

GUIDANCE AND COUNSELING AT SECONDARY SCHOOL: A REVIEW OF LITERATURE

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Abstract

This paper reviews the guidance and counseling at schools across the India. The aim of this paper is to overview the guidance in schools through literature review in order to have perspective of this field, and it further tries to find orientation solutions to rural Indian contexts. This paper explores the existing literature and analyzes various works done on the importance of establishing guidance at schools and finds that India is still deprived of the true spirit of guidance, counseling and lack of vigorous research. While comparing the context of India with other countries, it may be inferred that guidance has not yet been paid proper and adequate attention; hence career guidance has not yielded the desired objectives. The current study recommends that willing and motivated staff should be recruited and be given professional training and special courses so that the desired goals and objectives may be achieved. Because the key differences between guidance systems in different countries are related to experiences of economic development, to political system, to social and cultural factors, to education and training system, and to professional and organizational structures.

Keywords: Guidance; Counseling.

DEFINITION OF GUIDANCE

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

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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.

Crow and Crow define, "Guidance is the assistance made available by competent counselors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens". According to Hamrin and Erickson, guidance is "that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs".

According to Jones, "Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose; it assists him to solve problems that arise in his life".

Guidance is a process which helps every individual to help himself, to recognize and use his own inner potentials, to set goals, to work out his own problems of development. It is a continuous process needed from childhood to old age; guidance is not separate from education but is an essential part of the total educational programme. It is broader than counselling and includes counselling as one of its services. According to Butler, the two phases of counseling are 'adjustive' and 'distributive'. In adjustive phase, the emphasis is on the social, personal and emotional problems of the individual; in the distributive phase the focus is on his educational, vocational and occupational problems. Arbuckle has described Butler's distributive phase's guidance and adjustive phase as counseling.

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:**

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).

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.

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.

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.

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.

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)

COUNSELLING

Guidance, which is a relatively more comprehensive process, includes counseling as its most specialised function. Counseling service forms the central part of the overall assistance given to the individual through guidance programme. Counseling is a process of enabling the individual to know himself and his present and possible future situations in order that he may make substantial contributions to the society and to solve his own problems through a face to face relationship with the counselor. "Counseling is a learning oriented process carried out in a social environment in which the professionally competent counselor attempts to assist the counselee using appropriate procedures to become a happy and productive member of the society by formulating realistic and purposeful goals for total personal growth."

Gusted (1953) noted that, "Counseling is a learning oriented process, carried on in simple one to one social environment, in which a counselor seeks to assist the client to learn more about himself and to accept himself, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become happier and more productive member of his society."

Wrenn (1951), " Counseling is dynamic and purposeful relationship between the people in which procedure vary with the nature of peoples need, but in which there is always mutual participation by the counselor and the student with the focus upon self classification and self determinism by the people."

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Roger says, "Counseling does not mean providing a service by means of which specific problem of an individual may be solved. Process should help counselee in gaining clear insight in to the problem and in achieving self confidence."

EVOLUTION OF GUIDANCE AND COUNSELLING MOVEMENT IN INDIA

Good teachers have always been interested in providing understanding assistance to students to help them overcome problems of learning and adjustment so as to ensure optimum achievement and profitable placement. In the ancient Gurukul system of education, there were harmonious relations between the teacher (Guru) and the taught (Shisya). But these were possible because of the small number of students, simple courses of study, the limited job opportunities and the world of work which was almost stable. But now with the tremendous increase in the number of students, various types of courses of study vast curriculum and competitions in job opportunities, the students face more number of problems. Thus there is need for help in the form of guidance and counseling.

In India, Patna University was said to be the first institution which paid attention to the problems of college students and counselling service was provided by the Department of Psychological Research in 1945. In 1955, St. Xavier College, Bombay provided religious counselling and in 1960, the emphasis was given to the personal and social problems. M.S. University in Baroda established the first full time counselling for college students in 1958 and at the invitation of the UGC and with the approval of the UGC, the student counselling centre was setup in 1959. In 1961, Allahabad University organised a counselling centre for its students with the assistance of the United States Educational Foundation in India. In 1963, Wilson College, Bombay setup a counselling centre for its students. In 1965, Annamalai University, Chidambaram (Tamil Nadu) started a counselling centre for its students with the help of a full bright professor. But in 1979, the Draft National Policy on Education of the Ministry of Education, Government of India did not contain anything on Guidance and Counselling service in schools or colleges. In the recent years there are certain private agencies and personnel are providing counselling for the vocationally and personally challenged people.

Guidance and Counselling services consolidated their position in India after the recommendation of the Mudaliar Secondary Education Commission and the Kothari Education Commission, when they were implemented under a centrally sponsored scheme in the states. Due to this central financial aid during the 1960s and 1970s guidance service was then perhaps at their Zenith in the Country. During this period a number of state bureaus of guidance were established and the existing ones were strengthened under the guidance and supervision of the Central Bureau of educational and vocational guidance (CBVEG).

During this period new guidance activities and programmes were launched. Researches were conducted in

1. Organisation and administration of guidance, which included work on its history, need, aims and objectives.
2. Concepts, view points and methods suggested and formulated from time to time for improving the methods and techniques used in the practice of guidance.
3. Vocational guidance covering the results of surveys planned from time to time. Gradually attention was paid to research in other aspects such as counselling and information to follow up also in the late 1970s and 1980s and evaluation of guidance services or guidance interventions as well as some unexplored topics were also considered for research in India. With the neglect of guidance services during the late eighties and early nineties due to various reasons, interest in guidance research also dwindled.

EDUCATIONS AND COUNSELLING

Schools are temples of learning and education is preparation for life. Aim of education is allround development and harmonious adjustment of an individual in various aspects of his life. If this is to be achieved, then education is not limited to imparting knowledge as the duty of a teacher and accumulating knowledge as the duty of a student. The unique potentialities of each individual along

with environmental opportunities will have to be taken into account in making the individual capable of contributing maximum to the society. Thus for self-realisation of the individual, guidance and counselling service is needed. Counselling is a form of education extended to an individual in a scientific manner.

