

CHAPTER: I

INTRODUCTION

1.1 Background of the Study:

"Counselling and support for making healthy life choices will be integrated as part of the school curriculum to ensure that students grow up as responsible, healthy, and productive citizens."

NEP 2020, Implied in Holistic Education Goals (Section 4.4)

A key goal of education is to ensure that every student has a chance to excel, especially in school and in life. Increasingly, student's success in school determines their success as adults, determining whether and what professions they enter and how much they can earn. According to Ahmad (2015), the goal of counselling and guidance in a school setting is to: - assist students in realizing their area of advantages and disadvantages, assist pupils in developing self-direction and independence, help students reach their goals as much as they can, support students drive and fortitude in the face of obstacles in daily life, and help students make informed career or occupational decisions. In the contemporary educational landscape, academic success is influenced not only by intellectual capabilities but also by emotional, social, and psychological factors. In secondary stage students, typically aged between 14 and 17 years, encounter numerous challenges such as academic pressure, peer influence, identity formation, and career-related uncertainties. These challenges can significantly impact their academic performance and overall well-being.

The introduction of guidance and counselling in schools is not merely an add-on to the curriculum, but an essential service that addresses the holistic development of students. Education is a fundamental aspect of human life, and the quality of education that an individual receives is critical in shaping their future. Teachers are the primary facilitators of education in schools, and they play a critical role in ensuring that students receive quality education. National Policy on Education (NPE 1986, revised 1992) "Education is a unique investment in the present and future. "However, teachers face numerous challenges in their quest to provide quality education to their students. One of the significant challenges that teachers face is the need to address the diverse needs of their students. The diverse needs of students require that teachers

possess diverse skills, including counselling and guidance skills. Guidance and counselling are critical components of any education system. Guidance refers to the provision of information, assistance, and support to individuals to help them make informed decisions about their lives. Counselling, on the other hand, refers to the provision of support, guidance, and advice to individuals to help them deal with personal, social, or psychological problems.

In schools, guidance and counselling play a crucial role in helping students to overcome personal, social, and academic challenges that may hinder their academic progress. Education is universally acknowledged as a powerful tool for personal, societal, and economic development. It equips individuals with the knowledge, skills, and values necessary to contribute meaningfully to society. In particular, secondary education serves as a critical transition stage between foundational learning and specialized higher education or vocational training. It is during this phase that students face a multitude of challenges—academic, emotional, social, and psychological—which, if not adequately addressed, can hinder their academic performance and future success. Guidance and counselling services within schools play a pivotal role in addressing these multifaceted challenges. These services provide students with the necessary support to navigate academic difficulties, make informed career choices, and develop coping strategies for personal and social issues. According to Sharma (2023), guidance and counselling are essential in fostering positive study attitudes, enhancing conflict resolution skills, and reducing school dropouts. Moreover, Parveen and Akhtar (2023) emphasize that these services contribute to the holistic development of students by addressing their social, emotional, and behavioral needs, thereby improving academic performance.

Guidance and counselling in the context of NEP 2020 refer to professional support services—delivered by trained educators and mental health professionals—that aid students in career planning, emotional development, mental well-being, and informed decision-making to achieve holistic growth. Guidance and counselling are indispensable elements of secondary education to support the development of all students. The main purpose of guidance and counselling is to improve the academic, career, social, and personal development of students, value in secondary education cannot be overstated. The critical stage of adolescence is one of major changes in a person's physical, emotional, and intellectual abilities. During this period, students face many

problems such as personal development, social relations, and academic difficulties. The students can be benefited through supportive care, good guidance and counselling, encouraging parents to understand the issues of their children.

The National Education Policy (NEP) 2020 of India underscores the importance of mental health and well-being in the educational framework. It advocates for the integration of counselors and social workers in schools to support students' mental health and emotional well-being. Despite these policy-level recognitions, the implementation of guidance and counselling services in many Indian schools remains inadequate, often due to a lack of trained professionals and limited awareness among stakeholders. One of the primary roles of guidance and counselling in effective teaching and learning in schools is to help students develop self-awareness and self-confidence. Self-awareness and self-confidence are essential qualities that enable students to take charge of their lives and make informed decisions. Students who lack self-awareness and self-confidence tend to struggle with their studies and may exhibit disruptive behavior in the classroom. Guidance and counselling help students to develop a positive self-image and instill in them the confidence to pursue their academic goals.

Egbo (2013) stated that "The total development of a child can only take place in an environment conducive for teaching and learning." Hence, the role of guidance and counselling in effective teaching and learning in schools for the child's future success. The demands placed on secondary school students have grown significantly over the years. The pressure to achieve high academic standards, coupled with the need to make important career and life decisions, often causes stress and anxiety among adolescents. In addition, students may face personal issues such as low self-esteem, family conflicts, peer pressure, and socio-economic constraints, which can further impact their academic engagement and motivation. As a result, schools are increasingly recognizing the necessity of non-academic support systems to promote student well-being and academic success. Secondary school is a critical period marked by significant physical, emotional, and social development, where effective guidance and counselling programs are crucial in supporting students navigate these challenges and achieve their full potential. Secondary school students, who are in their adolescence stage, pass through the most critical time due to stress, strains, heightened emotionality, adventures, and day dreaming, stirring of the

heart, rapid physical, intellectual, emotional, and sexual changes, problems, and psychological needs. Adolescents must deal with these and many varieties of challenging circumstances, and education should be structured to help them understand and face such issues. Therefore, the focus of the guidance and counselling at school must be on these secondary school students. Many of the studies revealed that guidance programs need to be introduced to meet the different needs of students creating positive conditions, helping individuals overcome many of their future problems. With these aspects the paper aims to examine the studies investigating guidance and counselling needs of secondary school students. The findings also acknowledged the fact of need for counselors to build confidence of the child, and guidance counselors to encourage and help the child in their future success. Guidance and counselling is an important educational tool is shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence, the need of counselor for school to assist the child in molding their future through counselling. The school counselor is seen as a role model and highly respected by students.

