



IMPORTANCE OF GUIDANCE AND COUNSELLING IN THE SCHOOL EDUCATIONAL SYSTEM: AN OVERVIEW

Amutha Arumugam¹, Dr.Ganesan Shanmugavelu,PhD²,

Dr.Balakrishnan Parasuraman,PhD³, Dr.Frank Joison Sathya, PhD⁴,

Dr.Baskaran Kannan, PhD⁵, Dr.M.Dhiliphan Kumar,PhD⁶,

Jagdave Singh Avtar Singh⁷

¹Certified Counsellor, Ipoh,Perak,Malaysia

²Senior Lecturer, Institute of Teacher Education Ipoh Campus, Malaysia

³Professor, University Malaysia Kelantan

⁴Assistant Professor, St.Alphonsa College of Arts & Science, Tamil Nadu, India

⁵Senior Lecturer, Institute of Teacher Education Ipoh Campus, Malaysia

⁶Head of Department-Business Administration, Geetha Jeevan Arts & Science College,
Tamil Nadu,India

⁷Principal, Sierramas Secondary School, Selangor, Malaysia

Article DOI: <https://doi.org/10.36713/epra8153>

DOI No: 10.36713/epra8153

ABSTRACT

The aim of this paper is to explore the importance of guidance and counselling in school Educational System. The aim of education has a vital role in the development and abilities of students. Current school education has become an exchanging process between the achievement of aptitude and the competition. Problem faced by the student in the factors effect on educational productivity is much complicated. With education expected of individuals (students) can develop to their full potential qualified personal. Indicators of school success in carrying out their task can be seen from the high academic achievement and a variety of specialized skills possessed by learners and not the least of which involves issues related to academics. While students are required to continue to improve academic achievement, in the midst of busyness and density of academic assignments and extracurricular activities are followed by the students, it implies students need to pursue the guidance and counselling facilities in schools to improve academic achievement. Through these conditions, it is necessary to investigate in depth whether the guidance and counselling itself may play a role in improving the academic achievement of students in school. It takes place for school counsellor's address the academic and developmental needs of all students, not just those in need, by collaborating with students, parents, school staff and the community. Guidance and counselling unit is the school related unit aimed with the key objective of assisting in solving the students' problems and strengthening the efficiency of students as well. This article also examines the aims of guidance and counselling, the role of the counsellor, major guidance and counselling services and methods of counselling. The evaluation in schools to assist individuals (students) to develop the ability to understand them, to solve their own problems, to make appropriate adjustments to these challenges and promote educational success. The objective of this article also to identify anticipated objectives of counselling process, task achievement methodologies and the role of a successful counsellor.

KEYWORDS : School, Guidance, Counselling, Education , Academic Achievement



INTRODUCTION

Essentially, the role in guidance and counselling are the important educational tools in shaping the personality and basic orientation of a student. Well-crafted studies capture the complexities of reality and challenge, when initiated early in the child's life, turn out to be successful over a period of time. Counselling is a relevant skill helps young age child tackle the negative ideas that might have been planted by his/her peers in school and college. The complexities of reality, and make decisions that may highly become important and the role of a professional trainer is gaining prominence. One of the functions of education is developing important intellectual and decision-making qualities that are given an opportunity for students to reach their full potential in the areas of educational, vocational, personal, and emotional development. Guidance is an integral part of education and method of instruction is powerful in helping learners develop the knowledge and skills to deal with centred directly on this function. Guidance and counselling services are with complex structure, prepares students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Gibson, 2008). A simple illustration most important types of educational guidance is directly concerned with students' life therefore, students often encounter difficulties in understanding what is taught in the classroom, laboratories and workshops. Expected change in behaviour is not fully achieved. Failures in examinations and tests, poor standards or assignments, unsatisfactory involvement in the academic work of students are some of the often notice problems. The problems need to be solved maximum extent by assisting them. Meaning educational guidance is concerned with assistance to be provided to the students, which is expected for their adjustments in the schools, selection of curricula and school like, also defined as a sensible growth of the individual. This has to do with knowing their interest, a selection of their subjects, form of their study habits and making their progress in those subjects, activities and passing the examination. It is compulsory to realize that while textual learning is important, the learning self-confidence, cooperation, curiosity, persistence, inferiority and alienation is more important in order to develop a wholesome personality.

A school counsellor is seen as a role model and receives huge respect from students, usually come across as friends with the students. They listen to their complaints, shortcomings, and provide guidance in the quest of moulding them in the right direction towards a successful and satisfactory life ahead. Meaning a significant understand the impact of emotional, hormonal, and societal changes on students. The aspects crafted in line during the

transition of the child from childhood to adulthood, which is a difficult one, even for the most balanced people. Alongside the purpose of outline influence the family, school and its environment have major influence whereby the guidance and counselling process, helping individuals discover and develop their educational, vocational, various psychological dimension achieve an optimal level of personal happiness and social usefulness. Occasionally, the concept of counselling is democratic assumptions that underlying its theory and practice are. This involves each individual has the right to shape their own destiny and, highlighted the relatively mature and experienced members of the community are responsible for ensuring that each person's choice shall serve both their own interests and those of society. It is implicit make excellent progress in the philosophy of counselling that these objectives are more complementary rather than conflicting. The function of those who guide children and young people is not to effort a compromise between the requirements of individuals on the one hand and the demands of the community on the other. While this expansion provides greater choice for individual toward those opportunities afforded by their environment that can best guarantee the fulfilment of their personal needs and aspirations. The concept defines guiding is to magnify the power of the positive, integrative emotions and to minimize the role of negative disintegrative emotions such that they are or service to the individual in their development and adjustment.

