

CHAPTER 2

REVIEW
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RELATED RESEARCH

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2.0 INTRODUCTION :

Chapter one discussed the status of the guidance services in India, more specifically its need in the present Indian educational context. In the present chapter an attempt will be made to present the research done in the area of Guidance. It is not possible to present an all encompassing review as the area of guidance is very vast. As such the focus will be narrowed down to areas which are more specific and related to the contextual framework presented in chapter one. Also the studies reviewed are restricted to research work done between 1981 to 1993. Exception will however be made in case of studies that are conducted before 1981 but are very much related to the present contextual framework.

In the present chapter studies reviewed will be presented under two main sections. In the first section the studies done in India will be reviewed, while in the second section the studies done abroad will be reviewed. Within these two sections, the studies are presented under two categories. Under category one, the studies assessing the needs and

problems of the students will be presented. In the second category an appraisal of studies in which guidance programmes have been either evaluated or both developed and evaluated would be covered.

2.1 STUDIES CONDUCTED IN INDIA :

An appraisal of the four 'Surveys of Research in Education', edited by M.B.Buch showed that in all, 164 studies have been reported so far, in the area of guidance and counselling. There are main 10 areas of research in guidance and counselling as reported in these four surveys, namely :

1. Construction and Standardization of Tests
2. Vocational Preferences/Aspirations/Choices/Interests
3. Vocational Development and Maturity
4. Exceptional Children
5. Needs and Problems
6. Student Appraisal
7. Study Habits and Reading Interests
8. Selection of Students
9. Mental Health
10. Evaluation of Guidance Services.

As per researcher's observation, it is said that, most of the studies have been conducted in the area of 'Needs and Problems of the students'. Where as in the area of

'Development of Guidance Programme', very few studies have been conducted and that too not in a fullfledged manner. The review presented hereunder will help to make the picture more clearer to us.

2.1.1 Studies Assessing the Needs and Problems of Students:

A number of studies have been conducted assessing the needs and problems of the students at different educational levels. More so, of students studying in the secondary and college level. A study conducted by Shah Sudha as early as 1959 investigating the need for educational and vocational guidance at high school stage showed that students were ignorant about the type of courses they could opt for after their S.S.C exams. In fact the students said that they did not have information about the different courses that existed.

A number of studies were later conducted on similar lines. A study by Gajjar (1967) showed that 81 percent of students of class Eighth and Ninth expressed the need of guidance in choosing different courses and vocations. They also expressed the need for guidance in solving personal problems. On the same lines Rana (1969) conducted a study on teachers' opinions about initiating guidance services in rural high schools. His findings show that majority of teachers felt the need of guidance due to changing conditions of life.

They emphasised the guidance for their character building and adjustment to the environment. An attempt made by Tripathi (1986) again tried to assess the various guidance needs of pupils of secondary and higher secondary schools. The purpose of this study was to observe the relationship between these guidance needs and some variables such as sex, grade, birth order, parents' educational level, size of the family and type of school. Her findings show that there were significant relationships between grades of pupils and social, personal, educational, vocational, financial and religious needs. Some problems which needed urgent attention were teacher's lack of knowledge, their misbehaviour with students, defective teaching methods and difficulties in the subjects like Mathematics and Sanskrit. The size of family, father's education and sex of the students were highly related with health, familial, social, vocational and educational, personal, financial and religious needs. In the same way Reddy (1972) studied the vocational needs of male pupils at the terminal stage of secondary education in relation to their occupational choices and other variables like locality, the length of schooling, general mental ability and socio-economic background of the family and parents' occupational and educational status. His findings show that social status and economic background of the family were significantly related to students' vocational needs and occupational choices of the subjects. A similar attempt made by George (1968), surveyed the needs and problems of school students and

college students to find out their nature and extent. The findings showed that there was a close relationship between the needs and problems of school students. Highest frequencies of problems were found in financial, educational and vocational areas and the maximum need for guidance services was found out in educational and vocational areas.