Guidance and counselling services is important in every school. These services are designed to assist students in understanding themselves, solving personal and academic problems, making informed decisions, and preparing for future careers. Counselling provides a safe and supportive environment for students to express their concerns, explore their feelings, and develop coping strategies. Guidance, on the other hand, includes a broader set of services such as academic advising, career planning, and life skills training. When effectively implemented, these services can enhance students' self-awareness, confidence, decision-making abilities, and academic performance. Guidance and Counselling needs to be integrated and the culture of different institutions needs to be understood. In order to promote student's overall development, guidance and counselling are crucial parts of the secondary education system. These cover a broad spectrum of activities and interventions aimed at assisting students in navigating the challenges of puberty, coming to wise decisions about their futures, and acquiring vital life skills. The main goals of guidance and counselling are to improve student's academic, career, social, and personal development. Secondary school students, who pass through the crucial stage of adolescence, is characterized by profound changes in one's physical, emotional, and cognitive makeup. Students encounter many difficulties at this time, such as identity formation, social dynamics, and academic pressures. Students can effectively manage these challenges with the structured support system that guidance and counselling provide. Effective guidance and counselling programs also involve collaboration between teachers, counsellors, and parents, promoting a supportive and positive learning environment for students. This collaboration helps identify and address issues early, leading to improved academic and personal outcomes for students. The role of guidance and counselling in effective teaching and learning in schools is critical. By providing support, assistance, and guidance, students can develop their academic, social, emotional, and personal skills, leading to improved academic achievement and overall wellbeing.

Crow and Crow (1960)," Guidance is not direction. It is not the imposition of one's point of view upon another. It is not making decisions for an individual which he should make for himself. It is not carrying the burden of another's life, rather guidance is assistance made available by personality qualified and trained men or women to an individual of any age to help him manage his own life activities, develop his own point of view, make his own decisions and carry out his own burden ".

Patterson (1954), "Counselling is the process involving interpersonal relationship between a therapist and one or more clients by which the former employs psychological methods based on systematic knowledge of the human personality in attempting to improve the mental health of the latter ". Counselling is a part of guidance process. Corey (1991) holds that counselling is a service designed to help an individual to analyze himself/herself by relating his capabilities, achievements, interest and mode of adjustment. According to Ndaba (1978:11) the ultimate objective of guidance and counselling is to help the unique child to become what he is capable of becoming.

1.1.1 The Need for Guidance and Counselling in Schools

The need of guidance and counselling in schools in which school environment that integrates counselling services is better positioned to foster positive student-teacher relationships, reduce behavioral problems, and improve students' engagement in the learning process. Numerous studies across the globe have shown that school counselling services contribute positively to students' academic achievement, emotional well-being, and social development. Effective counselling interventions can help students manage stress, improve study habits, set academic

goals, and overcome learning difficulties. Moreover, counselors can play a crucial role in identifying students with special needs or those at risk of dropping out, ensuring timely intervention and support. However, in many educational systems, particularly in developing countries, the implementation of guidance and counselling programs remains limited. There is often a lack of trained personnel, inadequate facilities, and limited awareness among school administrators and parents about the benefits of such services. This results in underutilization and poor integration of counselling in the school system.

Guidance is as old as civilization. People are dependent on each other to regulate their activities since the very beginning, to the extent that guiding each other has been the way of life. It has been one of the traditional methods used by many. Parents, grandparents, teachers, friends etc. guide individuals for peaceful and successful living. However, due to industrialization and changing life-style, the need for professional guidance is felt in the present day. Counselling is defined as both a self-confirming experience and a validating experience that help establish productive methods of self-defining behavior for each individual person. Counselling is a systematic process in which the counselor and the client collaboratively view the problem, set goals, formulate action plans and evaluate advancement towards the goals. It is a helping process in which the counselors help the clients to achieve goals with the minimal assistance given by the counselor.

1.1.2 Academic Achievement and Its Determinants

Academic Guidance and Counselling primarily focuses on assisting students in achieving academic success, personal developments and educational goals within an academic setting. Its main purpose is providing students with the necessary tools, resources and strategies to excel academically. Such skills may include time management, goal setting, study skills, academic planning for academic excellence (Braddock, 2001). Academic achievement is commonly used as a measure of a student's performance in educational settings. It is influenced by a wide range of factors including intellectual ability, learning environment, teacher support, parental involvement, socio-economic background, and personal motivation. Psychological and emotional well-being also plays a significant role in shaping academic outcomes. Students who experience high levels of stress, anxiety, or low self-esteem are more likely to perform poorly in school.

