



CHAPTER – 2

REVIEW OF RELATED LITERATURE

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2.1 Introduction:

The aims of guidance and counselling service in schools is to assist the student in fulfilling his/her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence (Heyden, 2011).

2.2 Review of Related Literature:

Makinde (1984) observes that the school counselor is concerned with facilitating the optimum development of students. This is supported by Bennars (1994); Mutie and Ndambuki (2000) and Ndirangu (2007) who argue that the programme is supposed to develop the learner's intellectual abilities, develop a balanced personality and to have a complete person intellectually, spiritually, morally and socially.

Gupta (1985) conducted normative survey research. He studied the objectives, programmes and infrastructural facilities and perceived effectiveness of guidance services, to government senior secondary schools situated in urban and rural areas of Delhi. A subject of 100 counselors, 100 principals, 500 teachers, 500 parents and 1000 students were selected randomly as the sample for the study. The investigator used a questionnaire for school counselors, an interview schedule for students, a perceived effectiveness inventory for parents, teachers and principals for collecting data. The study found that the overall guidance programme was not only very effective but also very helpful in 179 developing better self-understanding students. Students and parents associated with urban schools than with rural schools perceived the guidance programmes as more effective. Most of the counselors judged the effectiveness of counselling services using the criterion that students made realistic subject choice. Ngumi (2003) in Kenya revealed that most students received little to no formal career counselling, which led to low self-efficacy and poorly planned educational paths.

Tripathi, & Rekha, (1986) in the study title “Determination of Various Guidance Needs of the Pupils of Secondary and Higher Secondary Schools”. They have formulated the objectives (i) The investigation was undertaken to determine various guidance needs of the pupils of secondary and higher secondary schools and to observe the relationship between these guidance needs and some variables such as sex, grade, birth-order, parents' educational level, size of the family and type of school, (ii) Pupils' problem checklist was developed consisting of 240 items having nine different areas: (1) physical health needs, (2) familial needs, (3) social needs, (4) sexual needs, (5) personality needs, (6) educational needs, (7) financial needs, (8) future life needs and vocational needs, and (9) religious needs. They found that (i) A significant relationship exists between grades of pupils and social, personality, educational, financial, vocational and religious needs, (ii) Sex of the pupils was highly related with health, social, personality vocational and religious guidance needs-female pupils being in need of much attention, (iii) Father's education was highly related with familial, personality, educational and financial guidance needs, (iv) The size of the family was found to be highly related with health, familial and social needs, (v) The birth order of the pupils was found to have no relationship with any kind of needs, (vi) The pupils of single-sex schools needed much attention for health, familial and personality guidance needs while those of mixed schools for sexual and educational guidance needs, and (vii) some of the problems which needed urgent attention were teachers' lack of knowledge, their misbehavior with pupils, difficulties in the subjects of mathematics and Sanskrit, defective teaching methods. Pupils coming from low socio-educational status needed polite treatment from teachers.

Kaur (1992) findings of the study (i) Guidance and counselling services were not a regular feature in most of the schools, except for high/higher secondary classes. (ii) There existed no separate fund for guidance purposes. (iii) The help extended to students was mainly in the educational area to the neglect of personal and vocational areas. (iv) As regards the differentials in the evaluation of the guidance programme in general and specific guidance services, no marked difference was found. (v) The hindrances in the effective implementation of the guidance programme were the lack of financial support, provision for full-time counsellors, lack of awareness on the part of parents and students about the utility of the programme and professionally ill-equipped guidance workers.

Tuckman(1992) noted that students who receive appropriate academic guidance tend to perform better academically due to improved goal-setting and time management skills. Academic achievement refers to the level of proficiency attained in academic work as measured through grades, examinations, and other formal assessments. As defined by Good (1973), it encompasses the skills and knowledge acquired by students in school subjects. Mangal (2010) highlighted that academic achievement is influenced by both internal factors (such as motivation and cognitive ability) and external factors (such as environment, support systems, and guidance services).

