

Role Of Counseling In Increasing Progress Rate Of Students With Lower Progress Rate-A Case Study Of Secondary Schools Of Bhopal City

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Abstract: The present study was undertaken to find out the effects of student-centered counselling on low-achievers in secondary schools. Since academic achievement is intimately linked with such factors as study habits, academic motivation and self-concept, the effects of counselling not only on academic achievement but also on these other factors have also been analyzed into their important components, and special care has been taken to tackle the most frequent among them during the counselling.

1. INTRODUCTION

The school plays an important role in enhancing educational competence as well promoting psycho-social development of children and adolescents. Today's children have to cope with heavy syllabi and stress of examinations, often manifesting psychosomatic complaints, problems of sleep and appetite, behaviour problems and declining performance, as signs of stress. Parents are facing their own problems, and when they face problems related to school performance and behaviour of their children, they often approach teachers for help. Thus, teachers have to play the added up role of guiding parents. Given proper orientation and training, they can help many such parents and their children.

From the perspective of parents, teachers, administrators and guidance-counsellors, it is not only the low achievement but also the students themselves are serious problems to be dealt with. because, the low-achievers often create problems like juvenile, hostility, aggressiveness etc. in schools and societies. They are labeled as the 'difficult' the 'problematic' and the 'trouble-makers'. Students with learning problems are often looked down as intellectually inferior, inadequately and improperly crested to books and study. Many are labeled by their parents and teachers as 'useless', 'stupid', or 'dull'.

Low achievement is a maladjusted behavior which indicates that everything is not all right with the individuals. The students who fail to reach their expected maximum and those who have behavioural problems need help to become fully developed, fully functioning and fully happy. However,

the problem of low-achievement cannot be successfully tackled without first tackling the situations which lead to it. Hence, the first step to be taken is to find out the crucial problems that the low-achievers are faced with and the causes of low- achievement.

The reasons for low-achievement may be different for different individuals because children are the product of many combinations of social, material and cultural environments, and the development of intelligence and academic progress depends much on heredity and environment. Psychologists, as well as educators have realized the influence of certain factors on the academic achievement in school subjects. The present study is an attempt to identify some of these factors which have a negative impact on achievement, and to give assistance to the low-achievers to overcome their problems. The; family, for example, is thought to be a very significant and indispensable influence in the young child's training and in human development. It is considered to be one of the main educational agencies. It is, therefore, necessary to know the family background of the counselees.

Certain questions, connected to low-achievement have been constantly bothering the researcher. For example, can achievement be explained simply by the individual problems of the students and the family environment? Should the students alone be blamed for the low achievement? Does the educational system play a negative part in producing the low-achievers? Does the type of school have an influence on the academic performance of the students?

The knowledge of the educational and family background serves only to understand the problems of the low-achievers. It is, therefore, necessary to proceed to the second stage of the research which is an investigation to find out the study habits and study skills, academic motivation and self-concept of the low-achievers and how far the ill-health is a hindrance in the better performance of academic work and so forth. The third stage of the exploration, which is the core of this thesis, consists in finding out the effectiveness of counselling. Some questions are asked to direct the search. Is guidance and counselling effective in dealing with the low-achievers, to minimize the problem of low-achievement and to foster a healthy attitude towards learning? Is it an effective treatment to acquire proper study habits and study skills, to increase academic motivation, to foster positive self-concept and to improve their academic achievement? Which is more effective: individual or group counselling? How often should counselling be conducted in order to be effective? Does the effect of counselling depend on I.

The effect of counselling does not depend on the counsellor alone. To help the students become fully developed persons is the duty of parents, teachers, administrators and of guidance- counsellors. Hence, a cooperative effort is required of them. The guidance-counsellor is expected to give assistance to the teachers and administrators in matters regarding classroom teaching, study- skill development, assessment of strengths and weaknesses etc. Another question that bothered the researcher is: what suggestions can the researcher, who is a guidance-counsellor and a teacher, offer to make: education relevant and appropriate to low-achievers?

