre-service teacher educators believed that lack of fund to construct ideal guidance and counselling atmosphere is the vital impeding issue

faced by guidance and counselling personnel at secondary school level. 33% pre-service teacher educators perceived that Socio-political disparities inside and outside of the school is the major impeding issue faced by guidance and counselling personnel at secondary school level. 30% pre-service teacher educators viewed that heavy workload of guidance and counselling personnel is the most important impeding issue faced by guidance and counselling personnel at secondary school level. 27% pre-service teacher educators believed that absence of appropriate school climate is the main impeding issue faced by guidance and counselling personnel at secondary school level. 22% pre-service teacher educators viewed that pre-judge mental or bias attitude of guidance and counselling personnel towards client is the most important impeding issue faced by guidance and counselling personnel at secondary school level. 20% pre-service teacher educators perceived that lack of personal interest in guidance and counselling personnel is the vital impeding issue faced by guidance and counselling personnel at secondary school level. 18% pre-service teacher educators believed that lack of friendly relationship between students and guidance-counselling personnel is the most important impeding issue faced by guidance and counselling personnel at secondary school level.

Major Findings:

- 71% pre-service teacher educators perceived that under communication skill rapport building capacity, empathy construct capacity are highly required among guidance and counselling personnel to identify and assess problems of secondary school students.
- 74% pre-service teacher educators believed that under interpersonal skill rapport building capacity, genuineness, empathy construct capacity are highly required among guidance and counselling personnel to identify and assess problems of secondary school students.
- 75% pre-service teacher educators believed that under collaborative skill rapport building capacity, planning preparation capacity, planning exhaustion capacity, proper management capacity are highly essential among guidance and counselling personnel to identify and assess problems of secondary school students.
- 79% pre-service teacher educators perceived that under counselling skill rapport building capacity, knowledge and experience about different therapy are highly required among guidance and counselling personnel to identify and assess problems of secondary school students.
- 76% pre-service teacher educators perceived that lack of knowledge and experience is the vital impeding issue faced by guidance and counselling personnel at secondary school level.
- 68% pre-service teacher educators viewed that lack of infrastructure facility is the major impeding issue faced by guidance and counselling personnel at secondary school level.
- 56% pre-service teacher educators believed that lack of proper training facility is the most important impeding issue faced by guidance and counselling personnel at secondary school level.
- 46% pre-service teacher educators perceived that lack of implementation skills among guidance and counselling personnel is the main impeding issue faced by guidance and counselling personnel at secondary school level.

Educational Implications:

- The present study will help guidance and counselling personnel to know about different skills which are essential for creating appropriate guidance and counselling programme at secondary schools.

- The present study will help guidance and counselling personnel to overcome with their problems regarding implementation of guidance and counselling skills at secondary school level.
- The present study will help educational administrators and planners to organize effective guidance and counselling programme at secondary school level.

Conclusion:

From the major findings of the study the researcher comes to the following conclusion. Effective guidance and counselling skills are required to the guidance and counselling personnel for the purpose of creating appropriate secondary school environment. These skills can help to develop professional efficiency among guidance and counselling personnel. While appointing new guidance and counselling personnel in the secondary school qualified as well as competent members must be appointed. In-service training should be taken by every guidance and counselling worker so as to grow professionally.

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