"Academic guidance and counselling are therefore important to help students fulfill their educational opportunities. It means leading them to become trained individuals and at the same time preparing them to participate in life activities that will be socially useful and personally satisfying. Academic guidance and counselling services provide opportunities for students to explore their potential. In addition, these services help students make appropriate academic and career plans so they are prepared to realize their talents and interests (Gottfredson, 2005)". This study examines how guidance and counselling services influence the academic performance of secondary school students, assessing their effectiveness and challenges. According to Hilton (2022), Counselling refers to the talking therapies which involve a trained therapist talking to their clients.

Guidance and counselling services can act as protective factors by addressing emotional and behavioral issues that interfere with learning. They help students develop skills such as time management, goal setting, effective communication, and problem-solving, which are all essential for academic success. By fostering a supportive and inclusive learning environment, counselling programs can motivate students to reach their full potential.

1.1.3 The Role of School Counselors

School counselors are trained professionals who provide academic, career, and personal/social support to students. They act as facilitators of growth, guiding students through personal challenges, helping them to build resilience, and supporting their educational aspirations. In addition to working with individual students, counselors collaborate with teachers, parents, and administrators to create a healthy and nurturing school climate. Despite their crucial role, school counselors often face challenges such as high student-to-counselor ratios, limited resources, and unclear job descriptions. In some cases, their responsibilities are confined to administrative tasks rather than active counselling and guidance. There is a pressing need to redefine and strengthen the role of school counselors in the academic framework to ensure their impact is maximized.

Secondary school students often face numerous challenges that can impede their academic progress, including personal issues, peer pressure, anxiety, in decision about careers, and lack of motivation. While guidance and counselling services are designed to help students navigate these issues, many schools either do not provide these services effectively or do not prioritize them

within the educational framework. Despite the growing emphasis on academic performance as a measure of educational success, the support systems necessary for students to thrive holistically are often underdeveloped or overlooked. The current educational climate, which focuses primarily on examination outcomes, tends to neglect the emotional and psychological factors that affect learning. As a result, students may underperform not due to lack of intelligence or effort, but because of unresolved personal and academic challenges that could have been addressed through professional counselling and guidance.

This study, therefore seeks to examine the role of guidance and counselling services in supporting students' academic performance. It aims to identify the types of services provided, students' levels of access and participation, and the perceived impact of these services on their academic outcomes. Understanding this relationship is crucial for developing effective strategies to enhance student achievement through non-academic interventions.

1.1.4 Guidance & Counselling Services in NEP 2020

"Students will be provided with career guidance and counselling by trained counselors and teachers as part of school curricula to help them make informed choices about their futures."

— NEP 2020, Section 4.24

The National Education Policy (NEP) 2020, which was introduced in India in 2020, emphasizes the importance of counselling in schools as a crucial aspect of the overall educational framework Psychosocial Counselling is meant to recognize student achievement, modify student's maladaptive behavior improve attendance, and assist kids in their mental and emotional growth, as well as promote their engagement in school activities. Attention to mental health and psychosocial support of students can not only ensure emotional well-being but also solve many contemporary psychosocial issues. The NEP 2020 recognizes the vital role of guidance and counselling in education. Teachers, equipped with the knowledge of individual differences and emotional intelligence, can help students build meaningful relationships, succeed academically, and achieve their career goals. Professional guidance and counselling are indispensable tools that bridge the gap between individuals and the right approach to challenges. The NEP's emphasis on these services signifies a significant step toward creating a more efficient and productive human

resource pool in the country. The policy recommends the establishment of counselling services in all educational institutions to provide students with emotional support and guidance. "In every education institution, there shall be counselling systems for handling stress and emotional adjustments" (NEP-2020). NEP has recommended that the counselors are hired at the school complex level and their interaction not just be limited to students, but also be extended to parents, teachers, tutors and other community members.

"School complexes will also hire counselors and well-trained social workers to ensure the mental health, psycho-social well-being, and emotional safety of students." -NEP 2020, Section 12.7

Guidance and counseling play an important role in preventing educational, personal, social, mental emotional and other similar problems among school students. In the guidance and counseling literature these two words generally take on different meanings. The former refers to helping students with problems. In other words, guidance work is preventive and development in nature whereas counselling is more of supportive, remedial work. The global trend seems to have moved from a casework and remedial approach to a preventive, developmental approach in providing guidance and counselling (Gysbers& Henderson, 1994, Yuen, 2002). Frank Parsons (1909) is often regarded as the father of guidance. He emphasized the importance of helping individuals make meaningful and informed career decisions based on their interests, abilities and values. Carl Rogers (1951) saw counselling as a process of facilitating personal growth and self-understanding. Rogers's person-centered approach to counselling emphasized empathy, unconditional positive regard and genuineness in the counselor client relationship.

Adekola and Domingo (2014) state that guidance and counselling services outline the tasks that professionally qualified guidance counselors are required to do in a school context. The use of standardized psychological tests, academic counselling, orientation, placement, information, and career week programs are a few of these. Other services include cumulative record keeping, consulting with parents, guardians, and teachers, excursion services, referral services, and appraisal/testing services (continuous assessment). According to Umar, et al., (2014), secondary school education is the engine room of knowledge acquisition, a stage at which students come in contact with various subjects, which determine the field of study they will like

to pursue in higher secondary school education is kind of level after the primary education and before higher education. Its position in educational system also speaks of its importance. Secondary education plays a crucial role in the Indian education system and serves as a bridge between the foundational knowledge acquired in primary school and the specialization that comes with higher education or vocational training. Guidance entails various functions at the elementary, secondary and senior/higher secondary stages. Secondary education begins in grade 9 and lasts until grade 12. As the child enters the secondary school stage, and a new pattern of relationship develops between him and the education he receives. New friendship is growing and new associations are being formed; new ways of thinking have shaped themselves and new spears of concern are developing; the child is trying to look at education in a more detached fashion.