AIMS OF COUNSELLING

1. To bring about the desired changes in the individual for self realisation.
2. To provide assistance to solve problems through an intimate personal relationship.
3. To achieve positive mental health.
4. To help students to make proper and satisfactory adjustments for improved academic pursuits and useful life.

NEED FOR COUNSELLING

In the 10+2+ pattern of education introduced in the year 1978, after completing 10 years of general education at the secondary level, the student has many choices for selection. Either he can enter into world of work or select a vocational course or opt for higher level of academic courses of study through higher secondary. At this adolescent period, the student must know about his capacities, potentials, and job opportunities after higher studies, about the expenses towards higher education, availability of scholarships and the places of admission, etc. He needs professional guidance for right selection of courses of study and personal guidance for his adjustment problems. Even though the present younger generation has many educated adults for assistance, some may be reluctant to approach and in some families the parents may be uneducated. If the parents and elders at home are busy with their work, earning their bread and comforts, the adolescents are left alone without any help and in some cases without love and affection for which they long for. They face heterosexual problems, which they cannot discuss with parents. Apart from these problems, the adolescents do not know the method of studying, method of preparing for the examinations, leisure time management, adjusting with siblings at home, adjusting with peer group members and parents. Many students stay in hostels for acquiring higher education. In some cases even at the primary and secondary level they are put in residential schools.

All these types of students require guidance. Guidance is needed not only for the problem adolescent but also for the gifted student. Guidance is needed to check the dropouts from school, to minimise the incidence of indiscipline. As most of the higher secondary schools are co-education schools, the heterosexual adjustment and friendship need guidance. For the adolescents who lack a sense of direction, purpose and a sense of fulfillment, guidance needs to be made a regular and continuous activity. In educational institutions for optimum individual, social and national development guidance and counselling must form part of education.

A survey was conducted by the All India Educational and Vocational Guidance Association (1960-61) for gauging college students' needs. Three thousand students from seventeen Indian universities responded. The survey revealed students' felt needs. Eleven problems were marked by more than 50% of the respondents.

They were,

1. I cannot do as well in my studies as other people expect me to do.
2. I do not know enough about the qualifications needed for different kinds of work or careers.
3. I worry too much about what my future will be after I have finished my studies.
4. Even though I force myself, my attention will not remain on my assignments long enough to finish them.
5. I do not know how to make friends among the opposite sex.
6. I do not have sufficient information about matters on sex.
7. I do not know enough about my aptitudes and abilities for different kinds of work or careers.
8. It is difficult for me to get the books I need for study.
9. I cannot read fast enough to complete my studies in time.
10. I do not know proper methods of study.

11. I have more difficulty in forgetting my mistakes than I believe I should have.

The survey result reveals that even the college students lack knowledge about the occupational world, unable to make clear decisions, lack of knowledge of methods of study, confused in making heterosexual relationships. Guidance thus assumes more responsibility for every student in every direction. The different directions where guidance is needed are

Vocation

Every vocation requires certain educational and professional qualifications and preparation. So for the students to succeed in any field, from selection to progress, guidance is needed.

Avocation

The filling up of vacant hours of the students is one of the important tasks of education. They should be helped in leisure time management. Directions are needed in choosing hobbies, co-curricular activities, games and cultural programmes so that the out of classroom hours is also a means of development.

Social

As the students in schools come from heterogenous, linguistic and socio-economic backgrounds, the students should be guided in social behaviour like making friends, becoming leaders in their own groups and for proper social adjustment.

Moral

Telling lies, indulging in antisocial acts, having fascinated by heterosexual relationships, and trying to dodge the adults in family and also indisciplined behaviour in school can be avoided by guidance.

Health

Students must be aware of good food habits and ways of improving their physique. Dieting to become thin, obesity and the consequences must be known to the students; specially to. Adolescent girls who are going to be the mothers of next generation. Even the disabled students need guidance care.

Personal

Adolescents have problems related to themselves, their parents, family, peer group members and teachers. These may be jealousy among siblings, domination of elders, maltreatment of children, lack of a sense of being wanted and belongingness. These unhappy situations disturb the mental equilibrium of adolescents which results in poor academic achievement.

Education

Underachievement, failures in examinations, unsatisfactory involvement in academic work, drop out from schools are some of the educational problems for the adolescents. Even the choice of subjects and courses offered under higher education, scholarships available are not known to all the students completely. So guidance and counseling is needed to solve these types of problems.

Marital

The suitable age for marital life for girls has been fixed as twenty one, but all the parents are not aware of the physical and mental maturity of their daughters. In Indian villages even before finishing standard ten, the girls are married. So to have a proper understanding of family life, adjustment in the family with elders and to have a clear knowledge of reproductive systems, guidance is needed.

Apart from the above mentioned fields of guidance, in the present system of education, guidance and counselling is needed to motivate the youth for self-employment, to help the adolescents establish proper identity. Guidance is also needed to check the wastage of student time and money and also huge state expenditure on education. To pursue higher education, youth migrate from rural areas to urban areas and from our country to foreign countries. Unless this migration is checked by guidance

and counselling, the rural talent and our national talent will become unproductive. Guidance is also needed to prevent social damage by the destructive activities of youth.

SCOPE OF COUNSELLING

1. Assisting the students to make right choice in academic and nonacademic purists.
2. Making him realize his potentialities to make maximum contribution to the welfare of the society.
3. Assisting him to make proper and satisfactory adjustment for improved academic achievement

Guidance and counseling is not restricted to problem solving situations only, it is for helping the student to achieve all-round growth throughout one's life. Guidance and counseling to students should be based on the reliable data about them. Parents, guardians, teachers and peers of the student can provide a wealth of data. Besides these, anxiety scale, self - concept test can also be administered to obtain the needed data. Identification of problems affecting academic performance of students and their personality development is the first and the foremost step in the process of counseling. One of the most useful methods for identifying a problem is observation. So teachers who are keen observers of their students will easily anticipate a problem than others.