One of the major components of that role is accountability a quality time in guidance and counselling which relate to the development of helps figure out, the goal is to improve the student's life by improving the situation for their own benefit, rather than correct it for the benefit of the school. Guidance is the process can provide quality instruction in which person able to know their ability, interest, a capacity that will help in the encounter of problems faced by them. The opportunity to understand the beliefs and practices in guidance process a dynamic interpersonal relationship that is prepared to influence the person's attitude and follow-up behaviour. Whereby, the narrow concept defines the objective guiding is to assist students and teachers in making available desirable qualifications and skills rather than achieving the goals of educational programs. The broad view of counselling is the sharing of thoughts, reciprocal logic and guidance between groups or two. The goals among students very much focused on academic performances, but they never assess themselves because they haven't explored in schools/colleges. They are practiced emphasize choose their career not assessing self, but with the influence of others expertise. This dimension relates to self-assessment of students that can be able



to know about their interest area, abilities, personalities, analytical level, and suited work styles. It is widely known factors play a significant role in stream and career selection. Modern time, most of the students depressed related to a career decision, therefore the simple and straight reason is lack of knowledge of current trends and developments, available streams, unable to know themselves. Hence, guidance and counselling come into the existence and the trend is increasing day by day. The counsellor experts have wide knowledge about current trends and developments, available streams and factors that have a major influence on career decision-making planning. Perhaps, the counsellor will be responsible to enhance the guidance and counselling to the students for encounters overall problems related to career and update them related to current trends developments with available streams. In conjunction guidance and counselling process, students will be able to know about themselves and easily encounter the problems that they face in day-to-day life that most important to brighten in their successful career. Throughout the psychologically proven, in which individuals are strong, find interesting to explore that area and easy to build their career in the same field. Thus, in the current trend, guidance and counselling are very much required for students to identify their strengths, weakness and at the same time work on their strength in the area of interest to do wonders in the future.

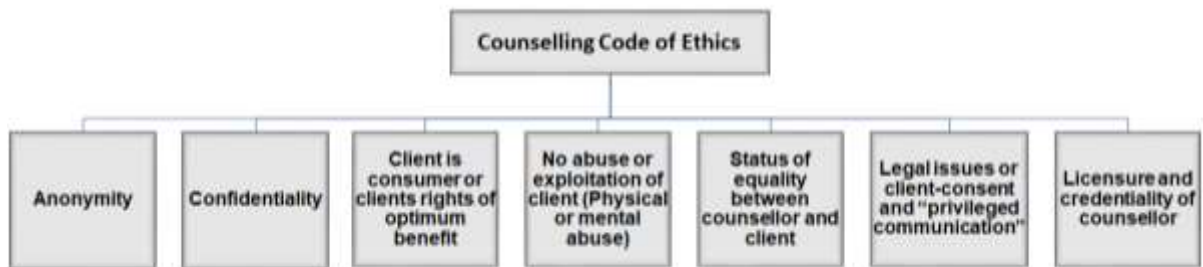
Current study illustrates the growth of individual people to gain self-understanding, self-direction, and to adjust maximally to the environment (Biswalo, 1996). Subsequently empower the level of support to designed people in deciding where they want to go, what they want to do, how to get to their destination, and how to solve problems arising in their life. Guidance is an umbrella term embracing counselling services, which help an individual grow in self-understanding and consequently in making wise decisions for best adjustment's, Sima (2006). The concept of guidance is concerned with the optimal development of the individual and process guidance helps the individual in self-understanding, especially strengths and limitations in self-direction also ability to solve problems, make choices and decide. In this situation the major key effectiveness school as recognize playing an important role in nurturing the most significant phase of a youth's life as a socialization agency and as talent fulfilling formal institute. The true facts related to present day student problems, it could be conceived that the experiences related to domestic problems and complexities related to the school environment, causes severe impacts on study productivity. Although, social integration was treated as a solution for most of the social problems in rural society. The educational guidance and the school counselling

established in schools to solve study related and non-related problems of students. This helps the students to ease out the day-to-day educational problems and take decisions to assist the students to increase the educational efficiency by establishing required programs. In addition, the strategy of involving multiple essential factors for a student to identify and provide guidance on his/her cognitive skills, motor skills and attitudes or potential skills. Counselling is a process of building up personality characteristics, enabling the student to get rid of their confused state of mind. Counselling is conducted to gain knowledge about the lifetime experiences of the student and in order to settle their problems relevant to emotion and interrelationships. Counselling has to be conducted by trained professionals and the process of solving problems includes, gaining a proper understanding about the problem, assess it, evaluate it and find solutions with regular follow-up an action.