On the basis of his study, Mathew (1978) strongly reinforced the need for the information services for all students of schools and colleges. Apart from the need of information services, his study showed that students also needed group guidance and vocational guidance. The need for vocational guidance at the high school level was also found by E.D'Souza (1969). His study had attempted to differentiate between the felt need of guidance by the gifted, average and below average students. The need of guidance by the average students was moderate, while the below average students did not differ much from the average students. The findings showed that the gifted students felt the need of guidance more than the average students, but practically all the three groups of students needed guidance at different levels. Amongst boys and girls it was found that although there was no significant difference in the felt needs of boys and girls, boys did show the need of guidance more than the girls.

Rana (1971) went a step ahead in his study. Apart from

assessing the needs and problems of the school going adolescents in the city of Baroda, he also attempted to put forward a guidance programme based on the needs assessed. His findings showed that there was a felt need for educational, vocational and personal guidance at the adolescent stage. Infact, his study strongly pointed out the need of guidance for students at every stage in solving their problems. Unaware of the guidance services, students opined that guidance could come from the teachers or the parents. The study also reinforced the findings of other similar studies which showed that most of the students did not have any information about the different vocations and did not know about various opportunities, which were available in different educational and vocational fields. The study suggested that every school should provide guidance programme, which gives a general information to the students. This could be done by arranging short term courses in guidance and educating them regarding different vocations and various opportunities in different fields. An effective guidance programme based on the needs of the students was strongly advocated by the study.

Gajjar (1983) attempted to identify the specific areas where the guidance need was felt by the students. Her findings showed that guidance needs had been specified by students in several areas like, home environment, school environment and personal problems of students. Gajjar too, advocated a

need of the guidance programme which must be organized and administered in a proper perspective. She emphasized the important role that the class-room teachers, guidance specialists, administrators and parents would have to play in the overall programme.

2.1.2 Studies Evaluating Guidance Programmes :

A few studies could be traced which attempted to evaluate either ongoing guidance services or programmes that were developed and implemented. These studies are presented here under:

Handa (1984) made an indepth study of the guidance services in some secondary schools of Baroda. She found that school teachers, principals and educationists were not fully aware of the importance of guidance and that the growth of the guidance services was extremely slow and weak in the secondary schools. In her survey, she reviewed the student personnel services provided at the M. S. University of Baroda. Gajjar (1974) found that students, teachers and administrators were aware of the existing student personnel services in the university campus and also realised the importance of these services. However they did feel the need for additional services in this area.

The objective of Sangma's study (1981) was to study the opinion of the headmasters, career masters and students

regarding the usefulness of the guidance programme and assess the facilities provided for these programmes. She also attempted to study the extent of financial assistance extended to the guidance programmes. Her findings show that, majority of the headmasters and career masters agreed that the students academic achievement can be improved through guidance programmes. Most of the career masters expressed that co-operation from colleagues in organizing these programmes was not forthcoming. All the headmasters and career masters disclosed that they did not receive any financial assistance from any source including the government.

Dasgupta (1972) tried to get students' opinions about the guidance services available to them. In his study of the West Bengal schools, he found that the school guidance services needed more social acceptance amongst pupils. On the other hand the heads of institutions, career masters, other teachers, pupils and guardians were quite conscious about the school guidance programme and they had positive attitudes towards the guidance programmes.

A comparative study of the guidance services in some secondary schools of Baroda (India) and those in Bangkok (Thailand) done by Bhochaḡa (1974), showed that in both Bangkok and Baroda, there was an urgent need to bring awareness of guidance services in the secondary

schools. There was also a need for substantial financial support from the government and community. The study also brought out the need for proper and adequate psychological tests, absence of which hampered the guidance programmes. Absent also was any kind of evaluation of guidance programmes run in the schools.