Boutwell& Myrick, 1992 it should be noted that similar studies have found little or no effect on academic achievement directly (Poynton, Carlson, Hopper & Carey, 2006). While Poynton, Carlson, Hopper and Carey did find that classroom-based interventions implemented and led by the school counselors in a middle school had a positive effect on students' self-efficacy beliefs regarding problem solving, there were no significant differences in student scores on the Washington Assessment of Student Learning (WASL). Additionally, there exists the call for even more outcome-based research in this area (Brigman& Campbell, 2003).

Jamie,(1993) studied the school counselor can play a critical role in helping students who have learning disabilities (LDs) to make a successful transition from high school to college. Helping students with LDs prepare for, gain entry into and successfully adjust in college involves more time and effort on the part of the SC than normally is required v/hen assisting non-disabled college bound students. As significant others in students' lives, SCs have perceptions of appropriate post-secondary options that may possibly be a deciding factor in whether students with LDs view college training as an attainable goal after they have completed high school.

Pant(1998) in his study title "Guidance Needs of the School-going Students". He has formulated the objectives (i) The study the need of guidance of school going students, and (ii) Study the problems occurring the school going students. He found that (i) The review revealed information about the guidance needs of the children up to 12 years and the adolescents in the age group from 13 to 17,(ii) The Vocational Guidance needs of a limited number of secondary or senior secondary pupils,(iii) All the senior secondary /middle schools do not even offer any kind of guidance services,(iv) If the problems occurring during childhood are not resolved, they continue into adolescence and adulthood and create hurdles in their schooling, as well as the smooth

transition to adolescence and later to adulthood, Therefore, the problems arising out of lack of skills of interaction at home, in family, with peers and teachers, in academic matters etc. need to be resolved by way of direct intervention in developing their competencies and by orientation of the teachers to address these aspects of pupils development while transacting curriculum, and (v) Some kind of professional help needs to be made available to parents and teachers for dealing adequately with children having problems, and especially teachers for dealing adequately with children having problems and especially in the absence of professional guidance and counselling services.

Oniye (1999) studied the relevance of guidance and counseling for teachers and concluded that at first instance the provision of a broad based and functional guidance and counseling assist the teachers to explore and understand the problems of students so that they can help them to become self-directing individuals. Secondary, it provides opportunity to learn, self-understanding, because individuals who understand themselves and their world usually more effective, more productive, happier and healthier human beings.

Prabhu (2000) emphasized that the problems arise out of lack of skills of interaction at home, in family, with peers and teachers in academic matters etc. need to be resolved by way to direct intervention in developing their competencies and by orientation of the teachers by addressing these aspects of pupil's development while transacting curriculum. Beside, some kind of professional help needs to be made available to parents and teachers for dealing adequately with children having problems, especially in the absence of professional guidance and counseling services.

Brigman and Campbell (2003) finding showed that school counselling interventions that focus on the development of cognitive, social and self-management skills can result in sizeable gains to students' academic achievement. The literature is rich with reports on the effects of comprehensive developmental guidance programs on the academic achievement of students (Brigman& Campbell, 2003), as well as evidence that student counselling improves school attendance, school behavior, increases student achievement and increases students' levels of self-esteem and attitudes toward school (**Beale, 2004& Schmidt, 2003**).

Aremu and Soka (2003), emotional instability is a significant predictor of poor academic performance among Nigerian adolescents. Counselling helps mitigate these issues by equipping students with coping mechanisms, emotional regulation strategies, and self-confidence. Moreover, counselling interventions have proven effective in reducing anxiety, improving classroom behaviour, and fostering a sense of belonging (**Sink & Stroh, 2003**). This emotional stability allows students to concentrate better and perform more effectively in school.