Code of Ethics

The Code of Ethics notes that, counsellors work with clients either individually or in groups, to whom they supply professional services concerning educational, vocational and personal/social development, respect the dignity, integrity and welfare of their clients. Ethics are anonymity, confidentiality, consumer rights and no exploitation of client/counselee. Therefore, it is equally important healthy relationship between counsellor, and counselee's, legal rights of counselee and credentiality of the counsellor as professional ethics. Basically, the counsellor will design an essential way by promoting clients' control over their own lives, and they respect clients' ability to make decisions and engage in personal change in the light of their own beliefs and values. The professional services offered by counsellors involve a special relationship of trust and confidence. Counsellors role to ensure the competence, responsible for maintaining trust by setting and monitoring appropriate boundaries in the relationship, and making this explicit to the client and relevant for others. Some essential assumptions for counsellors to follow are:

- The professionals and practitioners comply with the provisions of the Code of Ethics.
- Serving and important part of the complete service without engage in conduct (whether in pursuit of their profession or otherwise) which is dishonest, or which may otherwise relate to the profession of Guidance and Counselling into dishonour, or harmful to the administration of justice.
- Manage the ethics and etiquette of the profession.
- To be a knowledgeable profession in dealing all tasks accordingly.



The relationship with the client is the foremost concern of the counsellor, but it does not exist in a social vacuum such as sensible regard for the social context of their responsibilities, which includes colleagues, the law and the wider community. Counsellors are recommended to deal with ethical dilemmas by engaging in the formal decision-making process presented and strongly recommend supervision as an integral part of the professional practice of members. The Code of Ethics gives details on best practice with regard to competence, conduct, confidentiality, consent, testing, evaluation and research.

Purposes of Guidance and Counselling

The term guidance and counselling are often interchanged, due to their close relationship with one another and the fact that, at times, the functions of the two have a significant overlap. However, aim of guidance and counselling is to unfold the potential lying in and individual to lead them to self-realization. The aims at breaking self-limiting beliefs of the individual and helping them to achieve one's goal in life.

Guidance - becomes clearer when it is taken back to its root verb to guide and the definition of this verb is to lead the way, to assist, to accompany and give direction to further choose a certain path. Specifically, the guidance is the process of guiding a person along a particular path, of showing them what they should do, how to do it and explaining why it should be done, and in this way. The aim of guidance, is to lead an individual into a pre-determined direction of the leader's choice. The purpose is to develop the individual to follow the path selected for them, or behave in a particular way.

Counselling - the verb counsel is defined as to advise, to recommend the adoption of a plan of action, to direct the judgment of another. The counselling defined the interchange of opinions with regards to future procedure, deliberation, consultation. Counselling also is the process of advising an individual while at the same time encouraging them to voice their own opinions and use their own judgment with regards to future actions or the resolution of problems. The main purpose is to contribute individual in becoming psychologically mature and able to realize their potential. The goals

of counselling are self-realization and self-actualization of an individual, providing them with self-direction and self-motivation.

Basically, guidance and counselling deal with the issue or matters outside the field of teaching practice, but indirectly support the achievement of educational and teaching objectives in the school. This activity is conducted through a special service to all students in order to develop and utilize its full capabilities to enable individuals to:

- Design the achievement in the study, career development and life in the future.
- Elaborate all the potential and strength it has as optimal as possible.
- Some adjustment in the education, community and work environment.
- Develop some obstacles and encounter the difficult path in the study, adjustment to the educational, community, and work environment.
- Organize being a respectful of others, not harass their dignity or pride.
- Ensure awareness of responsibility that manifested in the form of commitment to the task or obligation.
- Develop the competence to make decisions effectively.
- Enhance extraordinary motive for lifelong learning.
- Come up with positive attitudes and learning habits, such as reading habits, discipline in learning, having attention to all the lessons, and being active in all learning activities are programmed.
- Endure the preparation and ability to face exams.
- Encompass self-understanding (ability and interest) related to study.

Guidance services in schools are more mainstream to the students, because the students are the center of attention in the education process at school. Students following the education program tend to have difficulties, that among them in terms of understanding, abilities, coming up difficulties. Furthermore, potential that has been optimised, understanding the situation, conditions appropriately



in the environment in schools, community and family with special functions:

- **Development** - focus of the guidance and counselling is to qualify in the areas of personal, social, educational and career development. Thus, to be more comprehensive to design the personal therefore, the counsellor constantly strives to create a conducive learning environment that facilitates the student's development. Counsellors and other school personnel work together to formulate and implement a systematic and continuous the guidance program in order to help students achieve their developmental tasks. The skills and competencies within the context of a lifelong learning framework Guidance techniques that can be used here are information services, tutorials, group discussions or brainstorming (brain storming), homeroom, and field trip.
- **Adjustment** - refers to a process in which an individual finds and adopt modes of behaviour suitable or the changes in the environment. Whereby, broad adjustment engages an individuals' general adaptation to own environment and the demands of life as the way one relates to other people. This dominant interpersonal behaviour, handles responsibilities, deals with stress, meets own needs and life satisfaction. The need for guidance and counselling services in all schools cannot be overstated due to increasing complexities of modern life that have placed heavy demands and responsibilities on school students. These impact quality of students' aspect with numerous personal, academic, social and emotional needs and problems when unattended could lead to host patterns of undesirable behaviours. The responsibility of a school guidance and counselling programs have therefore been introduced to assist students to overcome and adjust to a host of social and emotional challenges they experience at home and at school.
- **Channelling** - developing the positive actions and attitude required to achieve their educational and future professional goals, therefore guidance and counselling will function in assisting individuals to choose activities and establishing with interests, talents, skills, and other personality traits. Understanding the effects in performing this function, the counsellor should cooperate with other educators within the board outside the educational institution. Developing these critical and problem-

solving skills support students in getting familiarized with practical reasoning and in making complex choices, learning process also being able to adjust to the life of the group. Recognizing and understanding the guidance is intended to assist students in solving and overcoming difficulties related to social problems, so as to create a conducive learning environment. Generally, the counsellors lead the traditional way in guiding the students while taking the decisions, mostly take the rational and linear path in order to guide the students.