A few attempts have however been made in assessing guidance programmes. Dandapani (1976) conducted a study which attempted to study the effect of a group guidance programme on the academic achievement of the high school under-achievers; comparison was made between underachievers who had been counselled and those who had not been counselled. His findings show that academic achievement of the counselled underachievers was greater than that of non-counselled underachievers and normal achievers. There was no significant difference in the academic achievement of the non-counselled underachievers and non counselled normal achievers. In terms of the parental occupations, it was found that only professional class significantly differed from merchant class and clerical class families. There was no difference between merchant class and clerical class families.

Gupta (1985) attempted to analyse the objectives of the guidance programme and the physical, financial

and infrastructural facilities and activities of school guidance services. The researcher also studied the effectiveness of guidance services as perceived by students, teachers, principals and parents. His findings show that the guidance programme was perceived as more effective by students and parents, but they did not get co-operation from principals, teachers and parents. Counsellors did not get adequate physical facilities for guidance programmes in the schools. They also felt that the overall guidance programmes were very much effective and helpful in developing better self-understanding among the students. In terms of the objectives of the guidance programmes, most of them concentrated on educational and vocational counselling.

A more recent attempt was made by Pandit (1993), she attempted to study the present status of guidance services in secondary schools of Baroda, in terms of physical facilities, financial conditions, place of guidance in school time table and other curricular and co-curricular activities. Her findings show that in the Baroda city, only three schools are having well organized guidance services, but they too are not at a satisfactory level. Most of the schools are lacking in physical facilities and library facilities and they do not run the guidance services. In some schools guidance work has been attempted with the help of the principal or senior teachers.

2.2 STUDIES CONDUCTED ABROAD :

2.2.1 Studies Assessing the Needs and Problems of Students:

A number of studies have been conducted abroad in the area of Guidance. Here too, it is not possible to review all the studies, hence the review is restricted to studies that are relevant to the present study. Attempt has been made to include studies from different parts of the world to give an idea of the research work done in the specific area.

Dossary (1982) conducted a study on the guidance needs of secondary school students in Saudi Arabia. His findings show that the most concerned areas where guidance needs were identified, were curriculum, teaching procedures, adjustment to school work, social and recreational activities, personal-psychological relations, social-psychological relations, the future in vocational and educational areas. The students were facing serious problems in getting qualified teachers, school facilities, appropriate evaluation procedures and extra curricular activities. Students in Kuwait also seem to have similar problems and needs, as found by Omar Mahmoud.M.(1983). It was revealed in this study that the students were most bothered by the problems related to the educational guidance needs. Interestingly however, the study found that these students were least bothered by the problems related to the personal guidance needs. Here too, the students

were more worried about the shortage of counsellors and psychologists in schools.

In Niger the students expressed that guidance was needed; there was a real need for formal guidance and counselling services, especially the needs and problems were manifested in school environmental pressure, domestic and personal problems, social stresses and crises (Alkali Salihu, 1989). Another study conducted on similar lines in Niger itself (Ahia. Chikezie Emmanuel, 1983) showed that the secondary students had the needs in all the three areas identified, which were educational, vocational and personal. When sex comparisons were made, it was found that males had significantly more problems than females in all the three areas. The study also revealed that most of the students had problems in vocational area rather than the other two areas. Between the educational and personal problems, there were more personal problems than educational. The study suggested that guidance programme designed should keep these needs and problems in mind. It would also be necessary to provide useful data for counsellors' training, evaluation and development of the programme.