PROBLEM SOLVING

Different steps in problem solving are

1. Problem identification
2. Gathering the data available
3. Hypothesizing the probable causes of the problem
4. Identifying the data needed and collecting the data
5. Arriving at the actual causes.
6. Implementing the strategy for solving
7. Follow up action initiation

The counsellor teacher can identify the problems by observation. Data can be collected from teachers, peers and from the student concerned. The counselor can make possible guesses about the possible causes of the problems. By interview and personality tests, the actual causes can be listed, and then the counsellor should take efforts to eliminate the effects of the factors that cause the problem and should work for a permanent solution for the problem so that it does not recur.

COUNSELLING TECHNIQUES

Counsellor uses a variety of techniques to suggest appropriate solutions to the problem of the counsellee. Directive counselling is counsellor-centered approach where counsellor plays a leading role. Non-directive counselling is counsellee-centered approach where he is guided to use his own inner resources to solve the problem.

DIRECTIVE COUNSELLING (PRESCRIPTIVE COUNSELLING)

Counselling is possible only when the individual is able to accumulate adequate data to form the basis for an analytic diagnosis of the problem. The counsellor's role is to assist his student in getting such data to suggest suitable solutions. The counsellor plays a prominent and leading role. The possible solutions are suggested by the counsellor himself. The counsellor gives direct advice, suggestions, explanations to the counsellee. The counsellor through repeated explanation convinces the counselee regarding the suitability of the suggested solution. The initiative is taken by the counsellor. The responsibility of the counsellor is to analyse the problem, find out the causes, make decisions, and suggest appropriate solutions to the counsellee for his implementation. **E.G.** Williamson is the chief exponent of this viewpoint and it involves six essential steps:

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1. *Analysis* - Collecting data about the student from variety of sources.
2. *Synthesis* - Organising the data to know about the liabilities, adjustments and maladjustments of the student.
3. *Diagnosis* - Formulating conclusions regarding the causes of problems.
4. *Prognosis* - Predicting the future development of the problems.
5. *Counselling* - Counsellor's step with the student to bring about adjustment.
6. *Follow-up* - Effectiveness of counselling when problems recur.

Counselling Process

The counsellor through his warm and friendly behavior, must create a cordial atmosphere for the counselling session, through a process involving the personal talk in the form of discussion, the counsellor must attempt to understand the various aspects of the problem. The counsellor gives his advice as to how to cope with the problems. He suggests number of solutions and asks the counsellee to choose the appropriate one. The session is terminated when the counsellor is convinced about his future plan of action. The final step in counselling is followup. The effectiveness of the prescription given by the counsellor to the student must be seen in practice. The counsellor keeps a watch over the student's behaviour. The counsellor sees that the problem does not recur.

Limitations

The counsellee may agree to the suggestions and solutions, guided by the counsellor but may face difficulty in implementing and practising the same. This may be because the counsellor while suggesting solutions may not have considered all the issues and the influences on the counsellee. The counsellee may also develop a tendency to become totally dependent on others for finding solutions to any problem.

NON-DIRECTIVE COUNSELLING

Carl R. Rogers is the chief exponent of this viewpoint. It is client-centered approach for solving personal problems of individuals. The various phases of activity involves

1. Opening the session,
2. Establishing rapport
3. Exploration of the problems
4. Discovering alternative solutions
5. Termination of the session
6. Follow up

Counselling Process

The date and time for counseling is decided with the consent of the counsellee. The counsellor may start the session with a few preliminary introductory remarks about the counsellee such as his out of school activities, interests, hobbies etc. This is intended to set the counselling going in a smooth manner and provide a setting for counsellor.

Counsellee Interactions

The second phase is the establishment of rapport by the counsellor with the counsellee. The counsellor's responsibility to create an atmosphere that helps the counsellee to free him from the mental blocks that elude a satisfactory solution to his problems. The counsellor helps him to express his feelings freely. When the counsellee has a clear understanding of all aspects of the problem and its actual causes, the counsellor assists him in working out solutions in the form of readjustment plans. The counsellor does not provide any readymade solutions, but he sees that the solution is arrived at by the counsellee himself. When the counsellor is satisfied with the outcome of the discussion, he encourages the counsellee to use the readjustment effectively and terminates the counselling session.

Limitation

It is time consuming. Many sessions may be required to convince the student to utilise his inner resources for solving his problems.

ECLECTIC COUNSELLING

Using directive and non-directive counselling together is eclectic counselling. F.C.Thomas is the exponent of this view. The counselor may start with directive approach but when the situation demands, he may incorporate non-directive technique.

Counselling Process

The data about the individual is collected by interview and other various sources. Then educational, occupational and other needed informations are given to the counsellee. By establishing rapport, the counsellee achieves emotional release and finally makes decisions and solves his problems. This may be followed by usual follow-up step. Whatever be the technique used by the counsellor, counseling process requires honesty, Sincerity and openness of the counsellee.

TYPES OF COUNSELLING

Counselling can be group counselling or individual counselling.

GROUP COUNSELLING

It is a technique where a group of persons is counselled by applying group interaction method with the purpose of arriving at a solution to the problem common to the group. All the group members were provided with an opportunity to discuss their problem together, in a free atmosphere. Knowledge of reality, self-knowledge and self-realization can be achieved through group interaction process. These help to modify certain faulty social learning and to relearn certain attitudes and dispositions which are essential for healthy adjustment. The counsellor initiates the session with the students chosen on the basis of common problem. Everyone in the group gives his opinion and shows respect for others viewpoint and the group finally take a decision which is acceptable to all. The limitation here is the size of the group. It should be small otherwise the interaction among the members will result in confusion instead of solution.

Techniques of Group Counselling

There are various techniques used for group counselling.

1. Informal discussions

Discussions done under a skillful leader with desirable objectives result in conclusions helpful to the whole group.