Cam (2004) stated that it is necessary to offer follow up services in order to receive orientation and placement services together with psychological counseling service. Another important benefit of follow-up services is that they provide information on the efficacy of the counseling and guidance service that has been given to the students. It is extremely important that research must be concerned with the needs, expectations and problems of the students. The counselor should offer a sufficient level of services in educational, vocational, personal and social areas; services affecting the individual directly such as appraisal, psychological counseling, information gathering and outreach, orientation and placement, follow-up, orientation; and services affecting the individual indirectly such as consultation, research and evaluation, and public and family relations.

Watts and Sultana (2004), career counselling helps students make informed choices about their futures, aligning their interests, abilities, and labour market demands. Without proper guidance, many students make uninformed or misaligned educational decisions, which can negatively affect long-term academic motivation and success.

Okobia and Okorodudu (2006) stress the urgent need to strengthen such services to bridge educational gaps and support student success. Literature also shows that the impact of counselling may vary depending on gender and socioeconomic status. According to Oyaziwo Aluede (2006), girls tend to benefit more from personal counselling, while boys often respond better to academic and career-focused guidance. Additionally, students from low-income families often lack access to quality counselling, further widening the achievement gap.

Cetinkaya (2007) believed that in the sense of modern education, in order to consider the education process complete, it is necessary that personal services and counseling and guidance

services within these services be provided along with education and administration activities. Students should not be regarded as mechanical beings, they should be regarded as individuals who make up to center of education system and aware of their interest and abilities, can solve problems that they encounter, can generate rational ideas and can make analysis and synthesis.

Sahin (2008) found that overall approximately 56% of all counseling and guidance services were offered in India. Findings illustrate that these services were not offered to a satisfactory degree, because of lots of reasons. The fact that a significant number of individuals who work as counselors did not hold counseling degree, differences in the number and quality of faculty bodies of counseling degree programs; the insufficient number of counselors at schools, a lack of support from school administration and teachers; a lack of effective time management of counselors and job stress.

Oye, Obi, Mohd, and Bernice (2012) revealed that many students are unaware of school counselling programs, which limits their participation and benefits. In the Indian context, studies show that guidance services in many schools are either underutilized or poorly implemented due to lack of trained personnel, infrastructure, and awareness among stakeholders (Bhatnagar & Gupta, 1999).

Parhar Kaur Manjot, Kaur &, Kaur (2013), “Guidance Needs of Secondary School Students”. They have formulated the Objectives (i) to identify the guidance needs of secondary school students (physical, social, psychological, educational and vocational) of secondary school students on the basis of gender and location of their residence. (ii) To compare the guidance needs (physical, social, psychological, educational and vocational) of secondary school students on the basis of gender. And they also found that (i) it shows that there was no significant difference in the between the guidance needs of male and female students. (ii) Guidance needs of rural secondary school students were more than those of urban secondary school students.

WaiChing & Lai-Yeung (2014) in his study title “The need for guidance and counselling training for teachers”. They have formulated the objectives (i) Do teachers perceive a need for training in carrying out their guidance and counselling responsibilities at school? (ii) If they do perceive such a need, what are their training needs specifically? (iii) Do they perceive any

personal issues that might impede their guidance and counselling role?and(iv) Do they perceive any personal strengths or resources that that might facilitate their guidance and counselling role? They found that (i) the present study has yielded useful information to enrich the literature on the guidance and counselling training needs for teachers. It sheds light on topics and issues to consider for designing teacher training or education programmes, (ii) Training approaches which are experiential, reflective and interactive are recommended to match teachers' training needs and enhance trainees' motivation and interest in training, and (iii) Research using larger samples of teachers with different backgrounds to study teacher training needs in guidance and counselling are also recommended. Future research can also investigate training needs in terms of their different roles and experience in guidance and counselling service, and their level of competencies. Another line of research is to examine the effectiveness of various training programmes and their relationship with participants training needs.

