

Two Tier Venture for Developing Guidance Skills in Student – Teachers

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1.1 Introduction:

Life, as said by Emerson is a progress and not a station. This clearly indicates that life offers us experiences wherein we are required to tryout ways of living to see if they work. To facilitate a human being prepare for this, proper attitudes and competencies are needed to be developed. Students of today are experiencing tremendous pressures due to increasing complexities of the social and occupational world and lack of an adequate support system. This has put an additional responsibility on the school to provide the much needed assistance to them to cope with the demands of life. A competent teacher equipped with guidance - imparting skill proves an asset in enabling students develop requisite life skills and competencies to facilitate their personal – social and career adjustment. This dimension is addressed as ‘ a response to Human Needs’ by Gibson & Mitchell (2008, P.I)

1.2 Rationale:-

Making choices as per the situations, adjustment and problem solving are the stepping stones to actual living of human being. Throughout life – journey, one needs assistance to peep into one’s within to see how potential he is to lead a normal life. This process of assistance leads one to grow in his/her independence and develop ability to be responsible for himself. School Children, often because of the complexities of life are in need of such assistance which is called guidance.

The need of a person for having such assistance is also difficult to guess. Competent Guidance - workers, through a systematic endeavour decide a course of action to make the person understand himself or herself. The skill of assisting someone is not inborn. It has to be learnt and enriched by plunging into series of experiences. The Teacher – in – Making, during their training period if sharpen their skills, they will really be able to become friend, philosopher and guide of their students.

1.3 Selection and definition of the problem:

The researcher is a teacher educator directly connected with the development of competencies in teacher – in – making. Guidance being an inseparable aspect of educational process needs to be included in any teacher education process. As a byproduct of an effort to sharpen my skills as a counselor, I want to step up for orienting the Teachers – in – Making and provide them firsthand experience in Guidance.

Up to now I have been directly connected with school students. I would like to venture into the world of student’s cognitive, affective, social & psychological areas to find out their needs and enter into direct relationship with them.

As I am interested in preparing a tool to assess the Guidance needs of the students, this project created room for me to utilize my potential.

The title of my project is.

Facilitating Student – Teachers for Conducting Guidance need Assessment and Guidance Sessions: A Two Tier Project.

The terms which need explanation are given below.

❖ **Facilitating:-**

Facilitating is a process of helping the student – teachers to achieve mastery over the knowledge, skill and competence in the area of Guidance.

❖ **Student teachers :-**

Student – teachers are the trainees undergoing training to become teachers are called student teachers.

❖ **Guidance Need Assessment :-**

An effort, rather systematic to find out what are the socio-personal and psychological problems of students are is Guidance Need Assessment.

❖ **Guidance Sessions :-**

A series of seatings aiming at helping a person to be empowered to deal with one's problems are called Guidance sessions.

❖ **Two tier Project :-**

Two levels of beneficiaries.

(i) Student – teachers

(ii) Students of schools.

1.4 Objectives:-

The objective of the project are listed here :-

1. To facilitate the student – teachers have firsthand experience in understanding the problems of students.
2. To guide student teachers conduct Guidance need assessment.
3. To orient student teachers for developing activities for Guidance.
4. To guide student teachers select an approach to Guidance for the Problem areas.
5. To guide student teachers plan Guidance sessions for selected cases.
6. To help student – teachers derive learning inputs.
7. To prepare an integrated report of the two tier project using qualitative data analysis method.

1.5 Delimiting of the Project

- ❖ For the orientation and execution of Guidance Need Assessment and Guidance Sessions (Group & Individual), 5 student teachers of M.B. Patel College of Education, S.P.University, V.V.Nagar, Gujarat were chosen.
- ❖ For carrying out the experiment a class (std XI science) of shree Daxinamurti School was chosen.
- ❖ For the Guidance need assessment, an inventory for Guidance need was prepared in Gujarati language.
- ❖ The final shaping of the inventory was done by obtaining feedback from local experts.

