

CHAPTER 6

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6.0 INTRODUCTION :

The need for guidance is universal. A man needs guidance in all the spheres of his life for his total development. Every individual, whether an infant or an adult, a genius or an average person, well-adjusted or mal-adjusted, needs guidance incourse of his/her life because continuously he/she is faced with a number of options and alternative ways of behaviour. For the right choice at such cross roads, one needs guidance.

Besides this, today's world is highly complex, unusually competitive, which provides innumerable opportunities and challenges, unheard of a decade ago. In such a complex world, the very roots of traditions, customs, beliefs, values and attitudes have undergone drastic changes. The foundations of the basic social institutions like family, school, religion, etc. are being shaken. Under such circumstances, a growing child, specially in an urban setup is faced with lot of doubts and dilemmas, which unless properly guided, can inhibit his/her healthy and wholesome growth. Therefore, it is very necessary that such guidance should be provided to the students in schools at an appropriate time.

The aim of guidance is to help the child in developing and utilizing his/her potentialities to the maximum possible extent through an organized programme or services.

The present study proposes to develop and try out a guidance programme for secondary school students. It focuses only on two aspects of guidance, viz. : educational guidance and vocational guidance in the city of Baroda. This is in recognition of the importance of these two aspects of guidance for school students and the need of a comprehensive understanding of these two aspects. Further, the present study restricts its purview only to the secondary school stage. More specifically the guidance programme is developed only for the IXth Std. students.

The study focuses only on the secondary stage, because it is a crucial period during the child's growth and development. This is the most important period of making choices regarding academic and vocational fields. At this juncture, there is a need to guide our secondary school students about the various vocational opportunities available to them. Such information can help them in making right choice regarding their future careers, in accordance with their intelligence, abilities, interests and aptitudes.

Among the secondary school students, the specific focus is on IXth Std. students because it is, at this particular

stage that the students have to select the appropriate stream, which lays foundation for their future career. A wrong choice made here can result in failure and frustration. Hence, the present study attempts to help these students by offering guidance services at the time when they need them the most.

6.1 RESEARCH QUESTIONS :

Prior to offering the guidance services, the investigator attempted to obtain information regarding the existing state of guidance services, in the city of Baroda, by way of observations, contacts with the school personnel and from related literature.

The information thus obtained, revealed broad research gaps which need to be filled up by way of empirical studies. These research gaps can be expressed as the following research questions which the present study tries to answer.

- 1) Are there guidance programmes running in the schools of Baroda city ? If yes, then how do they function ?
- 2) Whom do they cater to ?
- 3) What testing procedures are incorporated in these programmes ?

- 4) What are the specific inputs that are included in these programmes ?
- 5) What is the nature of the relationship between the guidance programmes and the school as an organisation ?
- 6) What are the managerial arrangements to run these programmes ?
- 7) Are these programmes relevant to the needs and problems of the client group of students?
- 8) What are the educational and vocational needs and problems of students in the secondary classes belonging to middle and lower middle class backgrounds in a growing industrial town in contemporary India?
- 9) How far is it possible to develop an effective and tailor - made guidance programme, based on the needs and problems of students mentioned under the research question-8) ?
- 10) What will be the effectiveness of such a programme in terms of the reactions of the client group and in terms of the gain they make in their academic achievement?
- 11) What will be the long-term effect of such a guidance programme on the lives of those who go through it?

6.2 THE TITLE OF THE PRESENT STUDY :

The title of the study is "Developing and Trying Out a Guidance Programme for Secondary School Students".

6.3 OBJECTIVES:

To address the research questions enumerated above, the present study has the following objectives :

1. To study the guidance programmes in secondary schools of Baroda.
 - a. to identify the schools which have guidance programmes and those which do not have.
 - b. to study the reasons for not starting a guidance programme in those schools which do not have one.
 - c. to study the types of guidance programmes in those schools which run one.
2. To study the needs and problems of secondary school students from selected schools, in order to develop an educational and vocational guidance programme.
3. To develop an educational and vocational guidance programme based on the students' guidance needs and problems identified.

4. To try out the educational and vocational guidance programme thus developed and to find out its effectiveness.
5. To follow-up a few of the students who underwent the educational and vocational guidance programme and probe into the long term effect of the programme on their lives.

6.4 METHODOLOGY :

The present study pertains to guidance services in the secondary schools of Baroda city. Therefore, students, teachers, principals and other functionaries of the secondary schools of Baroda form the population. For the various objectives of the study, suitable sample was selected. The population and sample, along with tools and techniques used, are presented in the following table : (Table 6.1)(on page-212 & 213)

Table 6.1 : Objectives, Population and Sample, Tools and Techniques of the Present Study.

Objective No.	Population & Sample	Tools	Techniques
1a: To identify the schools having/not having guidance programmes.	100 secondary schools of Baroda city	Information Blank	Mail Survey
1b: To study the reasons for not starting guidance programmes in schools.	-66 schools which responded out of 100 secondary schools. -28 schools not having any kind of guidance programme out of the 66 schools. -10 schools selected out of the 28 schools not having guidance programmes.	Response Sheet used as an Interview Schedule	Interviewing Principals.
1c: To study the guidance programmes in those schools, which run them.	-38 schools having guidance facilities out of the 66 schools. -4 schools selected, having full time guidance services out of the 38 schools.	Questionnaire	Filled in by the Counsellors.
2 : To study the needs and problems of secondary school students from selected schools.	a)6 schools (Gujarati medium) selected, out of the 28 schools not having guidance services. b)1 school (Gujarati medium) selected, out of the 6 schools above mentioned.	a)Open-ended Questions b)Educational & Vocational Needs and Problems Questionnaire	Written responses (Open-ended responses) sought from students in the sample clusters selected. Responded by the students in one sample cluster selected.