Characteristics of Guidance and Counselling

The term of counsellor is a very important and valuable position in any educational system that can help a student deal with current personal issues, academic challenges, prepare and plan for the future. The strong focus on personal development strives by guidance counsellors, also known as school counsellors, help students survive difficult classes, peer pressure, depression and other problems that hurt their odds for success. A deeper appreciation of the counsellors needs several qualities, including people smarts, math abilities, observational skills, a good thinking cap and compassion. In order to fulfil their roles as counsellors effectively the advanced education also helps counsellors understand how to keep students on the right path academically and socially with:

- **Be an excellent communicator** - Having excellent communication skills is one of the most important skills as a counsellor. A big part of being a counsellor is listening to students, and then responding thoughtfully and effectively. Able to communicate ideas, thoughts, and feelings verbally is a trait that can never go unrecognized as a counsellor. Often, be bouncing ideas off a student to help them reach a crucial decision or discussing a student with their parent or a team of faculty members therefore, convey assessment of student verbally is vital.
- **Appreciate diversity** - The development and distribution of the understandings, skills, and attributes across students happen for a multitude of backgrounds, and being able to accept and embrace diversity is another trait that is crucial of a counsellor. From this perspective students begin from all walks of life and all types of families, and helping students learn to accept and embrace their own diversity in a school setting is critical to a counsellor's success. Potential the student has problems at school or at home, a guidance counsellor must consider how that student's socioeconomic status, race,



ethnicity, religion, sexual orientation, or gender identity may come into play. A counsellor must be able to listen to and help students from all walks of life.

- **Be friendly** – The skilful counsellors must be warm and approachable to their students, also to parents and faculty members. Being open and extrovert will often mean that students will trust counsellor more than they trust their parents, and students getting to open up and let go of their burdens is one of the most rewarding things as a counsellor can accomplish. One of the most important characteristics of a counsellor is the ability to be friendly to students, therefore this may be able to gain the trust of students in order for them to be the most effective. The strategy of involving students overworked and set with heavy accomplishment lists, so having someone to listen to their troubles is a way to make students feel less stressed. Although, the connection with a student, counsellors likely need to be able to be friendly, once they have formed a relationship with a student, a counsellor can start to help the student.
- **Be authoritative** - This review reveals that if the situation calls to be authoritative, a guidance counsellor must cross the boundary from a friend to professional. When situation incur such as abuse or neglect is suspected or present, or if a student is engaging in risky or harmful behaviour, a counsellor must know when to express their authority and take the proper steps to ensure their student's safety. A counsellor able to provide direction to a student to be sure they are making the right-choice, this will require the counsellors be authoritative and even punish the student for mistakes made.
- **Be well-rounded** - A counsellor will often have a wide range of interests outside of work, and never know when one of these interests will resonate with a student and prompt a connection that gets student to open up to the counsellor. Being able to speak about own experiences in life will allow the counsellor to bridge gaps with students, offer advice, share tips and building blocks for social development.
- **Have good evaluation skills** – As role counsellors spend a lot of their time evaluating test scores or administering tests to students. The importance being able to accurately evaluate and translate these results to discuss a student's academic performance, or aid a professor in making

an accurate assessment of a student's skills a vital. A sustained commitment to facilitating positive transformation and human-to-human connection is a key to success, meaning beyond the exam is a part of what makes an effective counsellor. Think critically and conceptualize students to see their test scores as very black-and-white in regard to their future prospects hence, it is the job of their guidance counsellor to offer the shades of grey in between and explore all opportunities available to their students, regardless of test scores.

- **Knowing when to act** - A counsellors at times have to help students dealing with neglect, abuse, risky behaviour, or other dangerous circumstances. To develop and ability to recognize a harmful or potentially life-threatening situation and taking the steps to help remove students from these situations is a key skill for any school counsellor.
- **Empathy** - A counsellors endorse positive environment and enhances the student's abilities to properly manage dealing with bullying, disputes with friends, problems at home, and so much more. Recognizing and understanding all these skills aid students, including the competence to perceive another's experience and then to communicate that perception back to the individual to clarify and amplify their own experiencing and meaning. In reality to enhance this concept effectively, the counsellor must be able to empathize with what students are going through and channel this into a compassionate response.

Benefits of Guidance and Counselling

The alignment is most noticeable in the dimensions of the guidance and counselling, especially in the modern age have become escalated needs because of a multiplicity of problems that the individual faces in important domains of life. This was reflected in the strategies of guidance and counselling help to recognize, understand about one's talents and abilities, help to develop an optimistic outlook for removal unwanted behaviours, it aids to develop resourcefulness and self-direction in adapting to changes in society. Among the learning opportunities created, students are given solutions on how to deal with psychological problems which might affect their studies. Through this, the students are able to develop problem solving skills which help them to deal with particular issues surrounding their lives. However, the framework imposes the students are advised on how to cope with different situations facing them in their school life. Thus, illustrate on



how to relate with their peers. It helps to shape a student's behaviour and discipline in students. Mostly the concept of guidance and counselling in schools is to make progress in academic achievement, increase acquisitions and application of conflict resolution, promote affirmative study attitudes, behaviour and reduce school dropouts. In reality the individual who is guided and counselled in a right way tend to know what to do and how to do such things. Guidance and counselling are important for students, and schools have a huge role in bringing out the best in students. However, it gives opportunity young minds need guidance to polish their personality through counselling, students are given advice on how to manage and deal with emotional conflict and personal problems. The characteristic of counselling will help incorporate valuable lessons in their daily life. Meantime enhances students to talk about various things which they feel uncomfortable talking about with their parents which include things like drug abuse. This may enforce the students to become better people because they are taught by the counsellors about how to behave in a proper manner. It will encourage students undergoing difficulty in their lives have a good place to ask for questions and clarity from the guiding and counselling office. Herein list of some of the benefits that students get from effective guidance & counselling:

