

Review Article

REVIEW ON GUIDANCE & COUNSELING IN SCHOOLS

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ABSTRACT:

Guidance can be thought of as a lifelong process because it is required at all stages of life and does not come to an end. At each stage, a person must deal with a variety of issues. A person cannot move forward without resolving these issues. Guidance should not be limited to a specific age group. It is appropriate for people of all ages. A crucial characteristic of the counselling relationship is uniqueness-commonness. It's important to recognize right away that each client-counsellor relationship is unique. The cognitive-affective-conative dimension of the counselling interaction is the other. The cognitive aspects concern the exchange of information and the comprehension of the consequences of diverse actions. The emotional aspects allude to how people express their emotions. The counsellor must be able to rationally interpret the client's dilemma. In this article, review on guidance and counseling in schools was highlighted.

Keywords: Guidance, Counseling, Schools

INTRODUCTION:

'Guidance' in education refers to the planned presentation of knowledge, information, or counsel to individuals or groups in order to give enough material on which they can make choices or decisions. Counseling has been repeatedly emphasized as the most crucial component of the entire guiding programme. It's a type of activity that necessitates particular knowledge and abilities. Its main focus is on the analysis and synthesis of human behaviour, and it uses a variety of approaches and strategies to solve individual and society problems. Its primary goal is to make the individual self-sufficient [1].

REVIEW OF LITERATURE:

The goal of this study, according to Adesti MYI et al. (2020), is to (1) learn about the history of counselling advice; (2) learn about the expansion of counselling advice in Indonesia; and (4) learn about the issues that exist in Indonesian counselling advice. This research use a literacy method. The study's findings show that in Indonesia, flashbacks of guiding and counselling services are built using contemporary values. Philosophically, humans have the power to reach their entire potential. Individuals will learn more efficiently if the teacher/lecturer adheres to the principles and provides guidance during class [2].

School counsellors are in charge of leading the programme, making decisions, issuing guidelines, integrating programme management procedures, and enhancing motivation and counselling, according to Amat and Salleh (2019). They must next evaluate the program's effectiveness, identify any defects or challenges, and take efforts to correct them. It is impossible to overestimate the relevance of guidance and counselling services in the educational system. Counseling services are valuable not just to children with disciplinary issues, but also to people's positive development. The majority of high school counsellors hold a bachelor's degree in counselling, and some have gone on to pursue a master's degree in the field. Under the Malaysian Counselor's Act (Act 580), several school counsellors have been registered with the Board of Counselors to operate professionally (Laws of Malaysia, 2006). [3]

Guidance and counselling are provided in schools across India, according to Mishra R and Chaudhury P (2018). The goal of this research is to conduct a literature review to provide an overview of school guidance in order to obtain a better grasp of the problem and to produce orienting solutions for rural Indian conditions. This paper reviews the literature and compares and contrasts a number of studies on the importance of creating guidance in schools, concluding that India still lacks a true spirit of advise, counselling, and rigorous research. When comparing India's condition to that of other countries, it's evident that guidance hasn't received the attention it needs, and as a result, career guidance hasn't yielded the desired results. According to the current study, in order to reach the desired aims and objectives, eager and motivated staff should be hired and given professional training and unique courses. Economic growth, political systems, social and cultural aspects, education and training systems, and professional and organizational structures all have a part in the basic differences across countries' guiding systems. [4]

According to Salgong VK et al. (2016), the purpose of the study was to investigate the role of guidance and counselling in enhancing student discipline in secondary schools in the Koibatek region. Alfred Adler's (1998) personality theory and Albert Bandura's (1995) social learning model's humanistic theory drove the research. This study employed a descriptive survey research approach. The study included 2624 students from 23 schools, as well as 23 principals, 23 school counsellors, and 227 teachers. Eight schools, eight principals, and eight school counsellors were chosen using a purposive sampling method. Simple stratified random sampling: A random sample approach was used to select 24 professors and 262 students. The data for the study was collected using questionnaires and an interview schedule. The study's reliability coefficient was discovered to be 0.81. The data was analysed using frequencies, percentages, mean scores, summary tables, and the Statistical Package for Social Science (SPSS) application version 16. Teachers exploit the dynamic interactions of a group of learners' methods, according to the findings. Furthermore, there were insufficient computer resources for consultation and counselling. Advice and counselling, according to the findings, have improved academic attainment and discipline. There's a lot of evidence that a lack of guidance and counselling for students relates to school misbehaviour. However, a lack of a legal and administrative framework, as well as a paucity of competent teacher counsellors and an overwhelming workload for instructors, make advice and counselling difficult to achieve in terms of enhancing student discipline. It is vital to embrace conversation in order to overcome disagreements. This can be enhanced by building strong relationships between students, counsellors, professors, and administrators to the point where they feel comfortable speaking out about concerns that affect both parties. [5]