2. Group reports

Students with similar specific problems are divided into groups, the solution arrived at is discussed in the larger group.

3. Lectures

Lectures delivered by experts on specific problems are used to impart group guidance.

4. Dramatics

Guidance is given in an interesting way by dramatisation.

5. Question box

Shy students get a solution for their problems when similar problems are discussed in a group.

6. Caseconference

It is an experience in social thinking where the problem faced by the majority of the group is stated concretely by way of a case.

INDIVIDUAL COUNSELLING (INTERVIEW)

Interview is one of the main techniques employed in assisting the individual to understand himself. It is the fundamental operation in the counselling process. According to Bingham and Moore Interview is 'Conversation with purpose'. Irrespective of the nature of the interview, facts about the involved individual are gathered, inferred and sometimes judged and verified during the counselling process. In addition to the obvious picture of the students' traits as obtained through structured tools in the form of data blanks, questionnaire, rating scales, a proficient counsellor can enrich the data collected by having casual conversations with teachers concerned and parents.

Types of Interviews

Introductory Interview

The first interview with the counsellee for getting mutually acquainted and building rapport is introductory interview. It makes the follow up procedure easy. The counsellor introduces himself and states the purpose of the interview to the counsellee. It also develops confidence in the counsellee about the counsellor's competence, interest, knowledge, skill and feeling of freedom. This type of introductory interview does not provide all the data needed to understand the counsellee. To get details about the counsellee, the introductory interview is to be followed by fact finding interview.

Fact Finding Interview

This helps the counsellor to identify the intensity of counsellee's attitudes towards family, friends, school, subjects and situations which **are** not revealed by the counsellee in writing. Counsellor knows about the strengths and weaknesses of the counsellee by this follow-up interview.

Informative Interview

A counsellee may be interviewed by the counsellor with the purpose of informing him about the data collected from various sources. The students who seek educational and vocational choices **require** this type of interviews by expert counsellors.

Counselling Interview or Therapeutic Interview

It is a conversation with a purpose between two individuals in the specific context of counselling. It requires a cooperative attitude and readiness for sharing on part of both the participants, An expert counsellor can arouse a confidence in the counsellee that they are close enough for his free expression of any of his feelings which he cannot talk openly with others. Thus with the development of counselling interviews, the counsellor is increasingly able to understand the counsellee's special need without getting emotionally involved with the counsellee. A proficient counsellor can observe significant facts in the counselling situation. The gestures, looks, tone, pitch and movements of the counsellee during the interview also give information about the counsellee's emotional state, his attitude towards the problem and his ego strength. Termination of a counseling interview should be an achievement experience for the counsellee and fulfilling experience for the counsellor.

EDUCATIONAL GUIDANCE

Students often encounter difficulties in understanding what is taught in the classrooms because of which there are problems such as under achievement, unsatisfactory involvement in academic activities and extra-curricular activities. Among the students, there are poor achievers, high achievers, creative and gifted, and students with low level of motivation. Adolescent students of similar type may be grouped and group guidance may be organised. The steps in organising group guidance programme are:

1. The areas in which guidance is to be organised is determined.
2. Planning appropriately to involve students in the programme.
3. Evaluating the strategies and implementing the same.
4. Spreading the group guidance programme throughout the year.
5. Involving the entire needed faculty in the programme.
6. Evaluating the effectiveness of the programme.
7. Organising follow up.

Besides the general group guidance, teachers may have to design and implement group guidance in their own class for the purpose of general improvement in academic performance. Such guidance must form an integral part of instruction. In these programmes, teachers may have to focus on the progress of the students, common problems faced by them and suggestions for overcoming them, common mistakes committed in tests and assignments and suggestions for improving their academic performance.

Guidance for special learners

Special learners are those who stand out as a distinct set from other students in a class and therefore they require special attention. Educationally they deviate from the average students in their academic achievement. These distinct sets may be classified as: (i) gifted, (ii) creative, (iii) slow learners and (iv) learners with difficulty for learning. Gifted are students who show remarkably high performance in educational endeavours. They have superior intellectual potential and functional ability to achieve academically in the top 15 to 20% of the students in the class. Creative are those who exhibit creativity such as forming ideas or hypothesis and show a different approach to a problem. Slow learners are students who require more time for learning than the average students in a class. They are expected to show a marked educational deficiency. For these learners, individual guidance has to be arranged. Inferiority complex, over dependency, antisocial behaviour, deviant sexual behaviour, and social outbursts are some of the social problems. The common cause for these problems is social environment of the adolescent. The clash between adult expectation of the adolescents and their own standards result in social maladjustment. Social adjustment is also linked with the adolescents' home and school relationship. Poverty, parental indifference, physical and mental disability are also other causes for social maladjustment.

Adjustments in social setup, developing interpersonal relationship, positive attitude towards the values are the expected social qualities of a normal citizen in any society. The process of socialization involves nurturing of likes and dislikes, interests, attitudes, values, goals and aspirations in the hearts of adolescents. Education aims to train the students to become efficient members of the society. If the social needs of the students are not properly fulfilled, they become socially maladjusted. Thus to avoid maladjustment of the adolescent, proper nurturing of social qualities by parents, teachers, peers and elders in the society is to be done.

Recommendation given by Commission and Committees

Many committees and commission realized the need and importance of guidance services at school level. It is also emphasized and believed that educational and vocational guidance could play a significant role in the qualitative improvement of educational standard at all level.

Secondary Education Commission (1953) has given some useful suggestion for school guidance and counseling.

- Administration in education should play more attention to educational guidance.
- Films should be made to create awareness in the students regarding various vocations, their sphere, nature and importance.

Kothari Commission (1964-66) provided the following specific recommendations for guidance in school.

- Guidance should be integral part of education and begin from lowest class in primary school program.
- Organizing in-service course of guidance for in-service primary school teachers.
- Producing occupational literature.
- Helping pupils and parents in choices of further education.

