

AN INVESTIGATION INTO MISSING COMPONENT OF GUIDANCE SERVICE IN GOVERNMENT HIGH SCHOOLS

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Abstract

Guidance is as old as the human race is. There was always guidance in each society in one form or another. It is said that "Guidance is for all ages, for all societies, for all age groups, irrespective of caste, color and beliefs. It is also believed that the human beings always confronted problems whether; their problems are major or minor. There has always been an emergency of problem and there is always termination of problem. It means that challenges had always been there and if life is devoid of problems there is no beauty in it. The change must be there and challenges and targets should also be there. The researcher therefore conducted this study to investigate the missing component of Guidance Service in the Government High Schools (Female) in district Charsadda. The participants of the study were Twenty Five Principals of Government High Schools (female) who were taken as sample of this research study. After collecting the data through questionnaire from the principals of Government schools the investigator arrives at the findings that 80% Principals were not awareness about the Guidance Services in the society. 100% Principals said that no guidance worker or teacher is available for guidance services in their schools. 100% Principals replied that no facility is available for "Guidance Services" in their school. It is recommended that there should be enough exposure of Guidance in the society through different sources, so that there should be awareness of the true essence and meaning of guidance services. Guidance should be introduced as a compulsory subject in the teachers training programs and sufficient literature should be provided for the study.

Keywords: Guidance, Education, Vocational Guidance, A Vocational Guidance

1. INTRODUCTION

The chief purpose of education is to help individuals become increasingly self directed and capable of creative and purposeful living. The human personality is not fixed at birth by inflexible factors of heredity; rather it grows and develops as the individual lives in interaction with his environment. Every individual should be helped to study and understand himself as a unique personality, growing, changing, and developing in constant response to the pressures and stimuli of, the time and place in which he lives. Knowledge of self can help him become increasingly confident, resourceful, and capable of planning for him and taking the initiative in adjusting to his environment so as to make his life more satisfactory. Some individuals are handicapped, it is true, by physical or mental deficiencies which restrict their progress in maturing into able, serene adults; but these cases are the exceptions. Modern psychologists hold that the vast majority of people are capable of growing and of adjusting, at their own level of adaptability, to the demands and opportunities which it is the task of the Guidance process to help people fill their potentials for growth. When a pupil comes to a teacher or Guidance worker with a problem, it is the main purpose to help the pupil to solve the difficulty; but in the process of solving the problem, the young person must be guided into self knowledge, into some new insight and awareness that will make him better equipped to handle such problems in future.

1.1 Guidance

In Pakistan, the concept of Guidance was introduced right from 1947, followed by subsequent educational policies and commission reports, much about guidance was done by National Institute of psychology and by one of the female psychologists Dr. Iftikhar Nisar of Islamabad and I.E.R. Lahore. Guidance is a friendly advice and personal help offered by an individual known as the guide or guidance expert. Furthermore, guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own life, activities, develop his own point of view, make his own decisions and carry his burden. Guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and help him prepare himself, so that he can find or develop a place in which he can live a well balanced life and contribute his part to the welfare of his fellow man". This definition appears to be based upon the assumption that in the world everyone has a place and the function of the school is to assist the individual find that place and make the most of it, both for him and the society. (Sharma, R. N. & Sharma, R., 2004)

There are many common elements between guidance and education. Guidance and education form the two sides of the same coin. Guidance cannot be separated from education. Wall, W .D. (1968) considered guidance as an intrinsic aspect of education. In other words, it is not possible to think of education devoid of guidance. It was this close relationship between "guidance" and "education" which made the educationists to say that much overlapping exists between the terms guidance and education. Guidance has been an inseparable part of educative process. Guidance refers to a service which should be involved in the teaching situation. Wrinkle and Gilchrist (1957) rightly stated "Teaching without intelligent guidance cannot be good teaching, and guidance without good teaching is incomplete. Teaching and guidance are inseparable.

According to Sharma, R. N. and Sharma, R. (2004) guidance is a means of helping individuals to understand and use wisely the educational, vocational, and personal opportunities ‘they have’ or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and to life.

Dugald S. Arbuckle (1957) stated that, "Guidance is a process of helping, assisting and classifying with the major emphasis on the development of an individual as a happy citizen who is secure enough so that he can work towards helping others to achieve a similar security. This is the basic objective of both teacher and counselors, although they may use different tools to achieve the objectives".

Singh, Y. K. (2007) defined guidance as a continuous process of assisting the individual to make better adjustments and to live with satisfaction and benefits to him and society. More, specifically, the purpose of guidance in the educational process is to identify and to eliminate the causes of failure, mal adjustments, irregular attendance and similar difficulties interfering with the pupil’s progress.