1.1.5 Counselling and Guidance need for academic achievement and occupational aspiration of school going adolescents

Counselling in Educational field, with the varied needs of students, has a huge potential for growth especially in the following areas:

Scholastic achievement: The counselors can help the students realize their highest potential and by enabling them to get rid of road blocks in their way to academic success.

Helpful in choosing suitable occupation: By providing relevant information and guidance the counselor can guide the adolescent students in selecting proper occupation from a vast sea of options that will give them lifelong satisfaction.

Development life skills: The counselor helps to identify skills and talents other than those related to academics that students must nurture by improving their communication and interpersonal skills and various skills which are helpful to manage the real-life situations of the adolescents.

Adjustment with psychosocial problems of the adolescents:

One of the fastest growing worries is the stress, solitude, hounding, ragging, peer adjustments,

parental and teacher pressure that cause psychosocial problems to students. These can be resolved by a school counselor, who in severe cases may refer the students to a psychologist, psychiatrist or other specialized personnel. The support to developing self-understanding, resolve issues by self and adjust to the ever-changing environment should be the primary goal of guidance and counselling.

Parents counselling:

It is very critical to provide proper counselling to parents so that they can have the better understanding of their wards choices of career based on their skills and aptitude. School counselors need to educate and counsel the parents on:

- (a) The necessity to accept the child with their strengths and weaknesses.
- (b) The ill effects of undue pressure and stress on the child to excel
- (c) The choice of the career in accordance with suitability, interests, and aptitude of the child.
- (d) Learning disabilities of the child, if any and the coping strategies.
- (e) Removing the stigma attached to counselling.

Hence, counselling is an effective tool of guidance that helps in understanding each other's perception and value it according to as per the situation because perception only leads to the projection of an image of a person in family, society, school. This finally results in the image outcome in the form of behavioral change. Effective guidance and counselling services offers an opportunity to look at the problems or problem-related areas of our lives, in a safe and confidential environment and to explore ways that we might affect the changes we desire. "Our life doesn't get better by CHANCE; it's getting better by CHANGE".

1.1.6 Relationship between academic achievement and guidance and counselling

In this era of globalization and technological revolution; education is considered as first and an important step for the human development. Furthermore, education is the key for overall development of the adolescents. In present time, the career or future of adolescents is decided on the basis of academic achievement. Moreover, it helps in judging the students as successful or unsuccessful. On the basis of academic achievement, adolescents may select various courses and different kinds of job. Academic achievement is a mechanism by which students learn

about their competencies, abilities and talents which help in choosing suitable profession at school level. Academic achievement is one of the most important aspects of the educational process. On the basis of this discussion, guidance and counselling services prove to be a milestone for the students at school level. Without effective guidance and counselling services, students are unable to get good marks which affects directly and indirectly on the selection of occupation. So, counselling and guidance play an important role in the achievement of academics at school level.

Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations. Academic achievement and career aspirations in adolescence are often found to be correlated (Abu-Hilal, 2000).

There are various factors which affect the academic achievement of adolescents at secondary school level. These factors have been found by different research studies conducted, such as gender, socioeconomic status, race, parents" occupation and education level, and parental expectations (Khallad, 2000; Watson et al., 2002). Parents educational level has been positively related to aspirations of youth (Mau & Bikos,2000). Although few studies exist regarding effects of socioeconomic status on career choice, researchers agree socioeconomic status influences career choice (Gottfredson, 1981; Sellers et al., 1999), moreover Perry (2006) asserts that adolescent career choice is influenced by life context, personal attitudes, and educational attainment affect the academic achievement directly and indirectly at the secondary school level. The guidance & counselling services prove to be a milestone for the students at secondary school level. If guidance & counselling services begin from secondary school level, the downfall in student's achievement may be improved and it may help in getting better achievement. Therefore, the role of guidance & counselling services cannot be separated from school level.

1.1.7 History of guidance and counselling services in secondary stage schools

• Origins of counselling services in secondary stage schools

Counselling has perhaps exited since time immemorial, since the beginning of civilization, but in the informal way. The formally counselling came in with the work of well-known psychologists Sigmund Freud in early 1900s with his psychoanalytic explanations of personality, His work was mainly on psychoneurotic patients. Jess Davis in 1907 was the first person to give a formal status to the guidance movements. Frank parsons in the beginning of the twentieth century focused his work on school guidance. He was also called father of "guidance movement". His work on vocational counselling was a landmark in the history of the guidance movement with the publication with his work "choosing a vocation".

The work of educationists like Froebel and Pestalozzi also rise to the educational counselling movement. The industrial revolution gave rise to the need of vocational 11 counselling. The year 1913 saw the formulation of "national vocational guidance association" (NVGA). The 1920s saw a great growth of school counselling movement. Another major breakthrough which established counselling in its own right was achieved through the publication of Carl Rogers book titled "counselling and psychotherapy" (1953). In 1952, division 17 was recognized by American fully fledged area of psychology.