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- Guidance and counseling have an important role to play in the education of slow learner, especially concerning identification of the group diagnosis of their special defect and planning for their education and future occupation.
- Guidance at secondary school level helps in identification and development of the abilities and interest of adolescent pupil.
- A trained counselor should be in charge of guidance program.

NPE (1986) stressed that guidance and counseling service should be strengthened and additional resources should be provided to institutions for extending this service.

NCF (2005) States that, Education needs Vocational and Educational Training (VET) program and it is of career psychology and counseling as a development tool for children at secondary and higher secondary stages, would enable children to plan their movement towards who wish to join them.

Most of the commission and committees are strongly recommended that guidance and counseling for school is one of the necessary service which can create positive academic culture as well as healthy society.

6. Objectives of Guidance and Counseling at Secondary school

Guidance has a wider scope and function than merely that of assisting students in making educational and vocational choices. It provides through developmental stage and it is adjustive. Following are the objectives of guidance at counseling at secondary stage.

- To understand the individual and help him to assess his ability, interest and needs.
- To help him become acquainted with resources and facilities in schools and community, which are available for his information and experiences?
- To help him make the best possible use of his opportunities and assist him in channelizing his energy wisely.
- To help him evaluate his experience, clarify his objectives and make plans for his future.
- It can help to measure their vocational assests and abilities, prepare themselves for entry into the career of their choice, and to get suitable job.
- To help principle and teachers to understand their students as individuals and to create situations in which the student can learn more effectively.
- To find solution of students problems of personal social adjustment in school and at home.
- To collect all relevant information about students.
- To solve students problems through collective and entire community.
- To win the co-operation of students, parents and entire community.
- To provide opportunities for participation in all intellectual, social and cultural programe.

It can help to the students to make progress in their education by eliminating subject difficulties and in development of good study habits.

REVIEW OF RELATED LITERATURE

Introduction

For any kind of study in the field of knowledge, the research worker needs an adequate familiarity with the library and many source of information. A very effective research for specialized knowledge will be possible only with the help of related literature. The review of literature in educational research provides once means of getting to the frontier in a particular field of knowledge. It involves locating, analyzing and evaluating reports of research as well as reports of casual observations and opinions that are related to the individually planned research project. The review of literature is a must for scientific approach and is reported to, by an large by all investigators an all areas of scientific research. One cannot develop an insight into a problem to be investigated into unless one

has learnt what others have done and what remains to be in a particular area of his or her own interest. Thus the related literature forms the foundations upon which all work is built.

Researches in the areas of guidance and counseling in India was first reviewed by Palsane and Buch (1974) and later by Joshi (1979) and Joshi and Joshi and Gakhar (1986).

Further the investigator has categorized the researchers related to the present study into two broad categories namely:

1. Researches conducted outside India.
2. Researches conducted in India.

Researches Conducted Outside India

Emmanuel (1983) made an amendment of problems of secondary school students in a Nigerian state which led to the establishment of counseling services. The development of modern counseling and guidance in Nigeria, while supported by the government has been slow due to the existence of a popular traditional system, acute shortage of trained personal and apathy on the part of some educators and teachers. This study recognizes the absolute necessity of thorough students, need assessment as first step to the institution of meaningful guidance services. The data revealed that the students had needs the educational vocational and personal areas and most students had vocational problems as compared to educational and personal

Rolins (1985) conducted a study of student's perception of counseling service in programmes designed to improve their academic achievement level. The purpose of the study was to compare the attitude of selected students towards counseling services provided by the division of special services in colleges and university in the state of Tennessee. The finding of the study, indicated that females and the students who participated in many counseling functions expressed a greater tendency towards favorable perception of the helpness of the special services that did males and students who participate in few counseling functions. From the above foreign studies it can be noted that students give much emphasis on counseling services but have little information regarding this services and do not know how they would be benefited out of it.

Bennet (1993) conducted a case study of high school advisor mentoring programme. The goals of this programme focused on providing students assistance in course selection and past secondary planning, developing positive self esteem and developing a positive school climate and communication. Data was collected through questionnaire, interview and review of institutional data. The finding reveals that the programme was successful in some areas than in others. Assistance with course selection and post secondary planning were identified as strengths of the programme. P.H.A.S.E. was identified as promoting positive school climate by some students and teachers with few participation, high school students had access to supportive and caring adults who took a personal interest in their academic, emotional and social development.

Nuri (1995) conducted a study on developing career guidance in an overseas school that follows a United States educational curriculum. Programme, using an adaptation evaluating programmes. The purpose of the programme was to access and address the career and college guidance needs of the students in grades seven through twelve at Costa rica academy, a prekindergarten through grade twelve school that follows a United States educational curriculum. Semi structured interview for principal and the counselor was conducted. The findings indicated that students had the following needs: (a) To process knowledge regarding the world of careers and the process of choosing the career. (b) To be exposed to an "on the job" experience. (c) To possess knowledge regarding colleges and universities in the United States, Costa rica and other countries. The propriety of needs and to some extent the types of needs varied from one grade to other.

Hays (2002) conducted a study which highlights the connection between active participation in a developmental classroom guidance programme and students improved perception of academic, personal, social and emotional well being. Assessment and interviews assisted in evaluating the positive effects of the developmental classroom guidance programme and students self perceptions of

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well being. Based on the findings of the study it may be concluded that weekly and structured classroom guidance activities focused on primitive and proactive developmental lessons enhanced the positive perceptions of the fifth grade students who participated in this study.

Researches Conducted In India

Shah (1959) conducted a study on the need of educational and vocational guidance at high school stage. The sample of the study comprised of 250 students of class 11th of 13 high schools selected from the city of Baroda. The data were collected through questionnaire constructed by investigator. The questionnaire was divided into four sections dealt with different aspects viz., General information, educational and vocational plans. The collected data were analyzed by the collected information into percentages. The main finding of the study was the students have no idea about different courses which were available after passing S.S.C examination and thus there was need for guidance programme in school.