Sadiya Hussian (2015) claims that school counsellors in today's schools support the concept of inclusive education by highlighting benefits such as "Positive Understanding," "Feeling of Brotherhood," and so on in her paper "The Benefits of Inclusive Education: The Role of Teachers." When children are in a group, they learn important academic skills, and all children learn better when they are in a group. Counselors request that teachers accept and treat disabled pupils in the same manner as all other students in the class. It acknowledges the problems that underprivileged children confront. Develop a positive attitude among both normal and disadvantaged children. Allow students with impairments to use the I.E.P. program's facilities, and place them in the proper area so that they feel comfortable and at ease in the classroom. Children participate in a variety of activities. Create useful teaching aids. Following that, provide remedial instruction and cultivate the talent. [6]

Dash, B.N., and Dash Nibedita (2014) discuss the nature, need, and purpose of guidance services in the final chapter of their book, Educational Measurement Statistics & Guidance Services. They've also given their thoughts on

various types of guidance, as well as guidance tools and strategies, including group guidance. The book was tremendously helpful because it gave a wealth of theoretical information on the subject. [7]

Ali, M. M. (2013) says that counsellors are the most important of the several professionals who have found a home in schools in his study "The Emerging Needs of School Social Workers." Counselors have been demonstrated to be useful catalysts in moving class activities and school operations forward. Varied people have had different opinions on school-counselor cooperation, both in the field of counselling and in the sphere of education. His research tries to clarify concepts in the realm of counselling. He writes in his findings section that, despite the fact that counselling has developed unevenly over the previous fifty years, the reality is that it has expanded unevenly. School counselling has not yet become a "trend" in India, as it has in the West. Individual experiments are carried out by schools, either on their own or in collaboration with other groups such as non-governmental organisations. The Education Department of the federal government has yet to give this field the attention and respect it deserves. He believes that an investigation into the reasons of such a deplorable state of affairs is long overdue. [8]

Sharma, S. K. (2013) underlines the need of guidance in education in her work, "A Study of Guidance Needs of Undergraduate Girls." Her research concentrated on the educational, vocational, personal, social, and emotional needs of undergrad girls from various disciplines, in line with her viewpoint. In this study, the scientific, artistic, and commercial groups are compared in terms of their overall supervision requirements. A total of 300 AMU Aligarh undergraduate ladies from the arts, science, and commerce groups were chosen at random. The investigator concluded that educational, occupational, personal, social, emotional, and total needs differ significantly between girls in the arts and science group and girls in the arts and commerce group. Between the scientific and commercial groups, there were no significant differences in educational, vocational, personal, social, emotional, or total guidance needs. [9]

A considerable number of young individuals are unemployed, according to Bridgeland, J. M., and Milano, J. A. (2012). They are a drain on the national economy due to their lost output. They provide an opportunity to tap into the brilliance of millions of hardworking individuals. On their own, they begin to connect with school, civic life, and all other important constructive activities. The writers' findings were shocking, morally abhorrent, inspirational, and irritating. The only bright side was that, despite a number of obstacles, the children polled were optimistic about their future possibilities. More than half of the pupils expected to graduate one day, and their expectations remain high. They were hopeful that they would be able to achieve the American dream. According to the authors, this group of teenagers is a truly amazing futuristic generation, both in terms of self-confidence and the opportunity they represent for America. [10]

Yamano (2011) discusses the situation of Japanese counselling. The three steps of the counselling process are the topic of this paper. The piece also discusses how counselling in Japan has changed since 2005. The author has succeeded in highlighting current developments in Japanese counselling as well as highlighting all of the limitations of contemporary counselling practise in the Osaka prefecture (Japan). [11]

Counselors dealing with students with obsessive compulsive disorder can benefit from T.T. Dyches et al. (2010)'s current expertise. In this article, the topic of OCD is discussed. It also emphasises the impact of OCD on a variety of dimensions, as well as the best ways to intervene. The authors also offer suggestions and analyse the implications of collaboration between school personnel and children's families. In the piece, the issue of effectively connecting school and home is also emphasised. Finally, the authors offer advice on how to teach a peer group about Obsessive Compulsive Disorder (OCD). [12]

CONCLUSION:

The relationship that is developed between the professional and the individual who is being treated is at the heart of the counselling and guidance process. The attitude of both parties is what distinguishes the client's behaviour. It aids the party in need of assistance in realizing that their feelings and views are valued. This finalizes the relationship's direction and attempts to start the counselling procedure. Relationships and the people that are

involved in them are extremely important in counseling [13]. They have a restorative effect on the environment. Most clients lack the ability to manage interpersonal interactions and, as a result, are unable to achieve harmonious and self-satisfying changes.

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