Sharma (2014) study to investigate the guidance needs of secondary school students regarding academic concerns, examines the impact of gender and academic stress on students' education. Selecting a sample of 160 students through random sampling, statistical technique of analysis of variance (2x2 factorial design) was used to analyze the guidance need scores with high and low level of academic anxiety. The results identified that students having high level of academic anxiety have more guidance needs as compared to students having low level of academic anxiety. Significant differences were also found in the orientation needs of students.

Azeez and Sumangala (2015) investigated the counselling requirements of Kerala higher secondary school students as seen by their teachers. Using stratified selection approaches, the investigator chose 200 teachers to assess the counselling needs of the students. The data was gathered and analyzed using the SPSS program. It is assumed that the guidance needs of male and female students are not substantially different, and that the guiding needs of pupils in rural and urban areas are very different. The findings also indicated that there is no discernible difference between male and female teachers' perceptions of the counselling needs of upper secondary school pupils. This study showed that in order to support and safeguard the next generation of young people, future research must be focused.

Chandler, Burnham, Riechel, Dahir, Stone, Oliver and Bledsoe (2018) focused on considering the impacts of guidance and counselling services on learners' academic performance and professional decision in chosen high schools in USA. Descriptive research design was utilized. The researcher picked 10 learning institutions (5 private & 5 public learning institutions), utilizing simple random method. Lastly, simple random sampling was employed in choosing fifty learners in every institution, therefore making an overall of five hundred high school learners who took part in the research. Three hypotheses were created for the purpose of the research. Data was collected making use of a researcher designed tool. The t- test statistics were utilized to check out the hypotheses at 0.05 level of significance. The findings of the research indicated that there was no substantial disparity on the basis of institution type. Moreover, a substantial disparity was discovered on the basis of participant's gender and the number of times the learners went to the counselor. It was hence suggested that the government should make sure that guidance and counselling departments are developed in all high schools in USA.

Rao and Yashuda (2018) looked into the guidance needs of secondary school pupils. For this purpose, the sample of 200 male and female students of secondary schools of Guntur district in Andhra Pradesh was selected by applying random sampling method, administered using Guidance needs inventory (GNI) developed by Grewal for data collection, and analyzed with t-ratio. No significant difference was observed in relation to gender, locality, and type of institutes, but there was a significant difference between Telugu and English medium student's guidance needs of secondary school students. The study revealed that, need of guidance of secondary school students are homogeneous and are very high, and most needed guidance of the adolescent's sample was found in their psychological life, followed by social life, physical area of life, vocational area of life and the last in educational area of life.

Haokip and Saroh (2019) investigation focused on the counselling needs of secondary students and their learning disorders that have adverse effects on their behavior and academic performance. The study highlighted on the need for considering the present educational scenario and the plight of traumatic experiences borne by the students. By exploring the current literature, it analyses studies conducted in India and abroad regarding the importance of

establishing student counselling at secondary schools. The findings of the study revealed how counselling can be instrumental to improve the learning styles of the students and the benefits they could reap from it. Further, the study unfolds the ways and means to tackle learning disorders of the students through counselling.

Tirumalamba (2019), observed the need for increased guidance and counselling programs, focusing on Physical, Social, Psychological, Educational, and Vocational aspects. The findings were observed encouraging and suggested for a greater number of guidance need programs for the benefit of secondary level students. It was proposed that the school administration may recommend for policy modifications and develop sustainable programs that ensure more lasting guidance programs aiming to enhance the students' academic performance.

Amat (2019) there is a high influence of learners' performance when they get assisted and counseled thus the research set to check out the influence of guidance and counselling on the learner's academic performance. Because of these many problems learners encounter and some problems that guidance and counselling assisted in solving, a goal was established that identified the level to which provision of guidance and counselling tools, socio-cultural, instructor learner association has aided learners' academic performance. The study was accomplished with help of sets of questions, testimonials and documentations that were utilized to collect data. Educators and learners were included in the sample. The outcome of the evaluation reveals that there is a huge effect on learner performance where guidance and counselling is proper in the institution they go to.