- i. Guidance is promotion of growth of the individual in self-direction on how to deal with psychological problems which can badly impact their studies. This process allows to learn to adjust to with different types of problems and to develop certain problem-solving skills which to an extent help deal with particular issues surrounding their lives.
- ii. Every individual has a source of self-respect therefore students are advised on how to cope with different situations they tend to face in their school life. Every individual is gifted with certain potentialities, capacities and talents, how should they talk politely or relate with their peers. In that case excellency is required in the development of talents and provide guidance that will give them perspective on how should they behave in certain scenarios.
- iii. It helps to shape a student's behaviour and also instil enough discipline them. Guidance and counselling, obtain individual a benefit by accepting the decision with proper guidance helps them achieve their goals, know what to do and how to do things in the best possible way.
- iv. Self-understanding discovers students learn how-to live-in peace and harmony with

others in the school community. In this manner, every individual will learn to appreciate other people in their class.

- v. It is a sort of help developing healthy ideas and making adjustments, may help bridge the gap between students and the school administration, since they are able to benchmark their obstacles through a proper counselling channel.
- vi. To make a right start, helping process will achieve individual get comprehensive advice on career, courses and jobs that enable them to make a proper and informed choice and understand what are the aims growth in intellectual can do after they are done with school.
- vii. This was reflected in the concept against reality and allows students to talk to teachers about various experiences that make them uncomfortable. The important psychological foundations openly share problems that they cannot share with their parents.
- viii. Essentially, the most important aspect related to alcohol, drugs, personal feelings or any kind of abuse, can be openly discussed. Guidance and counselling are helping an individual to establish better human beings since they are counselled on how to act and behave in a particular situation.
- ix. The student responsibility enables adjust in different situations, undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling.

Guidance and Counselling Development Measurement

- 1.0 A process of learning and
 - 2.0 management of socially approved knowledge, involving and approved curriculum and pedagogy, paid
 - 3.0 professional educators, compulsory attendance of pupils, and school groupings (Scott, 2005, page
 - 4.0 581). According to this definition school is the institution mainly concerned with education within a scope of
- Counselling methods and points of view have developed from research and theories about how individuals grow and develop, change their behaviour, and interact with their environment, however, they focus attention on identifying, analysing the problem and finding an appropriate solution to it. The counsellor tends to make use of test data, school records, and reports, and to be more disposed to giving advice and information.



According to this definition school is the institution mainly concerned with education within a scope of accepted subject curriculum, teaching techniques, vocational and professional education, compulsory attendance organizational teaching procedures. There is a strong practice to achieve the established school goals that relate to the role of the student and the role of the teacher in school being more balanced and creating suitable environment to endorse the education becomes an extreme background for fulfilling the objectives in education. The educational guidance and the school counselling are a special unit established in schools to solve study related and non-related problems of students. These factors helped schools to maintain helps the students to ease out the day-to-day educational problems and take decisions to assist the students to increase the educational efficiency by establishing required programs. According to St. Julie Billart mentions, education is a psychological development and a social integration process as a psycho development process, it is necessary to pay attention towards the two units namely, “*individual person*” and “*society*”. When the student is treated as one single person, there are various factors related to their strengths, weaknesses, opportunities and threats as well. The school acts in the process, identifying the strengths of the students and brighten them, therefore, it is an essential factor for a student to recognise and provide guidance on their cognitive skills, motor skills and attitudes or potential skills. At the same time, students may face psycho-social problems owing to their physical and mental defects attached not only with the maintaining of interpersonal relationships relate to the study concept, coaches, colleague groups, administration but also their family background. Some practices which are faced by the students can be listed as below:

- i. Forgetfulness about learnt lessons.
- ii. Weakness in concentrations
- iii. Dislike for studies.
- iv. Sudden breakdowns in learning
- v. Laziness to learn and attending to the school
- vi. Think to escape the school
- vii. Low achievements or High achievements (Over achievement)
- viii. Slow in studies or Backwardness
- ix. Carelessness
- x. Forget to do homework
- xi. Examination phobia and social phobia.

The process is providing guidance for the student to select the subject preferred for the profession and help to identify student who are suffering from problems to line-up the life. There are two main functions in guidance service as below:

- ***Assist in the teacher to solve the educational problems*** - guidance service activates in two ways to solve educational problems, that is providing the teacher with required methodological assistance for teaching and providing opportunities to strength the teacher with student relationship. The activities including building up of a required study environment for the teacher to teach with productive results, supplying the necessary tools and promote awareness about teaching techniques are accomplished by the students. Teachers’ role is very important to enable the student to remember the teachers and emerging of a successful teacher is one of the objectives in the educational guidance process. The idea of the guidance process is to build up a better interrelationship between the teacher and the student enable a healthier understanding about the student which will result a successful and productive teaching process.
- ***Assist in the student to solve education related problems*** – the objective of the guidance process is to solve the educational problems of the students. When considering about the individual personality development level, schooling, age is the critical stage, hence the student regularly becomes a person enabling to hold social responsibilities. Only the guidance process can protect the student from drug and liquor addiction, school leaving, sexual experiences and unrest at a young age, including the development of physical, mental, social, personal, moral and religious. Essentially, guidance and counselling are a process that can influence the student’s life directly, helps the student to enable the educational experience more fruitful and efficient.