❖ The guidance sessions (group & Individual) were planned & executed in Gujarati

1.6 Procedure :-

An account of the field work.

For this two tier project, 5 student teachers were randomly selected by the researcher.

Step :1. During the first 15 days of October they were oriented regarding getting to know and list problems faced by students studying at high school level. They were given time to interact with school going students informally about their problems. This exercise made them have experience of peeping into the problem world of school students when they were ready with 5 – 6 informal Talks, a series of collective sessions were conducted by the researcher to have discussions on the inputs received. The main focus of the discussion was the various dimensions of the problems and their causes. The student teachers were then made to read literature on adolescence problems. This exercise also made them wide in their thinking about adolescent problems and their Guidance needs.

The researcher facilitated the student teachers prepare IGNA (Inventory for guidance Need Assessment). The first draft of the inventory consisted of five sections having 68 items (A copy is attached) The five sections were :

Physical

Social

Psychological

Educational

Occupational.

The five student teacher were then sent to different local experts for obtaining feedback about :

(a) Clarity of the items with reference to the content

(b) Language clearly

(c) Sequence of items (Section – wise)

(d) Left areas

(e) Clarity of the Instructions given in the inventory.

The final shape of the inventory was prepared after the discussion on the feedback received. The inventory was looked at from the point of view of brevity and language clarity. The sequencing & grouping of the test items were also modified as per the feedback.

The tutor of the project also offered his valuable suggestion to improve its shape.

STEP :2. The second phase continued from October 15-20, 2009. The administration of IGNA was executed and the further analysis of the students' responses was done.

STEP :3. This phase was devoted for orienting the student – teachers about the concept of Guidance. The Researcher took 6 sessions (06 hour each) for making them be ready with how to impart guidance to students.

STEP:4. The period between November 1-10 was devoted for the planning of Guidance sessions. As per the analysis it was found that there are certain areas which should be focused for group

guidance. The areas identified were :

- 1) Planning Academic work
- 2) Positive attitude towards self
- 3) Physical changes during adolescence.
- 4) Relation in the family
- 5) Handling conflict with elders
- 6) Performance Improvement in the examination
- 7) Career after 12th Science
- 8) Physical Fitness
- 9) Lack of concentration in studies
- 10) Selection of Appropriate Institute for career preparation.

Each student – teacher was offered two areas and after collective discussion each one was made to plan the group guidance sessions and share & modify them. The researcher, tutor and the student – teachers selected workshop mode and planned student – centered activities for the assigned topics.

For individual Guidance, each student teacher was given the students' responses in inventory (each one was given 7-8 inventory). They were made to study the priority – part given in the inventory and list minimum three problem areas of the students assigned to them. The prioritized areas were discussed and discussion on how to impart individual Guidance was carried out.

STEP :5. The whole November (10-30) was devoted for actual Guidance sessions in the school. The details are given here.

Date	Duration	Work done in Group Guidance Sessions
Oct 15	50 mnts	Rapport Establishment
Oct 16	-do-	Rapport Establishment in small Groups of 8-9 students
Oct 17	-do-	Administration of IGNA
Nov 11	-do-	Demonstration of Class Talk on positive attitude towards self
Nov 12	-do-	Class Talk on Academic Planning
Nov 13	-do-	Class Talk on physical Management during Adolescence
Nov 14	-do-	Stress Management
Nov 16	-do-	Importance of family relationship
Nov 17	-do-	Career Talk on various Branches of Engineering
Nov 18	-do-	Workshop on performance Improvement in the Examination
Nov 19	-do-	Handling conflict with the Elders
Nov 20	-do-	Selection of Appropriate Institute for career preparation
Nov 21	-do-	Physical Fitness
Nov 23	-do-	Lack of concentration in studies
Nov 24-25	30 mnts for 1 student (total 2 hrs a day)	Individual Guidance
Nov 26-28	-do-	Second seating for Individual Guidance
Nov 30	-do-	Individual Guidance of severe cases

STEP :6. The Group Guidance sessions were conducted in the classroom wherein the total strength of the class is 50.