With Egyptian students in the age group of 14 to 18 years, it was found that any guidance programme to be implemented, should consider the needs and problems of the adolescents which could be categorised under six main points : teacher-pupil interpersonal relationship, support of learning and

educational performance, giving information, home-school links, liaison with Feeder school and other agencies and helping pupils to cope with their problems. (Moukarab. AlyAhmed, 1990). Bony .A.M. (1981) in Libya attempted to make an evaluation of the guidance and counselling services needs in Libya as perceived by students, teachers, and administrators. His purpose was to investigate the perceptions of students, teachers and administrators regarding the need for guidance and counselling services. His research advocated the establishment of a national council of counselling and guidance programmes, taking the responsibility of developing and constructing the general outlines, the rationale, the functions and the importance of these programmes which should be suitable for the society, culturally, economically and psychologically. However, the study stressed the need for more studies to be conducted regarding the need for guidance and counselling for the students of universities and for the elementary students.

The purpose of a study by Lehmanowsky (1991) was to compare the perceptions of students, teachers, and parents of high School students regarding the types of assistance students needed from school counsellors. Her findings show that school counsellors and administrators decided to plan school guidance and counselling programme on the basis of the needs

of the students. For the students, they had given more preference to those items of the guidance programme, which dealt with career and educational planning. Alexander (1992) too studied the needs of the middle level students with a view to make recommendations for the development of an advisory programme for the Tundor school district. In this study the researcher assessed the needs of students in the area of social, emotional, physical and academic needs of middle level students. She had taken views from top ten students who were familiar and concerned with guidance services. She also considered the views of educators and parents of the middle level students. Her findings show that the recommendations for developing an advisory programme for the Tundor school district's middle level school reflect the developmental needs of students and characteristics of the transcendents.

Sun. Supa T. (1983) in Thailand tried to make an indepth study of the need of career guidance of three Mathayom Suksa students. His attempt was to identify the need of career guidance for students from different perspectives, as perceived by students themselves, teachers, administrators and parents. His findings show that, the three Mathayoma Suksa students needed extensive career guidance. The study also revealed that some problems that arised in career guidance services were; lack of professionally trained counsellors, facilities, budgets and over emphasis on

parental and societal occupational values.

2.2.2 Studies Evaluating the Guidance Programmes :

A few studies have attempted to evaluate either the guidance services available to students or evaluate operational guidance programmes.

Fitzgerald (1973) conducted a study, which attempted to evaluate the guidance programme of Tennessee secondary schools and how it was helpful to students in their career planning. According to her findings, students found that local guidance programme was very much helpful in different areas related to guidance services, such as development of career choices, understanding social environment, college information and psychological testing.

Krumsillin (1973), in her study attempted both, to implement and to evaluate guidance programme in elementary school. The emphasis was on finding out the procedure of implementation and evaluation. The entire study took place over a period of more than four years with a continuous evaluation process incorporated from the beginning of the programme. The major experiment conducted during the four year period, was related to need based group guidance activities. One group was selected as the experimental group and the other as the control group. Pre-test was administered only on

experimental group and specific activities were developed and conducted only with the experimental group. The control group did not take part in any of these sessions during this time period. At the end of the programme, post-test was administered to both groups. Results indicated that students with wide ranges of ability, achievement, grades and other factors can make significant changes in their attitudes with group guidance activities conducted by qualified personnel. It was also felt that expansion and continuation of this study would be beneficial. However subsequent studies on these lines would be recommended to utilize smaller groups of students, longer time periods for each session and should include more study in the area of activity selection.

Darwish (1983) in Kuwait made an assessment of counselling programs in secondary schools. Opinions of counsellors, administrators and teachers were sought on the programme. Her results revealed significant differences between assessments of teachers, counsellors and administrators on a substantial number of counselling activities. McCollins (1984) conducted an evaluation of a comprehensive career education programme in a secondary school, more specifically for class Eighth and Tenth students. The study comprised of an experimental and control group. Her findings show that students of experimental group, who participated in a comprehensive

career education programme scored significantly higher on selected career assessment instruments than who did not participate in this programme. Career development skills were identified in areas, i.e. career, life planning, self appraisal, job/college applications, resumes, goal setting and decision making.