• Global perspective

Guidance and counselling services play a crucial role in educational systems worldwide. Their significance has grown globally as societies increasingly recognize the need to support students' academic, emotional, social, and career development. Guidance and counseling were in its early years more of vocational nature that began as a result of the social reform movement of the 1890s United States. With the advancement of the profession and need of Guidance and Counselling it became a part of the school's agenda and by 1918 it became a high priority area for more than 900 High Schools in the US. The early 20th Century saw an expansion of counselling roles beyond working only with vocational concerns, incorporating into it the social, personal and educational aspects of a student's life.

It is clear that school counselling has made significant progress in the United States and spread not only through Europe but also to the Far East realizing its significance. Political, social, and

cultural factors are deeply embedded in the way a given country addresses the educational needs of its population.

In Britain, guidance centers and counselling clinics are undergoing a rapid process of improvement, refinement and expansion. In Israel though school counselors devote two-thirds of their time for personal and social counselling, it is somewhat curtailed because students are required to enlist with the armed services after high school.

In Japan, the goal of high school counselling is to "help every student develop abilities of self-understanding, decision-making, life planning and action-taking to be able to adjust in the career options he or she decides to pursue". While in Hong Kong, school counselling and guidance has been incorporated into the system with a 12 emphasis on prevention. In Turkey many secondary schools have counselling services that receive support from the Ministry of National Education.

Developed Countries:

In countries like the United States, Canada, UK, Australia, and parts of Europe, guidance and counselling are integral to educational institutions. Key characteristics include:

- Comprehensive school counselling programs guided by national frameworks (e.g., ASCA in the USA).
- Emphasis on career planning, mental health, academic guidance, and life skills.
- Integration with technology, such as online career portals and virtual counselling sessions.
- Licensing and professional standardsfor counsellors ensure quality service delivery.

Developing Countries:

In many developing nations, such as India, Nigeria, Kenya, and Bangladesh, guidance and counselling are still evolving. Common features include:

• Growing recognition of the need for counselling in schools due to increasing academic pressure, career confusion, and mental health issues.

- Often limited to urban areas, with rural schools lacking access to professional services.
- Shortage of trained personnel and lack of infrastructure and policy support.
- Efforts by governments and NGOs to incorporate guidance and counselling into national education policies.

Asian Perspective:

Countries like Japan, South Korea, and China have integrated counselling to varying extents:

- Strong emphasis on academic achievement and career guidance.
- Counselling often addresses exam stress, peer pressure, and family expectations.
- In some regions, mental health counselling still faces stigma, limiting access and effectiveness.

African Perspective:

In many African countries:

- Guidance and counselling are increasingly seen as vital due to issues such as HIV/AIDS awareness, gender-based violence, and unemployment.
- Services are mostly teacher-led due to a lack of trained professionals.
- Regional bodies (e.g., African Federation of Guidance and Counselling) promote professional development.

Latin American Context: In Latin American countries:

- Counselling services are often shaped by social inequality, family challenges, and educational disparities.
- There's a strong focus on psychosocial support, values education, and career guidance.
- Governments are slowly integrating counselling into national education reforms.

Solution Global Trends in Guidance and Counselling

- **Holistic Development**: Shift from purely academic support to a more holistic focus on personal, social, emotional, and career development.
- **Technology Integration**: Use of digital tools for career guidance, virtual therapy, and mental health support.
- Cultural Sensitivity: Increasing awareness of the need for culturally responsive counselling practices.
- **Professionalization**: Emphasis on training, standards, and ethical guidelines for counsellors.

❖ India Perspective:

The DNA of a society cannot be studded as history; thus, history of guidance and counselling is bush-league for an "Argumentative Indian" society. As far as domain of education is concerned the techniques of guidance- informal and incidental-can be traced far back to ancient times even before the times of Socrates. The Panchatantra and Jataka tales are well known for their moral stories, parables and question-answer techniques in learning. The word Guru means the one who guides. Guidance in India, as an organized professional activity began as an academic discipline. Calcutta University enjoys the privilege of being the first Indian university to introduce guidance as a section of its department of Applied Psychology in 1938 to conduct research in the field of educational and vocational guidance. Guidance is not confined to the vocational field only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the co-operative endeavor of understanding parents, headmasters, principals and guidance officers.

However, the turning point in Guidance and Counselling gained much momentum from 1954 with the establishment of "The Central Bureau of Educational and Vocational Guidance" at Delhi to advice and support to the organization involved with Guidance. It also offered assistance to the State Governments to establish their own State Bureaus and to provide guidance services in their secondary schools. With the setting up of the "All India Educational and Vocational Guidance Association" in 1956, the guidance movement assumed an all-India

character. In the interest of this field, some universities also began to offer courses in guidance as optional papers for Masters" degree in Education and Psychology.

Pre-Independence Era of Guidance and Counselling in India:

Guidance and counselling as formal educational and psychological services were not widespread in India before independence (i.e., before 1947). However, informal guidance practices existed in various forms, deeply rooted in India's cultural, religious, and philosophical traditions.

Key Features of Guidance and Counselling in Pre-Independence India:

1. Traditional Systems of Guidance:

- In ancient India, guidance was often moral and spiritual, provided by gurus, sages, and religious teachers.
- The Gurukul system emphasized individual attention, discipline, and character building.
- Spiritual texts like the Bhagavad Gita provided psychological insight Krishna's counsel to Arjuna is often cited as one of the earliest examples of counselling.