Guidance services are universal. Guidance may be given individually or in the group form. There are certain problems which need individual attention and again there are common problems where, their justifications and solutions are also common. The main philosophy of "Guidance services are to make a person happy because a guidance worker enlightens and reduces the tension that he/she is facing. People in social circuit guide one another informally. They don't realize that they are guiding people but in this scientific modern world there are institutions for their services. Some call them "Guidance as youth service" or "Guidance as child service" etc. The guidance program may be described as having three principal functions: an adjustive function of helping pupils to solve their personal and social problems, a distributive function of helping pupils to select courses and activities which will help them to achieve aspirations, and an adaptive function of fitting the educational program to the needs of the students as revealed by the counselor carefully interpreted data. Guidance services are meant to help students make proper adjustments with the environment in which they are living. Every individual/at some stage of life require assistance. The areas that need assistance are the following:

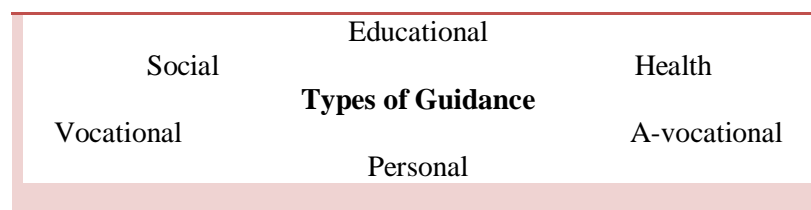


Figure 1: Areas of Assistance in Guidance

1.1.1 Vocational Guidance

It is the assistance provided for selection of a vocation, concerned with enabling students to acquire information about career opportunities, career growth and training facilities. (Chaube, S. B., 2005)

1.1.2 Personal Guidance

It refers to the guidance of the students to enable them to adjust themselves to their environment so that become efficient citizens. Adolescent behavior, to a great extent, depends upon the moods and attitudes of the adolescent. Emotional instability is a characteristic of adolescents and this is often the cause of many of their personal problems.

1.1.3 Social Guidance

It is the guidance to students to enable them to make substantial contributions to the society, assume leadership, conform to the social norms, work as team members, develop healthy and positive attitudes, appreciate the problems of the society, respect the opinions and sentiments of fellow beings, acquire traits of patience, perseverance, fraternity, friendship. The main purpose of social guidance is to enable the students to become an efficient citizen.

1.1.4 A Vocational Guidance

Is the assistance to be provided to student to spend their available leisure time profitably? Activities provide many opportunities for the blossoming of talents of students. They may use their photography, drama; fine arts which have recreational value also students must enjoy life around them through which all round development is possible.

1.1.5 Health Guidance

Implies the assistance rendered to students for maintaining sound health, sound health is a prerequisite for participating in d mental health. A sound 'mind is possible only in a sound body; curricular and co-curricular activities. This type of guidance focuses on enabling students to appreciate conditions for good health, and take steps necessary for ensuring good health, maintaining sound physical and mental health, a sound mind is possible only in a sound body.

1.1.6 Educational Guidance

It refers to the Guidance of students in all aspects of education. The emphasis is on providing assistance to students to perform satisfactorily in their academic work, choose the appropriate courses of study, overcome learning difficulties, foster creativity, improve levels of motivation, utilize institutional resources optimally such as library, laboratory.

There are many common elements between guidance and education. Guidance and education form the two sides of the same coin. Guidance cannot be separated from education. Wall, W .D. (1968) considered guidance as an intrinsic aspect of education. In other words, it is not possible to think of education devoid of guidance. It was this close relationship between "guidance" and "education" which made the educationists to say that much overlapping exists between the terms guidance and education. Guidance occupies an important place in the program of education. True scope of guidance is very vast. It is applicable to the student's educational, social, moral, emotional health, vocational and leisure time needs. So, for an effective survival in the contemporary world, we do need guidance for ourselves, for our children and for our youth. (Berki, B. G. and Mukhopadhyay, B., 2008)

2. OBJECTIVES OF STUDY

Following were the objectives of the study:

1. To highlight the importance of guidance services.
2. To determine the guidance services provided by the institutions in the schools.
3. To know about the opinions of the heads of the government schools about guidance services.
4. To give recommendations to improve guidance services

3. HYPOTHESES OF STUDY

1. Guidance program in the Government schools is not strictly recommended by the Government.
2. No due importance is given to "Guidance" subject in the teachers training institutes.
3. There is no availability of the funds required for the "Guidance" facility by the government.
4. Guidance Services have not received due importance as is demanded in the existing society.

4. SIGNIFICANCE OF STUDY

There is no doubt in the fact that every child whether he is backward, average or superior in any aspect of personality, needs guidance in every aspect of life. He needs proper guidance and proper planning for proper development whereas, the superior child may go astray and the average one may become backward. As a result without guidance, the society has to face a great problem so, guidance is very necessary in school programs. This study will help the pupils to adjust themselves to a variety of teachers instead of only one teacher, instead of remaining in the same room for all classes; he moves from room to room. Guidance program helps to diagnose the learning problems and steps to overcome them. Complex decision should be made with adequate guidance from the teacher and counselor. Much of the success in school and after school life depends upon the right choice of subjects. In this regard, guidance help is needed.