Individual student got a chance to interact with the student teachers minimum twice (30 minutes for each)

Total : 11 hours were devoted for Group Guidance.

12 hours intensive work was done for Individual Guidance.

Each student Teacher and the Researcher attended all the sessions.

Each student Teacher and the Researcher maintained Reflective Dairy.

From December 1-10, 2009, the work of deriving learning Inputs was carried out. For this purpose, in the presence of the tutor, the ongoing of the guidance sessions were discussed, in terms of nature of activities done in the class room, student activeness & learning and the Guidance workers Role. What could have been done was the major focus of the whole discussion.

STEP:7. The researcher in this stage drew observation & conclusions from the Two Project.

1.7 Qualitative Data Analysis :-

Data analysis and Interpretation is central to any project. It is the final step leading to derive conclusions and suggestions.

Analysis of student Teachers' Journal :-

- ❖ The whole process was learning generating for them.
- ❖ From the first to the last stage, they remain focused because of their active involvement.
- ❖ It was not a created situation for them, but they were falling as if they were passing through a natural process.
- ❖ The experience in Guidance activity brought in them many insights.
- ❖ Planning in groups was beneficial to them.
- ❖ Imparting Guidance through making the students do activities brought in them real understanding of what guidance is.

Classroom Climate :-

- The classroom climate was one of the focuses of observations.
- The classroom climate during the project was very different from other classes. The students were very curious to know much about their problems' solutions. They really felt need of availing guidance some of the students said that they viewed life from a different perspective. No Fear, friendly interaction, No hesitation to ask anything brought 'aha' experiences for the students.
- Many of the students have written that there should be a permanent guidance programme in the school.

Student – Teacher Rapport :-

- From the orientation, it was made clear that in any guidance act, relation between the guidance worker and the students/clients is very important. Some students have written that the student – teachers never seemed as outsiders. They would like to have such friends.
- Students enjoyed the activities to such an extent that they were waiting for the guidance sessions.

1.8 Conclusions:-

From the whole project, the following conclusions have been derived.

- ❖ Guidance is more an activity of attacking the affective domain of the clients than the cognitive one.
- ❖ It is not just information giving act but empowerment of the guidance giver and the taker is inevitably there.
- ❖ The success of Guidance activity depends on how keen the clients are to solve their problems.
- ❖ The guidance Giver has to plan various tasks and activities wherein he/she can involve the clients activity Experience makes any act of life learning generating.
- ❖ The process for preparing the student – teacher for Guidance work needs planning and procedure like this.
 - Firsthand experience in knowing the problems faced by the students
 - Need Assessment
 - Orientation to meaning of Guidance & its understanding Psychological aspects of learners.
 - Identifying areas for imparting guidance.
 - Planning activities for selected topics
 - Firsthand experience in Guidance Sessions.
 - Reflection on what was done in the sessions and what could have been done.
 - Sharing with peer student – teacher & the facilitators about the issues emerging during the guidance sessions.
 - Modifying the Guidance process as per Students' feedback & one's own observation.

1.9 My Experience :-

This was a real project, not just an experiment in Guidance. It involved some cardinal Characteristics of projects i.e.

- Planning in group
- Peer learning
- Direct interaction with community
- Experiential learning + personal Reporting
- Theory building on the basis of the experience.

The project developed insight, attitude, skills, competencies in would be teachers and it provided them an opportunity to venture in the world of learner Psyche.

The students realized, accepted and understood themselves. Their horizon of thinking in terms of their lives, their attitude towards life and their actual living definitely benefited out of this entire exercise.

Teacher and school authorities also reaped fruits as the maladjustment of the students was dealt with. The field of teacher education derived an insight into preparing Teachers – in – Making for Guidance.

1.10 Conclusion :-

Philosophers, who were educators also, such as Luis Vives recognized the need to guide and counsel persons according to their attitudes and needs. This project is nothing but proclaiming the same. Moreover, it voices Rousseau who said that growing individual can best learn when he is permitted in learning and made to learn through doing.

References :-

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