2. Vocational and Caste-Based Guidance:

- Career paths were usually hereditary and caste-based (e.g., a blacksmith's son became a blacksmith).
- Children were informally trained in family occupations, which functioned as an unstructured form of vocational guidance.
- There was little to no flexibility or professional choice guidance was restrictive, not developmental.

3. Colonial Influence and Early Educational Changes:

- The British introduced Western-style education (Macaulay's Minute on Education, 1835), which began altering traditional systems.
- However, no structured guidance or counselling services were implemented during this time.
- The focus remained on clerical and administrative training rather than holistic student development.

4. Social Reform Movements and Educational Awareness:

- Leaders like Raja Ram Mohan Roy, Swami Vivekananda, and Rabindranath Tagoreemphasized theneed for education to develop thewhole individual mentally, morally, and spiritually.
- These reformers criticized rote learning and pushed for more individualized and purposeful education, indirectly influencing future guidance frameworks.

5. Lack of Psychological Infrastructure

- No trained counsellors or psychologists operated in schools or communities.
- Mental health and educational psychology were not institutionalized, and guidance was primarily moral or religious in nature.

In Pre-Independence Era of India onlyInformal Guidance and Counselling Existed. India's rich spiritual and cultural history included forms of counselling, but they were:

- Not psychological or scientific
- Not institutionalized or professional
- Lacked formal training, research, or diagnostic tools

For example: Gurus and teachers in the Gurukul system gave moral, personal, and sometimes emotional guidance to students. Religious leaders (priests, monks, etc.) advised people onlife decisions, ethical behaviour, and mental peace. Family elders guided the youth based on traditions and life experience.

These were counselling-like activities, though not defined or recognized as such in a modern, psychological or educational sense.

- No trained counsellors
- No guidance curriculum in schools
- No career counsellingcentres
- No mental health support systems in education.

Post Independent era in India:

The Education Commission (1964-66) considered that the Guidance services have a much wider scope and function than merely that of assisting students in making educational and

vocational choices. The aims of guidance services are both adjective and developmental; it helps the student in making the best possible adjustments to the situations in the educational institution and in the home and at the same time facilitates the development of all aspects of his personality.

At present two major establishments, Government organizations and private agencies are providing guidance and counselling programs for school going children. The Government agencies include the Department of Educational Psychology and Foundations of Education, National Council of Educational Research and Training, State Bureaus of Guidance and the units of National Employment Service. There are many private agencies also actively engage in guidance and counselling programs in various states. Recent developments in the field of guidance and counselling showcases, its growing importance in Indian Educations System. As per reports, various Central and State Governments run institutions are making it mandatory in their Educational Institutions. As per news, the State Education Department (TOI, Hyderabad) is expected to issue an order mandating Counselling centers in all schools of the state to be headed by Clinical Psychologist (Hyderabad Edition). While the Goa Education Development Corporation (GEDC) (TOI, 2013) Goa Edition) intends to provide Counselling by training one teacher in each school aided by GEDC to provide guidance to the students about the courses of their interests and the institutes offering them in Goa and across the country.

The National Council for Education Research and Training (NCERT) has been acquiring information through status surveys about the existing guidance and counselling services (1981, 1993). It has also been instrumental in organizing all India Conferences of State Bureaus that enabled to create a database of guidance and resource persons, the updating of which happens yearly. The Central Bureau of Educational and Vocational Guidance (CBEVG) set up in the mid-20th century under a Centrally Sponsored Scheme of the Government in Delhi, has the responsibility of continuously updating the status of guidance services in the country. The Guidance and counselling services can be traced back to the mid-20th century with the establishment of "Bureau of Psychology (Mano Vigyanshala)" in Allahabad in 1952- 53.

It has been articulated in various policy documents the provenance of the establishment of

guidance and counselling services on a pan India basis, which has resulted in the advancement of the services, structure, and approach to offering these services. Much emphasis has been laid in numerous policy and curriculum frameworks for providing guidance and counselling to school pupils by trained professionals in the years following Independence of India. Let us have a brief overview of the various Education Commissions and Curriculum Frameworks that lay special emphasis on guidance and counselling in school education.

- ❖ The Secondary Education Commission is also known as Mudaliar Commission (1952-53), whose recommendation to create a Central Research Organization to research education and vocational guidance led to the establishment of Central Bureau of Education and Vocational Guidance (CBEVG) under the Ministry of Education in 1954. Establishment of All India Educational and Vocational Guidance Association in 1956 was a result of this. It also recommended establishing centers in different parts of the country for training of guidance officers and career masters. This gave impetus process to the idea of providing guidance services in the country in an organized manner.
- ❖ National Policy On Education (NPE 1986) aimed to link guidance services with the vocationalization of education while Program of Action (POA 1992) pressed the need for a parallel infrastructure for guidance and counselling. The guidance program mandates at informing students about job opportunities in various courses, facilities for on-the-job training and placement by working in collaboration with employees (p. 109). The policy mandates Vocational Guidance Teachers for general foundation course, trained counselor at the district level to organize career advice center and existing bureaus to train teachers. In the revised scheme of Vocationalization of Secondary Education (VOSE) (1993) suggested that Vocational Guidance Teacher (VGT) be appointed in each school for the purpose.
- ❖ National Curriculum Framework for School Education (NCFSE 2000) required guidance services to assist students in the choice of courses for a suitable rather than an intervention to facilitate holistic development during school years. Accordingly, NCFSE provided for a guidance counselor for every higher secondary school and one visiting

school counselor for a cluster of 3 to 4 secondary schools or a career teacher if guidance counselor could not be appointed. The NCF (2005) provided guidelines for growth and development across school stages and scope for guidance/counselling at each of the school stages from elementary through secondary and higher secondary stages. Recognizing elementary schooling for cognitive and affective development, NCF (2005) advocates teachers with the background in guidance and counselling can design and lead activities to meet the developmental needs of children. They can also support and guide children belonging to various strata of society for their sustenance through the elementary school areas. While at the secondary level the need is to create awareness on the possibilities of study regarding various courses and discipline, helping pupils discover their interests and aptitudes to form ideas on what courses of study and work they might like to pursue later.