A large number of students are going to colleges and universities without proper planning. They think of selecting a career after finishing their education. Consequently round pegs are inserted in square holes and square pegs at round holes, resulting in wastage of human services. It is, therefore, necessary to have well-organized guidance program to remove the defect. Society itself and its demands are continuously changing and becoming more and more complex without any guidance program it is not possible for a child to cope with the changing society. So, the program of Guidance is needed for all the children in every aspect of their harmonious development.

5. RESEARCH METHODOLOGY AND PROCEDURE

It is a survey type research and descriptive in nature. Its aim was to investigate into the missing component of Guidance services in the Government High Schools (female) in District Charsadda.

5.1 Population of Study

All the principals of Govt. High Schools (female) in district Charsadda constituted the population of this explanatory study.

5.2 Sample of Study

The researcher for the purpose of research did simple random sampling. Principals of Government Schools were selected as sample to collect data and information relevant to the problem under study. In order to collect authentic data, the questionnaire was distributed. Five Principals of Government High Schools (female) were taken.

5.3 Research Instruments

The researcher had a number of tools at her disposal, which could be used for the purpose of collecting data looking to the vastness of the topic the researcher took decision to form a questionnaire.

For this purpose, the researcher prepared a thorough and comprehensive questionnaire, which covered the aspects of the problem under study i.e. investigation into the missing component of Guidance services in Govt. High School (female).

To avoid ambiguity, the questions were constructed in simple and clear words. Each question had two possible responses and the principals were required to tick mark () the relevant one. The questionnaire was designed in English for the sample principals. It was finalized after a detailed discussion, consideration and re-arrangement and after checking its relevancy to the topic.

5.4 Data Collection

The questionnaire was distributed among the principals of Govt. High schools in order to ensure the gathering of correct reliable and first hand information, and after filling it was collected back on the spot. Items included in questionnaire intended to collect data about the missing component of Guidance services in the Govt. High Schools (female) in District Charsadda.

5.5 Data Analysis

For the purpose of data analysis, the data was tabulated and arranged in proper order. Separate tables were made for each of the question regarding the problem under study. The responses were tabulated, organized, categorized and were subjected to analysis as follows.

1. Arrangements of questions and responses were counted and interpreted.
2. After the responses, the findings were made and conclusions were drawn.

The data collected from the school principals was tabulated and analyzed by using percentage.

6. ANALYSIS AND RESULTS

Table No. 1 shows that only 20% Principals were aware about the Guidance Services in the society whereas up to 80% were not aware about the Guidance services in the society. 100% Principals agreed with the fact that guidance plays an important role in the system of education. No principal had given option against the important role played by Guidance services in the educational institutions.

Table No. 1: Missing Component of Guidance Services Government Schools

Item No.	Statement	Yes	No	Total
1.	Is there awareness about "Guidance Services" in the society?	1 (20%)	4 (80%)	5
2.	Do "Guidance Services" Play an important role in the educational system?	5 (100%)	0 (0%)	5
3.	Are the Guidance workers available for "Guidance services in your school?"	0 (0%)	5 (100%)	5
4.	Are the Guidance workers needed in the Educational institutions?	3 (60%)	2 (40%)	5
5.	"Guidance Services" must be started in the schools from primary level?	5 (100%)	0 (0%)	5

The above table indicated that Five Principals out of 5 said that no guidance worker or teacher was available for guidance services in their schools. This showed that 'guidance services' is a missing component in our government educational system. The result showed that there are a lot of problems in introducing the Guidance Services to them. Hence the hypothesis that guidance program in the Government schools is not strictly recommended by the Government is accepted. 100% principals were of the opinion that the Guidance Services must be started in the schools from primary level. Not a single principal disagrees with the opinion. The result showed that Guidance Services were needed for the individual form primary level onwards.