Apart from guidance, counselling connection is a professional relationship and objective is to empower psycho-social development of a person with a psychological view encourages people to overcome by guidance, knowledge, reinforce the personality and through a course of mental therapy. Therefore, counselling is a healing process in a psychological basis, characteristics of person are identical and heterogeneous problems of students are varied. Therefore, the definition given by the Counselling Service Association is as follows “*The role of counselling is to pave the way to reveal the possibility of identifying the lifestyle of each person according to their behaviour*”. This explains that there is a vast difference between advice and counselling whereby, counselling is a process of assisting an individual who seeks a solution for a problem based on Webster Dictionary “*counselling is*



a process of a consultation and mutual exchanges of opinions deliberation". Counselling also categorizes as a discussion of an amicable exchange of friendly criticism hence, a process of building up personality characteristics that enabling the individual to get rid of their confused state of mind. This is conducted to gain knowledge about the lifetime experiences of the client and in order to settle their problems relevant to emotion and interrelationships includes, thought about the dilemma, assess it, evaluate it and find solutions with regular follow-up an action. Generally, school counsellor has a significant role that organizes the required background for development apart from the school curriculum. The guidance can help student clarify the role of positive emotions that are constructive and integrative whereby, the negative emotions are disintegrative and disruptive the part they play in their life. Guidance is concerned with the development through adjustment and therefore, ought to be designed to individualize educational programmes and enhance the capacity of more effective choice-making. Counselling is psychological in solving personal problems, personality inspections, intelligence tests are carried out to identify the mental problems of students. Counsellors encourage the students to solve their own problems by themselves and there are several problems with students, which can be solved by counselling and psychotherapy:

A process of learning and management of socially approved knowledge, involving and approved curriculum and pedagogy, paid professional educators, compulsory attendance of pupils, and school groupings (Scott, 2005, page 581). According to this definition school is the institution mainly concerned with education within a scope of

- i. Problems arising from inter-relationship.
- ii. Sexual problems
- iii. Problems about parents
- iv. Feeling of stress
- v. Conditions arisen from separation and losses.
- vi. Feelings arisen from jealousy and enmity
- vii. Problems related to deaths and separations
- viii. Feelings of confusion state
- ix. Inability to decision making
- x. Emotional and sexual abuse
- xi. Anger management
- xii. Anxiety and sorrow

Counsellors apply various strategies to identify the students relevant to psychiatric defects, students' problems are identified by the counsellor through, discussing with the class teacher, subject teacher, prefects, students and keeping a box for taking suggestions and problems. A successful counsellor will encourage the student to spend a happy life and

initiates the counselling process after identifying the student that with problems. Therefore, it reveals that developing the knowledge in a way to lead a happy and prosperous life as well develops the standard of living with moral values through the improvement of educational efficiency called the seeds of development.

Types of Counselling Method Approaches

Counselling methods and points of view have developed from research and theories about how individuals grow and develop, change their behaviour, and interact with their environment. These counselling methods are generally classified into three.

අ"කේරාල .#.ආ .,2008,

මෙතන

යාමක

උපේශය

, %&ෂ ම(ර ඊ රකාශන,කේල:

• Directive Counselling

The directive counsellor is said to be more interested in the problem than the person as in the counsellee. This belief is an exaggeration as the student and her problem cannot be separated. However, the directive counsellor focuses attention on identifying and analysing the problem and finding an appropriate solution to it. The counsellor tends to make use of test data, school records, and reports, and to be more disposed to giving advice and information based on such data (Coleman, 2009). Directive counselling seems to be most successful when the counsellee is relatively well adjusted, the problem is in an intellectual area, a lack of information constituted the problem, the student has little insight into the problem, inner conflict is absent, and the client suffers from anxiety, insecurity, or impatience (Coleman, 2009; Parsons, 2009). This type of counselling is directed in its nature that the counsellor plays an important role in it with authority states a judgment over any problem. The student has to cooperate to counsellor and they have to work under the counsellor.

• Non directive Counselling

The objective of non-directive, approach more effective in the treatment of many types of emotional problems. However, many cases merely call for information or some other routine assistance. Although there are many proponents of non-directive counselling, among them Carl Rogers is best known, started the movement and has given leadership for more than six decades (Rogers,1942). The aim of non-directive counselling is, according to Rogers, to help the student to become a better organized person, oriented around healthy goals. The aspiration of the student enhances prepare to be a united purpose, the courage to meet life and the obstacles that it presents. Consequently, the client takes from his counselling



contacts, not necessarily a neat solution for each of their problems, but the ability to meet the problems in a constructive way. The effectiveness of this type of counselling process provides students a great opportunity for free expression in which he/she could give information to counsellor completely. The complexity of the individual will work with counsel, democratic in behaviour where counselling develops further insight, a more complete and accurate understanding of the problem. Meaning the student will play a strong role that aims to explore instructional practice as client centered counselling.