Gaur (1970) studied the effect of counseling on potential school failures. A sample of twenty-eight students selected from class 8th and 9th of government higher secondary school from Delhi, based on Intelligent measured by Jelota's test of General Mental Ability and the N.I.I.P.-70/23 (a nonverbal test of intelligence). A pupil behavior cum attitude checklist was prepared and administered to the students. The sample was divided into equivalent control and experimental group. The major finding was that the experimental group students before and after the counseling program differed significantly at 0.05 level, but those of control group did not differed significantly.

Grewal (1971) conducted a study on educational choices and vocational preferences of secondary students in relation to environmental process variables. There were four null hypotheses in the study. The samples were 127 boys and 26 girls from the urban school all in the age group of fourteen to twenty one years, was randomly drawn from the higher secondary school of Bhopal and Indore. Tool used in the study were the Vocational environmental scale, the vocational inventory adopted from Halper's and Miller's occupational and inspirational scales. The major findings of the study were: (1) Boys differ significantly from girls in their level of vocational preferences, (2) Significant relationship were found to exist between vocational environment at home, community and level of preferences.

Dasgupta (1972) conducted a study on pupil's opinion on school guidance services in West Bengal. The Survey was conducted by using a questionnaire with 30 statements. Sample consisted of 280 pupils of classes 10th and 11th (150 boys and 130 girls) with seven different streams of 16 multipurpose schools in which guidance services had been introduced for more than five years. The schools situated in nine district of West Bengal. Major findings were: (a) school guidance service need more social experience, (b) the attitude of the head of the institution, career masters for school guidance services seems to be quite satisfactory, (c) more facilities were needed for dissemination of occupational information, (d) career master require more time for guidance work, (e) relationship of career master with pupils was satisfactory.

Patel (1973) conducted a study of the investigation of self esteem changes as a function of counseling therapy. The sample consisted of 100 students of class 10th of five different high schools of Baroda city. After administering the self esteem scale, two groups, high self esteem and low self esteem, each consisting of fifty students was formed. The subjects of each group were divided into control and experimental group. The two experimental groups were than subjected to group counseling for a period of three months. The group were tested on four measures, viz, self esteem (tool employed on the basis of Stephenson's Q-technique), depression (A depressive effect scale), neuroticism (Panchal's neuroticscale) and anxiety (an anxiety scale prepared on the model of Taylor's manifest anxiety scale-TMAS). The findings were that counseled group was found significantly higher than the controlled group and subjects moved towards greater maturity with the progress of counseling.

Gajjar (1974) conducted a study on the perception of the M.S University towards student personal service. The aim of the study was how students and the teachers aware about student personal service by measuring and comparing perceptions about the services among various segments of the

M.S.University community. Using the stratified random sampling technique a sample of 982 students, 83 teachers and 41 administrators was drawn. In this sample 694 men and 288 women were there. The data was collected through specially prepared questionnaire and were supplemented in certain cases by non-structured interview. Major findings of the study stated that community was not fully aware of student personal service available in the campus.

Ghosh (1974) conducted a study on structured biography of counseling techniques in Indian schools. A sample of 1677 students selected from classes 6th, 7th and 9th which included both urban and rural secondary schools. Data were collected with structure instructional sheet. The analysis of the data revealed that autobiographies were sources of personal information and sex differences were also found in revealing information; boys of class 6th and 8th and girls of class 9th revealed more about their educational development and girls wrote more about vocational choices than boys.

Dandpani (1976) studied on the effects of group guidance programme upon the academic achievement of the high school under achievers. Experimental research method was adopted by the researcher. A pre-test and post-test control group design was used. The sample was drawn from 680 boys studying in 9th standard of English medium of 12 high school of Mysore city, 90 out of 680 identified as underachievers. From this 30 were selected randomly as control and the rest 30 were in the normal group. The group test of scholastic utility (GTSA-verbal) standardized by the state bureau of educational and vocational guidance was used. The major finding of the study stated that academic achievements of counseled group are significantly higher than that of non-counseled under achiever group.

Mathew Anna (1978) conducted a study on the need felt by school students for guidance and counseling. The main objectives were to study the areas in which there is a need for guidance, to study which type of guidance services are needed, to study the importance of guidance and counseling in schools. The sample for the study was 374 students from five English medium schools and four Gujarati medium higher secondary schools. The tool for data collection was both open and close ended questionnaire, constructed by the investigator on the following aspects: Home background, School and Social background.

Dastidar (1981) conducted an analysis of examination anxiety among high school students and evaluation of group counseling method employed to reduce it. A sample consisted of 200 high school students. Out of this top 50% are suffers from examination anxiety. They were divided into two equivalent group having 50 students per group, one was experimental and another was control group. The tools used were Shrivastava's examination anxiety questionnaire, Sen's study habit inventory and a semi structured interview schedule. Treatment was given (pre-test post-test) to the experimental group on the basis of behavioral counseling technique. The analysis was done by chi-square and T-test. Major finding of the study were: (a) Behavioral counseling with the group relaxation significantly reduced examination anxiety as compared to the controlled group, (b) the mean examination anxiety scores of the controlled group increased significantly as the posttest condition.

John (1981) studied the underachievement among college students with a view to formulating a guidance profile. The main objectives of the studies were (1) to identify non intellectual variables which differentiate achievements and under achievement collage students. (2) to prepare a profile of under achievers to help in drawing out guidance programe for raising the level of achievement of under achiever collage students. The total sample of the study was 868 college students, lof whom 616 were pre degree, 254 were degree students. Boy's were455 and girls were 413 both are classified applying regression technique. Achievers and underachievers were found significantly different in terms of (1) optimism-pessimism (2) goal perception (3) decayed gratification (4) self efforts V/S fatalism (5) attitude towards optional subjects, teachers and academic work.