Davis (1992) too adopted the experimental and control group strategy to study the effectiveness of an urban career guidance programme based on the National Career Development guidelines. The study showed that the students of the experimental group scored significantly higher in self-esteem and in career maturity as compared to the control group. This difference was however not so discernible in class X group. Considering the parental observations, the study reported that majority of parents observed improvement in their childrens' self-awareness, knowledge of careers, career planning and decision making skills. Those who participated in the guidance programme showed positive attitudes towards the overall effectiveness of the programme.

In another study attempting to find the efficacy of guidance programmes, concluded that programme effectiveness could be jeopardized in the future due to the growing number of students and responsibilities required of the counsellors (Lehman, 1991). The study also found that all related

populations exhibit a favourable attitude toward the programme. Ashby (1992) chose to find out the urban rural differences in view of the guidance programmes in elementary schools. He took the opinions of the counsellors and teachers regarding the effectiveness and adequacy of the guidance services. His results indicate a significant difference between the guidance services being provided in urban and rural elementary schools. The response of the urban schools was more favourable than the rural schools. In general it was found that the areas of student services were not being utilized fully. Perceptions of teachers, counsellors, administrators at risk students of secondary schools and their parents, towards counselling services were taken by Clinton (1992), in her study, wherein she found that all groups showed significant differences in their perceptions about counselling services and programmes to the success of at risk students.

A comprehensive study by Parson (1992) entitled 'Guidance and Counselling : A prescriptive - perspective' was conducted with the aim to investigate the effectiveness of a counselling model, which spoke of convergence rather than divergence of the two components : 1. Academic and counselling and 2. to validation of the adaptation of a systems approach to guidance and counselling. Her findings indicate that a prescription for an educational plan for the participants, consisting of career planning, career counselling and career-advising, contributed positively

towards matching their interest and ability with their careers. More pertinent was the finding that a guidance model which occupies a curriculum-position rather than an ancillary one contributes positively to academic achievement.

Although not falling in any category, Kittiarana's (1981) study makes some very relevant observations. Based on an analysis of literature in the area of guidance published between 1970 to 1980, she arrived at the following conclusions. : 1. Each and every school should recognise the need, importance and effectiveness of guidance programmes. 2. The educational administrators, principals, classroom teachers and parents should understand the need and importance of guidance services and try to encourage and support the guidance services in the schools. 3. All teachers should be given compulsory training in orientation course in guidance. 4. Every school must have a full-time guidance counsellor, who should be available to any student in the school as and when need arises. 5. At all educational levels, whether primary, secondary, college and university, there should be an effective guidance programme. 6. Every school should incorporate the guidance programme in their school curriculum.

2.3 CONCLUSION:

The review of studies conducted in this area shows that

attempts have been made both to assess the needs of guidance amongst students and to evaluate the on going guidance services and programmes. Some of the studies attempt to study the availability of physical facilities and financial support. As such, making any generalisations become difficult. However, a few observations could be discerned. For one, most studies assessing the guidance needs of the students have identified broad areas where students need guidance, which are educational, vocational and personal. More specific and detailed need identification has eluded these research endeavours. These broad and global generalisations in terms of categories undoubtedly help us in understanding the students, but do not take into account the variations which may be present in different socio-economic and cultural groups or even in different educational stages. Future research efforts in this direction should keep this in mind while structuring their research designs.

In evaluation of the guidance services and programmes, many ideas and programmes have been tried out and evaluated, in many cases bringing out the effectiveness of those programmes. However, again these efforts become assorted efforts with no single programme or group of programmes standing out as effective in all situations. Most of these programmes evolved or tried out have been made to suit the local needs of the students. Therefore any attempt in evolving guidance programmes would first have to take into

consideration the needs of the students for whom the guidance programme is being designed. In view of these observations, the present study not only gives an account of the existing guidance programmes in Baroda city, but goes beyond that and seeks to assess the guidance needs of the students, develops and implements a guidance programme and finally evaluates its effectiveness.

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