Table No. 2: Missing Component of Guidance Services Government Schools

Item No.	Statement	Yes	No	Total
6.	Are the facilities for "Guidance services in your school available?"	0 (0%)	5 (100%)	5
7.	Does the policy makers regard "Guidance service" as an important part of the education system?	4 (80%)	1 (20%)	5
8.	Is "Guidance Included as a compulsory subject in the teachers training problems?"	0 (0%)	5 (100%)	5
9.	Is literature on "Guidance in the training institutes available?"	1 (20%)	4 (80%)	5
10.	Is there availability of "Guidance cell" in the Education institute?	1 (20%)	4 (80%)	5

Table No. 2 showed that 100% Principals replied that no facility is available for "Guidance Services" in their school. This showed that government schools lack this important component which is needed by every individual in the school situations. Hence, the hypothesis that guidance Services have not received due importance as is demanded in the existing society was accepted. 80% Principals were aware that the policy designers while planning Educational policy do consider the importance of Guidance Services in the Educational system. This showed that the government realizes the fact that Guidance plays a pivotal role in the overall educational system. 80% Principals were of the opinion that literature on "Guidance" as a subject is not available in the teachers training institutes where as 20% said that the literature is available. This showed that the literature is available in some of the institutes but it is not fulfilling the need of the trainees of "Guidance". Hence the hypothesis that no due importance is given to "Guidance" subject in the teachers training institutes was accepted. 80% Principals were of the opinion that the "Guidance Cell" is not available in the educational institutes where as 20% were of the opinion that it is present. The result showed that the material required for Guidance Services is also not present.

Table No. 3: Missing Component of Guidance Services Government Schools

Item No.	Statement	Yes	No	Total
11.	Do you think that "Guidance services" and schools are two opposite fields?	1 (20%)	4 (80%)	5
12.	It is feared that through "Guidance services" the secrets of the students are exposed.	3 (60%)	2 (40%)	5
13.	Parents do not take interest in their children's problems to be solved through Guidance services.	5 (100%)	0 (0%)	5
14.	It is believed that teachers can handle all the problems of a child, so there is no need of Guidance services?	0 (0%)	5 (100%)	5
15.	Do you suggest that "Guidance services" must be started in the schools from primary to higher level?	5 (100%)	0 (0%)	5

Table No. 3 indicated that 80% Principals did not agree about the belief that "Guidance Services" and schools are two opposite fields only 20% agrees with it. This showed that both can go together and are better for conducive environment in the schools. 60% of the Principals were of the opinion that one of the reason for no encouragement of Guidance services in the schools is that the students have a fear that by discussing their problems their secrets would be exposed whereas 40% Principals disagreed with it. This showed the society don't know the real meaning of Guidance. 100% of the parents did not show interest in the solution of their children's problems through Guidance Services. 100% Principals were of the opinion that a teacher cannot handle all kinds of a child's problem. It is often miss-believed that there is no need of Guidance Services in the presence of a teacher. The result showed that Guidance is needed to solve all kinds of problems of a child. 100% of the principal suggested that the guidance services should be provided in the schools from primary to higher level. This showed the importance of Guidance Services in the schools.

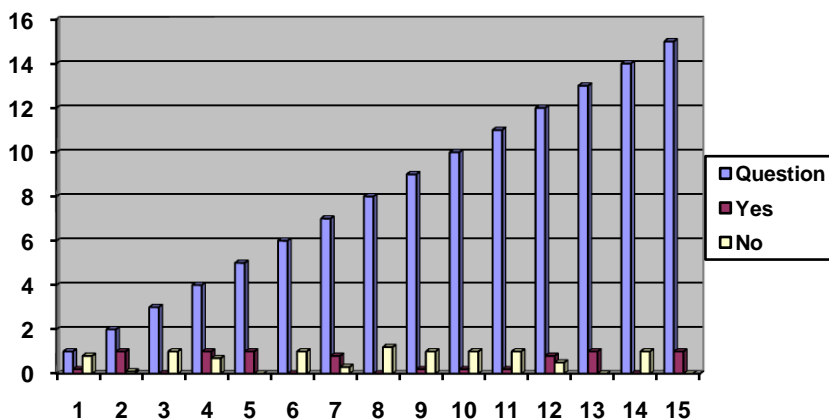


Figure 2: Missing Component of Guidance Services in Schools

7. CONCLUSION

Data collected from the school Principals indicates the reasons of the missing components of guidance services in the government schools. They include, no awareness about guidance services in society, non availability of facilities and guidance workers for this purpose, no importance given to guidance as a compulsory subject in the training institutes, guidance is considered as an opposite field from schools and no interest of the parents in guidance services. Besides these reasons the principals gave opinion that guidance services must be started in the schools from primary level. The policy makers give due importance to the guidance services in the schools but they are not practically worked out. The principals suggest that guidance services must be given importance in the educational field.

8. RECOMMENDATIONS

There should be enough exposure of Guidance in the society through different sources, so that there should be awareness of the true essence and meaning of guidance services.

Guidance should be introduced as a compulsory subject in the teachers training programs and sufficient literature should be provided for the study. Government should not limit the planning for guidance only in the papers rather it should be practically worked out. It is recommended that the teachers of government schools should be given training in guidance during summer workshops. Experts should be invited in these workshops to deliver speeches and provide modern information about guidance to them. One year diploma in guidance and counseling should be started in the training institutes and the teachers should be encouraged to attempt it. It is recommended that guidance services should be introduced in the educational system from primary level to higher level.

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