Sangma (1981), conducted a study on the implementation of the guidance programme in high schools of Shillong city. The main purpose of the study was to find out the existing facilities for conducting services in these schools and to study the problems in their effective functioning. Out of 46 high

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schools, all the 15 schools which have adopted the guidance programme have been selected as sample for the study. The tool for the study was close ended questionnaire to collect data from headmasters, career masters and students. The findings of the study says that due to lack of physical facilities and financial assistance, the career masters could not make the programme effective, therefore the programme remains stagnant.

Fernendes (1984) did a study on the effect of guidance and counseling on the academic achievement of under achievers pre adolescents. Objective of the study were (1) To find out the effect of counseling on the achievement of pre adolescent girls under achiever (2) To find out effect and compare with the counseled normal achiever (3) To find out effect of counseling with belonging to families holding white collar and blue collar job. Research design was pre-test post-test experiment. The experiment group has 68 under achievers in class 8th and 47 in class 9th and equal number of students in control group. Analyses of co-variance were used to examining the hypothesis. Major finding of the study were: (a) the academic achievement of counseled pre adolescent was significantly greater than non-counseled under achiever, (b) the academic achievement of counseled under achiever belonging to families holding white collar job and blue collar job did not differ significantly.

Handa (1984), made a study of guidance services in secondary schools of Baroda. The sample was drawn randomly and 20 secondary schools were selected for the study. The sample comprised of principals and teachers from all these 20 schools. The tool used for the collection of the information was a questionnaire. There were in all 25 items in questionnaire. The study revealed that trained counselor is not available, lack of adequate financial support from the government and there is lack of cooperation from the students, teachers, parents and the administrators. The guidance services presently being offered in the secondary schools are adequate in number.

Gupta (1985), made study of objectives, programmes, infrastructure facilities and perceived effectiveness of guidance services in Delhi schools. The main purpose was to find out the physical and financial help provided for guidance services, activities taken up under this service and effectiveness of guidance service perceived by students, parents, teachers and principals. The sample consisted of 100 principals, 100 counselors, 500 teachers, 500 parents and 1000 students selected randomly from senior secondary schools situated in urban and rural areas. Tools for the study were questionnaire for counselor, interview schedule for students, inventory for parents, teachers and principals. Analyses were done by using percentage, ANOVA, T-Test. The findings of the study were most of the counselor used intelligence tests, educational and vocational information collected was disseminated by most counselors through classroom talks. Lack of cooperation and physical and financial help from the schools.

Kamat (1985) did a study on the importance of self concept through personal guidance. Objectives of the study were: (1) To measure the self concept of remand home boys, (2) To study their academic achievements, (3) To give them coaching in school subjects, (4) To find out the difference in self-concept of those boys. Case study and experimental method was adopted. The sample was 14 boys from remand home in Bombay. Questionnaire, interview, observation, personal guidance and reward were tool of the study. A self-concept inventory prepared by Jogeshwar (1975), achievement test in science and mathematics, Bell's adjustment inventory and Kuder's interest inventory were used for data collection. Major findings of the study were: (a) There was significant difference in achievements of the students, (b) The t-ratio of pre-test post-test was found significant at 0.01 levels and self-concept was also found significant at 0.01 levels. (c) Self-concept as a development aspect of personality and it could be improved through interaction.

Dabir (1986) did a study on the vocational aspiration as function of aptitude and motivational pattern among boys and girls studying in standard 9th, 10th, 11th grades in Nagpur district. Sample for the study comprised of 1080 students of class 9th, 10th and 11th in Nagpur district including Nagpur city. The tools used were vocational aspiration scale (VAS) by Grewal, the Differential Aptitude Test (DAT) by Cattle, the achievement motivation test by Prayag Mehta, Edward's personal preference scale (EPPS) and the Socio Economic Status (SES) scale prepared by investigator. Stratified procedure used for analysis. Major finding were: (a) The relation between socio economic status and vocational

aspirations was pre determent, (b) The hierarchy of needs was associated with hierarchy of vocational aspirations.

Tripathi (1986) studied nature of various guidance needs of the pupil of secondary and higher secondary school. Checklist developed consisting of 240 items having a nine different areas. 1. physical health needs 2. Financial needs 3. Social needs 4. Sexual needs 5. Personality 6. Finance 7. Future life 8. Educational needs 9. Vocational needs. Sample was 279 pupil chosen from 24 school situated in different areas of metropolitan Ahmedabad. For data analysis t-test and one way analysis of variance were applied. Finding of the study were: (a) A significant relationship exist between grades of pupils and social personality. (b) Sex of the pupil was highly related with health social personality and need for vocational and religious guidance.

Das (1990) studied the effect of group counseling intervention on the academic self-concept, achievement and school adjustment of 204, 9th students of boys and girls in government secondary schools of New Delhi. The study followed an experimental design wherein the pre-test post-test double group experimental design was used. Group counseling was found to be an effective method for changing academic self concept which in turn, improved academic achievement and consequently improved school adjustment.

Phitaktanakhom (1990) surveyed on the socio economic condition and guidance service in the government secondary schools of the Monthaburi province of Thailand. The purpose was to study the nature of vocational guidance services in the school and the attitude of the school administrators, guidance teachers and classroom teachers towards vocational guidance services which are related to Thailand's sixth educational plan. For the study sample of 13 school's administrators, 46 assistant school administrators, 44 guidance teachers and 246 class teachers from the government secondary schools were selected. It was found that vocational guidance services provided in the special, large, medium and small sized schools were different. The attitude of school administrators, assistant school administrator, guidance teacher and school teacher towards guidance service were not different.

Pandit (1993) conducted a study on present status of guidance service in secondary school of Baroda city. Objectives of the study were (1) To study the status of guidance services in the schools. (2) Physical facilities available in the schools. (3) Financial conditions regarding guidance activity. (4) Status of guidance services in school time table. (5) Various co-curricular activities taken up with guidance services. (6) Views of person in charge and principal regarding guidance activity. Random sampling technique was applied and draws 35 samples from target population. Questionnaire and semi structured interview was the tool of the study. Finding of the study was (a) there was lack of guidance activity and its facilities in school. (b) There has no planned activity but they do have guidance activity.