- **Eclectic Counselling**

Eclectic counselling is the result of selecting concepts from both Directive and Non-Directive approaches. The element in this type, counsellor practice whatever approach seems best suited to the situation. Real help given to most students in schools would be located between the highly directive and the eclectic views rather than client centred (Coleman, 2009; Parsons, 2009). The counselling service is designed to facilitate self-understanding and development through dyadic or small group relationships. The purpose of such relationships tends to be on personal development and decision making that is based on self-understanding and knowledge of the environment. The counsellor assists the student to understand and accept clarifying their ideas, perceptions, attitudes, and goals which furnishes personal and environmental information. Perhaps, the plans, choices, or problems, seek to develop the students' ability to cope with solving the problems and increased competence in making decisions also plans for the future. In this situation, counsellor offers many alternative solutions of a problem from which student could select the most appropriate one. Concepts are interpreted and counsellor has the effect of counselling on the student's mind, therefore it will be effective for teacher use this type of counselling according to the need and nature of students as well as problems.

Evaluation of Guidance and Counselling in Student's Life

The element is directly related with evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relation to specified standards. In evaluating a function like guidance and counselling services, the counsellor attempts to determine to what extent the objectives of the service have been attained. Evaluation is the mean by which school personnel can better judge the extent to which these objectives are being met (Popham, 2010).

1. **Do you think that every school student needs guidance and counselling?** The category identifies students do not stand in need of guidance and counselling, and that it is only in

the case of deviates that something needs to be done in order proceed with right path. It is a common experience of teachers and others who have to deal with youngsters that the so called 'trouble maker' has dilemmas of their own and suffering from mental and emotional unrest. Normally student who behave abnormal reactions to any given situation, are generally found either to be physically, mentally, emotionally or to be extra-ordinarily gifted academic, social mechanical or creative talent. In this scenario, individual will demand excessive attention and time from their teachers and classmates. This has created the misconception that needs help, guidance and counselling, that give each student an equal opportunity to perfect by the best education that can be provided. In view of this, all students should need guidance even student who are considered as normal differ in their capacities, physical, mental, emotional, in their interest, readiness, motivation to learn, in their personal problems, in their dreams and aspirations.

2. **How to do counselling of students in the most perfect way?** Counselling is an integral part of the guidance programme. The aim of guiding is to understand, help student and that is the first thing a guidance works. If a counsellor has accurate and reliable information about the student, therefore counsellor will be able to get a vivid picture of the individual. It is comprehensive and significant competence information is essential to know and understand the individual well. Any worthwhile counselling should concentrate upon the individual and their problems. In the counselling the following two types of techniques are to be taken into consideration.

a) **Individual Technique:** Counselling is the most important technique which can be designed to work with pupils individually.

b) **Group Technique:** Group guidance is another most important technique which can design appropriate, work with pupils in group mobilising and making available school, community resources and services.

Counselling also a core of the entire guidance programme. It has been considered the most vital and intimate part of the guidance and counselling that defined as a face-to-face relationship in which growth takes place. The first element in rapport which involves establishing a relationship of mutual respect between the two individuals, the counsellor



and the counselee a certain kind of assistance to the other. Counselling is a personal and dynamic relationship between two individuals an older, more experienced and wiser (counsellor) and a younger, less experienced and less wise (client/counselee). The effectiveness of communication, enable to understand the problems more adequately and more clearly defined for client/counselee helped to a self-determined solution. Counselling process involves consultation, mutual interchange of opinions and deliberating together. The counselling relationship is a friendly, permissive and accepting relationship, not a one-way advice-giving situation. The aim of counselling is self-understanding, self-acceptance and self-realization. However, counselling is a personalized and individualized process designed to aid the individual to learn school subject matter, citizenship facts and other habits, skills, attitudes and beliefs which go to make a normally adjusted person. Thus, counselling has great educational importance in aiding individuals to eliminate or to modify those disabilities which act as obstacles to learning and building up desirable attitudes and skills. This involves helping the individual.

- *More towards understand what client/counselee can do.*
- *Strengthen their innate abilities.*
- *Understand the opportunities open to them.*
- *Handle his difficulties in a rational way.*
- *Endorse self-concept and make own decisions on problems.*
- *Plan on the basis of self-understanding accept responsibility and take action on the plans.*

3. **What are the factors in school which influence student's adjustment?** There should be a well organised plan getting along with the members of the society as best as one can, is called an adjustment. Below are some characteristic that school related factors which influence a student's adjustment.

- i. *Classroom climate:* influences students' adjustment very much, especially if classroom climate is democratic, affectionate and cooperative then we can expect that students would adjust themselves sufficiently.
- ii. *An evaluation system of school:* if school has supportive and encouraging evaluation system, if a school has validity and objectivity

in evaluation then it can influence a student's adjustment positively.

- iii. *Proper training of teachers:* if the school teachers are well trained in educational psychology, they can help students in making proper adjustments in school therefore personality and democratic attitude of teacher influence student's adjustment positively.
- iv. *Adequate curriculum:* the curriculum of the school also influences a student's adjustment. If the curriculum of the school is need based and planned psychologically then students can adjust themselves effectively.
- v. *Adequate recreational facilities:* if students are providing essential and enough opportunity to take part in recreational activities according to their interest, needs and ability then they can adjust themselves positively. Furthermore, below are some of the measures can also help students in adjusting to the school environment:
 - The school should organize various curricular activities to accommodate the individual needs of the students.
 - Systematic planning by teachers to know the fundamental principles of human behaviour to solve students' problems. They must be emotionally stable and have a positive attitude towards teaching also create a conducive school climate.
 - Students should be approached to express their views and feelings on various issues related to school freely.
 - Teachers should develop a variety of interests in students so that they can satisfy their emotions.
 - Day-to-day problems can be discussed in class.
 - Working with personal issues such as sex and moral education should be an integral part of the school curriculum.
 - School to coordinate guidance and counselling services for students.