1.1. IMPORTANCE OF COUNSELLING:-

1.1.1.DEFINITIONS OF COUNSELLING

- The term "Guidance and Counselling" will be used in the context of life long learning and refers according to the definition of the Council of the European Union:
 - "information, guidance and counselling services" refers to services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers
- "Guidance and Counselling" includes a wide range of activities:
- activities within schools to help students clarify career goals and understand the world of work
- personal or group-based assistance with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work force re-entry

- computer-based or on-line services to provide information about jobs and careers or to help individuals make career choices; and services to produce and disseminate information about jobs, courses of study and vocational training.
 - It includes services provided to those who have not yet entered the labour force, services to job seekers, and services to those who are employed

1.1.2.IMPORTANCE OF COUNSELLING IN EDUCATION SYSTEM

- "Guidance helps to build confidence and to empower individuals as well as making people aware of new career possibilities, including civic, leisure, learning and work opportunities and promotes the balance of life and work
- It promotes employability and adaptability by assisting people to make career decisions both on entering the labour market and on moving within it.
- enable citizens to manage and plan their learning and work pathways in accordance with their life goals,
- assist educational and training institutions to have well motivated pupils, students and trainees who take responsibility for their own learning and set their own goals for achievement
- assist enterprises and organisations to have well motivated, employable and adaptable staff, capable of accessing and benefiting from learning opportunities both within and outside the workplace
- assist in the development of societies, in which citizens actively contribute to their social and democratic development
- career education has an important role to play within education in laying the foundations for lifelong career development
- guidance and counselling are particularly important in post compulsory education. Here, wider curriculum choice results in more diverse and complex routes into later stages of education, into employment, or into both. This can help to: reduce dropouts from and back-tracking within education systems, and thus improve internal flows
- improve flows between different levels of education, thus raising national levels of educational attainment
- improve transitions from education to the labour market

These outcomes help to make better use of educational resources, and to increase both individual and social returns to investments in education

1.1.3. STANDARDS OF SCHOOL COUNSELLING PROGRAMME

Program Foundations

The school counseling program is based on a foundation of beliefs that serve as the guiding principles for the design and management of the school counseling program

Data-Based Accountability

The school counseling program employs a data-based system to provide accountability for

- a) Student improvement in achievement (in conjunction with all other school Programs),
- b) Student improvement in targeted student choices,
- c) Student mastery of targeted guidance indicators, and d) student improvement in targeted personal and social areas influencing learning.

Student Guidance

The school counseling program helps students master knowledge and skills in the areas of academic, career, and citizenship development to become successful learners, productive workers, and responsible citizens in a global society.

Student Counseling

The school counseling program helps students overcome personal and social challenges that interfere with learning

Student Advocacy

School counselors and the school counseling advisory council advocate for policies, programs, procedures, and practices that support high achievement for all students.

Program Management

School counselors provide management activities that support the program's guidance, counseling, and advocacy initiatives.

Professionalism

School counselors maintain professionalism in their practice and disposition.

Resources

The school counseling program is supported by adequate resources.

School Counseling Improvement Plan

The school counseling program is continuously improved.

2. IMPORTANCE OF THE STUDY

The achievement of those in the field of education in achieving total literacy and in enrolling students for Primary

and Secondary education is remarkable. This achievement is important. But what happens to the enrolled students? The achievement of every enrollment and quality of education needs to be explored. The importance of the study is that it gives insight into the problems of the students with low achievement rate of the secondary school students.

3. RESEARCH METHODOLOGY

3.1. DELIMITATION

The present study was delimited to Govt. and Private schools of Bhopal district.

3.2. HYPOTHESIS

There was significant positive role of individual counseling as well as group counselling in increasing progress rate of students with lower achieving rate. The role of counseling was not effected by frequency of counseling sessions.

3.3. SAMPLING

The subjects will be 180 secondary school boys and girls, selected from different govt. and private schools of Bhopal district. They were chosen on the basis of poor academic performance. 10 schools were selected for study which consists of both Govt. and private co-education schools. Students were divided into three groups namely:-

A- Group A students were be go through 6 counselling sessions.

B-Group B students were be go through 3 counselling sessions.

C-Group C students were not received any special treatment.

3.4. DATA COLLECTION

Data will be collected from samples through:-

- The Grade-Point-Average (GPA)
- The teacher-made test was preferred over standardized test because the purpose of the study was to measure classroom performance.
- Questionnaire on academic motivation.
- Self-concept inventory.
- Counselling interview with the counselees.
- Observations.
- I. Q..

CONCLUSION

The present study reveals a statistically significant correlation at 1% level or 5% level between the effects of counselling on:

- a) SHSK and motivation of Groups 8 and C.
- b) SHSK and self-concept of Groups A, B and C.
- c) SHSK and academic achievement of Groups A and C.

Motivation and self concept of Groups 8 and C.

Self-concept and academic achievement of Groups A and C.

Though statistically not significant a positive correlation exists between the effects of counseling on all the 4 variables under study.

A statistically significant correlation exists between the effects of counselling on study habits and study skills (EHSK) and self-concept of all the counselled groups.

No statistically significant correlation exists between the effects of counselling on motivation and academic achievement of any of the counselled groups.

A positive correlation without statistical significance exists between the effects of counselling on academic motivation and academic achievement of all the counselled groups.

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