Raijada (1995), conducted a study on developing and trying out a guidance programme for secondary school students. The purpose of the study is to find out the needs and problems of the secondary school students and to develop an educational and vocational guidance programme based on the student's guidance needs and problems identified. The tool used was: 1. Information blank mail survey, response sheet used as interview schedule for interviewing principals and questionnaire for counselors. 2. Open ended questions for students, teacher made achievement tests, rating scale on guidance programme for students, questionnaire for students, semi structured interview schedule for two selected students. Findings of the study were:- (1) In Baroda most schools don't have full-fledged guidance programme. (2) Lack of funds motivation among teachers infrastructural facilities. (3) Those have fully fledged provide guidance to their target groups only for emotionally disturbed, handicapped, educationally background. (4) Those have full time counselor did not develop guidance programme on the basis of the needs of the students. (5) The guidance programme that was developed by the investigator had not contributed greatly towards immediate academic gain. But there was definite effect of the programme on the lives of the students. (6) The specific benefit of the programme revealed by students was: Knowledge about self through psychological testing. (b) Ease in deciding optional subjects and streams as an outcome exposure to exhibition career talks and further discussions. (c) Knowledge about different educational courses, various occupations and different

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institutions, through career talks, exhibition and reading materials. (d) Improvement in examination results, facilitated by improved study habits and skill of answering the question both acquired as a result of the guidance programme.

Das (1998) conducted a study on designing, developing and try out of guidance services for students and community. Objective of the study was: educational and personal problems of students and problems of talents related to their students; needs of guidance and counseling for students, parents and teachers; to study the effectiveness of guidance programme and provide guidance to some acute problematic students in personal and educational area through the case study. The secondary school combay was taken up as a sample. All the students (1995-96) of std 8th & 9th and their teacher and their librarian constituted the sample. Problems of checklist, intelligent test, achievement test, case study performa and reaction scale were used as tools for study. Findings of the study was integrated guidance and counseling programme was found effective for students, teachers and parents. It was also found helpful in increase the academic performance. This programme was prove here to potential to create a conducive teaching learning climate for students.

Gupta (2002) conducted a study on future awareness, vocational interest and school adjustment of senior secondary students. Objectives of the study were: to study the future awareness of vocational interest and school adjustment of senior secondary students with respect to (1) high income group and low income group (b) urban and rural (c) private and government school (d) high achievers and low achievers. Sample of 991 senior secondary students has been drawn through stratified random sampling. Adjustment inventory, vocational interest record and future awareness scale were used for the study. Data was analysed through statically technique namelt t-test and (product moment co-efficient of co-relation. Finding of the study were: (1) The high income students has been found high achievers and more aware about future then the low income students. (2) The low income group students tented to more vocational interest then their high income group. (3) The male students found higher achiever and higher vocational intersest in the scientific, commercial and agricultural area than female.

Khosravi (2005) conducted a study on comparative relationship between self concept and anxiety among adolescent students. Objectives of the study were: (a) To find out co-relation and school anxiety among Iranian and Indian students. (b) To compare level of self-concept and school anxiety across the gender and culture. (c) To compare and analysis the variables like test anxiety, lack of self confidence and psychological reaction in relation to school anxiety across the gender and culture. Null hypothesis apply among variables. All the students of 8th in English medium schools in Puna and general secondary schools in vvermin city in Iran during 2003-04 constituted the population and sample was 1200, 600 (300 boys and 300 girls) students multistage random sampling technique. Self-concept scale developed by Piers-Haris (1964) and school anxiety scale developed by Philip (1987) have been taken as a tool. Data was analyzed by Pearson's product moment t-test and multivariable analysis and the finding was anxiety factor has always been affected by culture and gender.

Paul (2007) conducted a study of the guidance programme in Navrachna Higher Secondary school of Vadodara. Objectives of the study were (a) To study the resource available for the guidance unit of Navrachna higher secondary school. (b) To study the needs of the students at secondary and higher secondary levels of the school. (c) to study the approaches and techniques employed in the programme to carter to the needs of the students in general and specific. (d) To study the opinion of the students, teachers, incharges and counselors towards the guidance programme of their school. A purposive sample of 60 students evenly distributed asainst all the six standards (8th to 12th) of Navrachna Higher Secondary school was selected for the study. Class teachers of each sections of every standard were included in the sample for the study. Tools used for the study were Questionnaire, Structured interview, Semistructured Interview. The major findings of the study were: (a) 80% of the students were satisfied with the programme as it brought improvement in their studies, modified behavior and solved many of the personal problems. (b) It proved to be solving educational and personal problems of students at higher secondary students.

IMPLICATION OF REVIEW OF RELATED LITERATURE ON PRESENT STUDY

The brief review of research studies indicate that guidance services have rarely been brought to the portals of secondary school. The research in related fields available only in one particular area of guidance and sporadic attempts seems to be made here and there to explore diverse areas of guidance resulting into duplication of efforts of moment or gross neglect of certain other areas. Gaur, Dastidar, Patel and Das conducted the study on to check the effectiveness of counseling therapy and guidance activity. Gajjar and Dasgupta conducted the study upon opinion and perception about guidance services among students. Ghosh and Kosharavi conducted study on psychological concept like to check self esteem and anxiety among different age group of the students. Gupta and Grewal conducted study on vocational interest and educational choices among secondary school students. Only one study of Ronak (1993), regarding present status of guidance services was conducted. Investigator has tried to find out the implications of the review of related literature on the present study. The study was quite old as per the education of new age. Our Indian society as well as educational system rapidly undergoes change. As per the need of changing education system, it should be necessary to the current status of guidance and counseling process. From the review we found that guidance and counseling services has been really effected in school to solve certain educational, vocational, personal and social problems of the students of various age groups and it is very important to know what is the reality of the guidance and counseling services disseminated in the schools and also the need to modify it.

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