Recommendations of the Study

The responsibilities of a school guidance and counselling programme includes all those activities other than instructional which are carried out to render assistance to pupils in their educational, vocational, personal development and adjustment. The fundamental aim of guidance and counselling being the maximum development of the individual to geared toward the attainment of the goal. These services can assist the pupils in knowing themselves, their potentialities and limitations, making appropriate choices in educational, vocational and



other fields. The reflection innovates a strong recommendation are focused and highlight the key characteristics of a student. These focused contain of the key ideas through first highlights the student's contribution to their community, the second focuses on a student's special talent, and the third talks about a student's unusual maturity. Today, young generation are surviving in an exciting time, with an increasingly diverse society, new technologies, and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders, and citizens, every student need support, guidance, counselling and opportunities during adolescence, a time of rapid growth and change. Perhaps, in the beginning stage, adolescents face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement.

CONCLUSION

Educational guidance and counselling are the assistance given to the individual to understand his/her potentialities and have a clear-cut idea of the different educational opportunities and their requirements to make an intelligent choice as regards to school, colleges, the course, curricular and extracurricular. Educational trends in setting the vision and goals are various, students at different levels of education have been found to function at levels far below their capacities. Therefore, counselling would certainly help to brighten the lives of many young people and indeed an important dimension of education. It influences emotional maturity, personality development, self-responsibility, creativity and ability to solve problems. At the elementary stage guidance also help the student make a good beginning, to plan intelligently, to get the best out of their education. Educational guidance needs to be used in diagnosing difficulties, in identifying the special needs of student to understand themselves better, to understand different aspects of the school, to select appropriate courses to get information about different educational opportunities and develop good study habits. The tertiary stages must orient students about the purpose and scope of higher studies and help them to stimulate their studies. The main objective guidance and counselling programs is schools are to assist individuals to develop the ability to understand them, to solve their own problems, and to make appropriate adjustments to their environment. Though a number of problems are faced at home, school and society, still we can go ahead with proper planning. People can face the changes and challenges with proper planning.

REFERENCES

1. Bakare, G.M (1990). *Principles and Practice of Modern Counselling Psychology*, Ibadan; Department of Guidance & Counselling University of Ibadan.
2. Biswalo, P.M (1996). "An introduction to Guidance and Counselling on Diverse African Context ".Dar- es Salaam, University press
3. Burks, H. M. & Steffler, B. (1991) *Theories of Counselling (3rd Ed.)* New York; M. C. Graw – Hill Book Corporation. Idowu, A. I. 2004. *Guidance and Counselling; an overview*. Ilorin; INDEMAC Publishers.
4. Coleman, H. L. (2009). *Handbook of School Counselling*. Mahwah, NJ: Lawrence Erlbaum.
5. Colman, A. M. (2006). *Oxford dictionary of psychology*. New York, NY: Oxford University Press.
6. Denga, D. I. (2004) *Guidance and Counselling in School and Non-school settings*. Calabar. Rapid publishers.
7. Dryden. W. (1996). *Handbook of Counselling Psychology*, London; SAEI Publications.
8. Bukoye, R. O. (2004) *Introduction of Guidance for the 6-3-3-4 system of Education*. Jos. Savannah publication.
9. Gibson et.al. (2008). *Introduction to Counselling and Guidance*. Michigan: Merrill.
10. Gysbers, N. C. (2006). *Assessing the counselling needs of high school students in Kenya*. *International Journal for Educational and Vocational Guidance*, 8(2),83–94
11. Heyden, S. M. (2011). *Counselling children and adolescents*. Belmont, CA: Brooks/Cole.
12. Mc: Daniel s. P. (1990). *The Counselling Theory and Practice*. Boston: Houghton Mifflin. Okon, S. E. (1984) *Guidance for 6-3-3-4 System of Education*, Zaria, Ahmadu Bello University, Institute of Education.
13. Parsons, R. D. (2009). *Thinking and acting like a cognitive school counsellor*. Thousand Oaks, CA: Corwin Press.
14. Popham, W. J. (2010). *Educational assessment: What school leaders need to know?* Thousand Oaks, CA: Corwin Press.
15. Reynolds, D., Muijs, D., & Treharne, D. (2003). *Teacher evaluation and teacher effectiveness in the United Kingdom*. *Journal of Personnel Evaluation in Education*, 17(1), 83–100.
16. Rosenthal, L. (2004). *Do school inspections improve school quality? Ofsted inspections and school examination results in the UK*. *Economics of Education Review*, 23(2), 143–152.
17. Rogers, C. R. (1942). *Counselling and psychotherapy*. Boston, MA: Houghton Mifflin.
18. Sima, R.G. (2006). *School, Guidance, Counselling and Learning*, In Omari (Ed.) *Educational Psychology for Teachers: Dar es Salaam: DUP*, pp 293-312
19. Wright, Robert J. (2011). *School Counselling, an Evolving Profession*. *Introduction to School Counselling*. Thousand Oaks, California: SAGE Publications, Inc.