* Rastriya Madhyamik Shiksha Abhiyan (RMSA, 2012) an initiative of Indian Government to Universalize Education at Secondary and Higher Secondary stage considers guidance and counselling to play an important role to achieve the goals of USE, quality concerns and improvement in education at secondary stage considering its pro-active and remedial role. Guidance and Counselling services can help in promoting students retention and better scholastic performance, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others. The RMSA has focused on strengthening state-level guidance agencies and appointment/utilization of trained guidance personnel and in-service training/ orientation programs. The State Educational administrators and other bodies responsibilities lie in strengthening guidance and counselling set ups by utilizing adequately the funds 16 disbursed by the central government through the Rastriya Madhyamik Shiksha Abhiyan (RMSA) for strengthening guidance and counselling services.

❖ Guidance and Counselling Services (Harahap, 2021)

1) Orientation Services, services that aim to introduce new students or individuals to the new environment around them;

- 2)Information Services, services by providing information needed by students/individuals to receive and understand various information about themselves, their social and learning conditions and careers that are useful for themselves in a directed manner;
- 3)Distribution Placement Service, a service that seeks to assist students/individuals in obtaining the right placement and distribution in classes, study groups, specializations in a precise and focused manner;
- 4)Content Mastery Service, a service that seeks to assist students in mastering certain content, especially competence or habits in doing or doing something useful for their lives both at school, family, and the wider community;
- 5) Individual Counselling Service, is a service that is carried out by a school counselor to a client in the context of alleviating a client's personal problem;
- 6) Group Guidance Service, is a service that utilizes group dynamics to discuss various current/currently hot topics that are being discussed which are useful for the self-development of students/clients;
- 7) Group Counselling Services, is a group process that has special value for diagnostic and therapeutic aspects in solving problems;
- 8) Consulting Services are services provided by counselors to clients that enable clients to gain insight, understanding and ways to deal with third party conditions and/or problems;
- 9) Mediation Services, services in assisting students/clients/service targets in solving problems and improving relations with other parties;
- 10) Advocacy services are services in providing assistance to regain their rights that are not considered and/or received treatment.

1.2 RATIONALE OF THE STUDY: -

"True Guidance is like a Torch' in a Dark Forest." It doesn't show everything at once but gives enough light for the next step to be safe. Given the growing complexity of the secondary school experience and the increasing demand for academic excellence, it is imperative to explore how guidance and counselling services contribute to students' academic success. While several studies have underscored the positive impact of counselling in various educational contexts,

there is a need for more localized, context-specific research that examines the effectiveness of these services in addressing the unique needs of secondary students.

Education is not only about academic achievement but also about the holistic development of learners. In the present era of increasing academic pressure, personal challenges, peer influence, career confusion, and emotional instability, students at the secondary stage often face psychological and academic difficulties that can significantly affect their performance and overall growth. Hence, there is a pressing need to support students beyond classroom instructionand this is where guidance and counselling services play a pivotal role. The secondary stage of educationis a critical transitional period. At this stage, students undergo rapid physical, emotional, intellectual, and social changes. They are required to make important academic and career decisions, manage peer relationships, handle examination stress, and maintain their academic performance. Without proper support, many students may face challenges such as low self-esteem, lack of motivation, poor time management, and even dropout tendencies.

This study seeks to investigate the extent to which the role of guidance and counselling services in relation to academic achievement among secondary school students. It will assess student's awareness and utilization of these services, the perceived effectiveness of counselling interventions, and the challenges faced in implementing guidance programs. The findings will provide insights into the strengths and limitations of current practices and offer recommendations for enhancing the role of counselling in schools.

Despite the recognized importance of counselling in school education policies, there is often a lack of adequate infrastructure, trained counselors, and awareness among students and teachers regarding the availability and benefits of guidance services. In many Indian schools, guidance and counselling are still underdeveloped or treated as secondary to academic instruction. Teachers may lack the professional training to handle students' socio-emotional and career-related concerns, while students may be unaware or hesitant to seek help when needed.

This study is motivated by the need to understand:

How available and effective guidance and counselling services are in secondary schools:

- ❖ Whether these services contribute to student's academic success;
- ❖ And how students and teachers perceive the role of these services in addressing academic, emotional, and career-related concerns.

By analysing the awareness, accessibility, utilization, and impact of guidance and counselling services among students and teachers, this study aims to generate evidence-based insights that can help improve educational practices and student support systems. Moreover, the National Education Policy (NEP) 2020 emphasizes mental well-being, socio-emotional learning, and inclusive education, all of which underline the relevance of institutional counselling services. Therefore, this research contributes not only to academic understanding but also to policy advocacy and practical implementation.

In summary, this study is significant because:

- It addresses a timely and relevant educational concern.
- It provides data from the field to inform school management, teachers, and policymakers.
- It supports the need for integrated counselling services in secondary education for better academic and personal outcomes.