Objective No.	Population & Sample	Tools	Techniques
3 : To develop an educational & vocational guidance programme.	All the Students of Std. IXth'C' of the school selected. (Total 36 students)	-	Educational & Vocational guidance programme planned and developed through 'Techniques of Group-guidance'.
4 : To tryout the educational and vocational guidance programme and to study its effectiveness.	All the Students of Std. IXth'C. (Total 36 students)	a)Teacher made Achievement Tests. b)Rating Scale on the guidance programme	Administ- ered on students of the sample cluster selected. Administ- ered on students of the sample cluster selected.
5 : To study the long term effect of the guidance programme.	a) All the Students of Std. IXth'C'. (Total 33 students) b)-5 students who responded out of all the 33 students of Std. IXth'C'. -2 students (1 boy & 1 girl) selected, out of the 5 students who responded.	a)Short Questionnaire b)Semi-Struc- tured Interview Schedule	Mail to the students of the sample cluster selected, after a gap of 5 years & 6 months. Interviews of two selected students

6.5 FINDINGS :

1. In the city of Baroda, most of the schools do not have fullfledged guidance programme.
2. Lack of funds, lack of motivation among teachers and lack of infrastructural facilities are among the reasons for not starting guidance services in schools.
3. Those schools which had fullfledged guidance programme provided guidance services only for the problem children, i.e. their target group comprised of emotionally disturbed, handicapped and educationally backward children only.
4. In those schools which had full time counsellors, the counsellors did not develop any guidance programme on the basis of needs of the students.
5. The full time counsellors did not put forth any effort to regularly monitor the guidance programme or to improve it in any way.
6. The students by and large manifested need for guidance programmes.

7. Boys and girls had vocational aspirations and self perceptions clearly distinct from each other. This again was the case between high and low achievers. Children were remarkably realistic in their aspirations. Considering that the sample cluster was from the lower middle class, the relative homogeneity in their perceptions of their possibilities was understandable.
8. In the case of boys and girls, knowledge about areas in which 'to achieve proficiency, knowledge of one's aptitude, interests and intelligence', and 'knowledge of how to write applications' were the most predominant vocational needs.
9. In the case of high achievers and low achievers, 'knowledge of how to write applications' and 'knowledge about one's aptitude, interests, and intelligence' were the predominant vocational needs expressed.
10. In the case of vocational areas, boys wanted to know most about the fields, like - Engineering, Mechanical Applications, Stenography and Type writing. Whereas girls preferred to know most about the areas of Home-Science, Fine-arts and about Beautician courses.

11. The area of Home-Science attracted both, high achievers and low achievers.

Medicine attracted high achievers, while Nursing attracted low achievers.

12. Educational needs, like - 'knowledge of how to improve memory' was an expressed educational need of both the boys and girls.

'How to improve reading skills and thinking power' were concerns of the girls. Whereas boys needed information regarding 'marks requirement to qualify one to take English as a subject at S.S.C. level'.

13. Mathematics was perceived as a problem among the high achievers, while English was perceived similarly by the low achievers.

14. There was little improvement in academic performance of the students, in the final examination (of Std.IXth), in comparison to those in the two tests (Ist and IInd test results of Std. IXth).

15. Student's academic performance after going through the guidance programme showed a minor improvement in the Std. IXth final examination, in comparison to that in the Std. VIIIth final examination.

16. Educational aspects of the guidance programme were more appreciated than the Vocational and Socio-personal aspects, by all students.
17. Among all the three aspects (educational, vocational and socio-personal) high achievers rated the socio-personal aspects of the programme higher, whereas the low achievers rated educational aspects of the programme higher.
18. The students by and large had rated the programme very high. Girls specifically seemed to have gained more.
19. It was found that guidance programme, based on students' needs and techniques of Group-guidance was more successful.
20. The guidance programme that was developed by the investigator had not contributed greatly towards immediate academic gain. But there was definite long term effect of the programme on the lives of the students.
21. It seemed that there is a long term positive effect of educational and vocational guidance programme on the lives of the students. The specific benefits of the

programme as revealed by the students were :

- 1) knowledge about self through psychological testing,
- 2) ease in deciding about optional subjects and streams as an outcome of exposure to exhibition, career talks, and further discussions.
- 3) knowledge about different educational courses, various occupations and different institutions, through career talks, exhibition and reading materials.
- 4) improvement in examination results, facilitated by improved study habits and skill of answering the questions; both acquired as a result of the guidance programme.

6.6 CONCLUSION :

Majority of the schools had still not awakened to realise the significance of guidance services to each student, at different stages of schooling. There was an urgent need to make principals, teachers and parents aware about such services.

Even in those schools which offered guidance and counselling services, a change in the perspective was required. An important point to be stressed was that not only the problem children but also the other children needs guidance and counselling. Moreover, there was a dire need to develop need based programmes using innovative techniques, rather than following repeatedly, a readymade programme.

Properly and carefully developed need based guidance programme will be definitely benefited to the students a lot, and will be advantageous to them, not only at present but also in future. Such programmes will be helpful to them to develop an insight and skill of understanding, so that they can not only solve their own problems but also help others to solve their problems.

6.7 RESEARCH IMPLICATIONS :

1. Diagnostic survey of needs and problems of students should be conducted considering the present industrialization of Baroda city.
2. Both, pre-service and in-service teacher training programmes should include guidance and counselling to facilitate model building.
3. The needs of the students should be studied thoroughly to develop and try out suitable techniques of counselling.