Rajesh (2020) was conducted to examine the need for Guidance among Higher secondary school students having both parent's and single parents, on a sample of 100 students, 50 single and 50 both parents with age range 16y to 18y. All participants were administered with Guidance Need Inventory and analyzed with descriptive statistics (Mean & SD), and 't' Test. Descriptive statistics depicted the normality of data distribution expect some minor discrepancies. It was analyzed that the students having single parents were in need of more guidance than those of students having both parents.

Harahap(2020) conducted a study on students during distance learning and found that academic stress levels increased significantly due to isolation, reduced teacher support, and technological challenges. The authors emphasized that counselling support was critical in helping students cope with emotional and academic difficulties during this period.

Shizha, Abdi, Wilson-Forsberg and Masakure (2020) discovered that guidance and counseling programme in learning institutions helps learners to integrate their skills, interests and values and thus establish their total potential. All these are propelled towards enhancing the self-image of the learners and helping better accomplishment in academic performance. The research looked for to examine the effect of guidance and counselling program on academic performance of high school learners in Toronto, Canada. The research employed an ex post facto study design. It aimed at all the 985 form 4 learners, 19 educator counsellors and 19 head educators of the 19 picked public high schools in the research region. A random sample of 100 learners, fifteen educator counsellors and fifteen head educators were chosen from the five learning institutions. Information was gathered through giving out questionnaires with the chosen participants. The gathered data was then processed and evaluated making use of descriptive and inferential statistics. The research developed the following outcomes: the learning institutions in the research region had disparity in the number of guidance and counselling services which they had executed. Educator counsellors had little training in guidance and counselling. Stakeholders effectively assisted guidance and counselling program in the learning institutions. Learners were informed on the duty and advantages of career counselling in their institutions. There was poor academic performance amongst learners. Guidance and counseling programme has a favorable effect on the academic performance of learners. According to this research results, the following suggestions were noted: There is necessity for the instructor counsellors to execute all the services needed for a guidance and counselling program. There is demand to increase the degree of training of educator counsellors in guidance and counselling. Instructor counsellors are required to make use of the favorable attitude of the learners to boost career counselling in their learning institutions. Guidance and counselling program ought to be enhanced to raise the academic performance of learning institutions in the region.

Thanjavur district, Gunasekaran (2020) conducted a study on Guidance needs among school

students in Thanjavur District, with the objective to find the level of guidance needs among higher secondary school students. Applying the normative survey method, the investigator collected the data from a sample of 250 higher secondary school students using the Grewal Guidance Needs Inventory and analyzed using descriptive analysis (Mean & S.D) and different analysis ('t'test&F-test). The analysis found that based on gender and management, the students do not differ significantly in their guidance needs, but differ significantly based on the locality. The study concluded that the academic achievement can be increased through the guidance of higher secondary school students, and student's participation in guidance programs must be included in the school curriculum.

Tabassum and Sahar (2020) concluded that the need for guidance and counselling is inherent in every walk of human life, and guidance is inherent in the total process of education. The investigator also mentioned how crucial higher secondary and graduate levels are nowadays, and that no educational programme from the primary to the University stage can be complete without a well-planned, systematic, scientific, and comprehensive student guidance service. Based on the results, the study revealed that guidance programmes need to be introduced to meet the varied needs of students, and the goal of guidance programs must help individual overcome many of their future problems.

Mulawarman, Susilawati, Syifa and Rifani (2020) research intended to determine the impact of guidance and counselling on academic performance in high schools in Indonesia. The research was based on the psychoanalytic and cognitive development concepts. The research embraced descriptive study layout. The research focused on 16 principals and 32 guidance and counselling educators from all the public high schools in Indonesia. Pilot testing and expert judgment were made use of to identify content and construct credibility of the research tools. Demographics sampling method was made use of to sample all the 16 principals and the 32 guidance and counselling educators from the 16 high schools. The guidance and counselling educators' questionnaires and principals' interview guides were used to gather information. Integrity of the guidance and counselling teachers' questionnaire was determined through the split half strategy, where a coefficient of 0.79 was acquired. Data were evaluated by both descriptive and inferential data. Descriptive data like frequencies, means, standard deviations