1.3 NEED & SIGNIFICANCE OF THE STUDY:

The need of guidance and counselling services are essential in secondary education due to the increasing academic and psychological challenges faced by students. Many students struggle with issues such as peer pressure, career indecision, stress, and anxiety, which can negatively impact their academic performance. Effective counselling helps students develop coping strategies, improve their self-confidence, and make informed academic and career choices. Understanding the role of counselling services will help educators and policymakers enhance these programs for better student outcomes. This research holds significance for multiple stakeholders in the education sector. For students, it highlights the importance of utilizing available support systems to overcome academic and personal challenges. For educators and school administrators, the study offers evidence-based insights into how counselling can be integrated into the school environment to improve student performance. For policymakers, it provides a rationale for allocating resources, training personnel, and formulating policies that support comprehensive guidance and counselling programs in schools.

Ultimately, the study aims to contribute to the broader goal of improving the quality of education by emphasizing the role of mental health, emotional support, and personal development in academic achievement. By recognizing and reinforcing the importance of guidance and counselling services, schools can foster an environment where all students have the opportunity to thrive academically and personally.

This study focuses on government secondary stage students from Bhopal, Madhya Pradesh. The study will consider factors such as student's socio-economic backgrounds, school infrastructure, and the availability of trained counsellors.

- Provides insights into the effectiveness of counselling services in improving students' academic outcomes.
- Helps educators and policy-makers strengthen guidance programs in schools.
- Highlights barriers and suggests solutions to enhance students' access to counselling services.

The secondary stage of education is a critical period where students make significant decisions regarding their academic and career paths. The absence of proper guidance can lead to poor decision-making, increased stress, and diminished academic performance. Barmola (2013) highlights that guidance significantly influences students' academic performance and career choices, although its impact on mental health may vary (Research Gate). In the Indian context, the scarcity of trained counsellors and the stigma associated with seeking psychological help further exacerbate the challenges faced by students. Vishwakarma(2023)notes that limited resources, staffing, and cultural barriers hinder the effectiveness of school counselling services. Therefore, there is an urgent need to assess the current state of guidance and counselling services in schools and their impact on students' academic achievements.

1.4 STATEMENT OF THE PROBLEM

A STUDY ON ROLE OF GUIDANCE AND COUNSELLING SERVICES IN RELATION TO ACADEMIC ACHIEVEMENT OF THE SECONDARY STAGE STUDENTS

1.5 RESEARCH QUESTIONS:

1. What is the present status of resources and facilities available to support guidance and

- counselling services in the schools?
- 2. What is the student's awareness level regarding the availability of guidance and counselling services in their schools?
- **3.** Is there any relationship between the utilization of guidance and counselling services and academic performance of the students?

1.6 RESEARCH OBJECTIVES:

- **1.** To assess the current status of resources and facilities available for guidance and counselling services in secondary schools?
- **2.** To examine the level of student awareness regarding the availability of guidance and counselling services in their schools?
- **3.** To analyse the relationship between the utilization of guidance and counselling services and the academic performance of secondary stage students?

1.7 Operational Definitions of Key Terms

1. Guidance and Counselling Services: Guidance and Counselling Services refer to organized educational services provided to help students understand themselves, make informed decisions, solve personal and academic problems, and achieve their full potential. Counselling is a part of guidance and it is the specialized or individualized part which deals with the individual at problem points. All counselling is guidance but all guidance is not counselling.

Guidance is a continuous process of helping individuals make appropriate choices and adjustments in their educational, vocational, personal, and social lives.

Counselling is a more personalized, face-to-face interaction aimed at helping students copes with specific issues through professional support, emotional understanding, and problem-solving strategies. Together, these services aim to promote students' overall development, well-being, and academic achievement by addressing their psychological, emotional, and career-related needs.

- **2. School Counsellor:** Is one who is trained to help students identify their educational, vocational and social-personal problems and help them to find the solutions.
- **3.** Counselee: Is a client or a student with a problem who goes to a counsellor for assistance.

4. Academic achievement: Academic Achievement refers to the measurable performance outcomes that indicate how well a student has accomplished specific learning goals, typically demonstrated through grades, test scores, and overall scholastic performance. In the context of this study, Academic Achievement is defined as the extent to which secondary stage students perform in their school subjects, as reflected in their academic records, examination results, or other formal assessments.

According to Good (1973), "Academic achievement is the knowledge attained or skills developed in school subjects, usually designated by test scores or marks assigned by teachers."

Academic achievement is influenced by various factors such as:

- Intellectual ability
- Learning environment
- Motivation and study habits
- Socioeconomic status
- Availability and use of guidance and counselling service.

1.8 DELIMITATION OF THE STUDY:

The study had been delimited in the following:-

- The study was being delimited to Bhopal city and not in all schools of Bhopal.
- The study was delimited to study on role of guidance and counselling services in relation to academic achievement of the secondary stage students and not to their vocational and personal-social lives.
- The study was focused only on English medium students.
- The study used structured questionnaires and interviews as the primary tools for data collection. Observational data and psychological assessments are not included in this research.
- Only government-recognized or formally registered private and public secondary schools are included in this study. Informal or non-traditional schooling setups are excluded. The study was focused only on 9th & 10th standard students.
- Lastly, the study's sample was collected from secondary stage students only not all stages
 of students.