and percentages were utilized. The created three null hypotheses were tested making use of several regression evaluation. The research found that many institutions lacked consistent specialist guidance and counselling services. Due to absence of reliable guidance and counselling services, the majority of the learners were at risk to false information from various sources. The study three independent variables contributed 69.8% of variance in learners' academic performance ($R^2 = 0.585$). Guidance and counselling in academic problems had one of the most substantial relative contributions to the prediction of learners' academic performance ($\beta = 0.685$, $p < 0.05$), followed by guidance in psychosocial problems ($\beta = 0.521$, $p < 0.05$), while profession guidance had the least impact ($\beta = 0.341$, $p > 0.05$). The research concluded that the majority of the counselor instructors hardly involve themselves with issues associated with their learners' relations at home and which jeopardized learners' academic performance. The study suggested that all the teachers regardless of their school ranking, be involved in guidance and counselling growth workshops and seminars. The understanding and experience acquired from such engagements can be utilized to boost their institutions and the general learners' well-being. These require the teachers' regulatory body to make it compulsory for all teachers to participate in and join these trainings.

Odyek (2021) performed research to examine the effect of guidance and counselling on learners academic performance at Senior high school, Japan. The research was performed with 2 goals: First, to discover the availability of counselling services in the institution. Secondly, to gauge the impact the services on learners' academic performance. The researcher in developing the research questions put interest in relationships, behavioral and developmental concerns. This is because the many of the learners enrolled in secondary education are teenagers. The researcher utilized a case study layout and data was gathered with making use of the surveys, interviews guide and observations. The researcher focused on a sample size of 271 participants, having 252 learners, 18 educators and 1 school-counsellor. Simple random method and stratified random sampling were used in selecting the target population. Quantitative data were evaluated making use of a descriptive statistic. The qualitative data were assessed thematically by categorizing them to the associated subjects to the research. Frequencies and percentage values were calculated utilizing Statistical Programs for Social Sciences (SPSS). The tool was pretested and received coefficient of 0.7542 revealing its validity and dependability. First of all, the results

show that the guidance and counselling services like vocational, career and individual are readily available in the school. Secondly, learners do have accessibility to guidance services. Nevertheless, most of the participants expressed their lack of basic information on the importance of the counsellor in their education. According to the outcome of the research, recommendations were made. The head of the learning institution ought to consider the needs of taking care of the requirements of the counsellor: Among the counsellor's demands is the workplace where to conduct her/his services, and sufficient time for counselling associated duties. The counsellor needs to be arranging varieties of educational opportunities such as adventures, career meetings, and counteractive programs for learners. The Ministry of Education (MoE) with the Regional Education Board Assistant (REBA) must have the ability to make sure that counselling services are readily available in schools, particularly to secondary learners.

Psifidou, Mouratoglou and Farazouli (2021) research was performed to explore the association between guidance and counselling and academic performance of secondary school students in Lyon, France. The research concentrated on determining the level of guidance and counselling, degree of pupils' academic accomplishment and the partnership between guidance and counselling and learners' academic achievement in Senior high schools in Lyon, France. The researcher used a co relational research design utilizing quantitative method to acquire meaning from quantitative information created. The major study tool utilized to acquire data during the research was Likert scaled questionnaires employed and customized to suit the goals of the research. Information gathering was guided by the study questions and goals. A total of 250 participants were purposely and arbitrarily sampled from the 8 learning institutions in Lyon. Findings from the research and evaluation revealed that there were substantial association between guidance and counselling and the academic achievement of learners. Results from the research additionally suggested that there is a still really reduced level of academic achievement of high school learners in the region. The level of guidance and counselling was discovered to be rather appropriate. The research recommended that the government needs to integrate guidance and counselling departments in every learning institution so as to bring nearer these services to the learners.