

NEEDS FOR CLASSROOM GUIDANCE ON ACADEMIC ACHIEVEMENT FOR STUDENTS AT SECONDARY STAGE

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Abstract: School is a second home of the child. School adjustment is a process of coping with the new environment and individually. Education aims at preparing students in their future. It must develop such abilities and capacities which makes students competent enough to deal with the various challenges of life. The students may not be competent or efficient enough to deal with these challenging lives or to reach the goal of life, in such cases, they may need guidance as the introductory assistance to help them in improving their performance level and deal with challenging situation of life. According to Carl Roger, "Guidance is essentially a helping process that provides material and non material assistance to solve problems which individuals may be facing at a given time." The present techniques of classroom instruction adopted by the teacher hardly enable the student to have the right attitude toward work & study. The basic elements of growth for the purpose of learning, knowledge & skill, application of abilities, habit formation are not attended properly, Lack of concentration, poor grades. Thus the Guidance overcomes the difficulties & to improve their academic performance level in the crucial process. The study investigation of classroom guidance on academic performance of secondary school students.

Key Words: Classroom Guidance, Academic Achievement, Secondary Students

1. INTRODUCTION:

Guidance is needed for helping the individual to develop their abilities, skills & acquire knowledge without difficulty. Learning in the class is to make adjustments to the needs, interests & abilities of the students. The students are to be helped to develop good study habits & right attitudes to studies, & to select the educational courses in accordance with the interests & abilities. Etymologically, the word 'Guidance' means, to lead, to direct, to manage or to regulate. According to Husband, "Guidance may be defined as assisting individual to prepare for his future life, to fit for his place in Society." According to Encyclopedia of Bitanica, "It is a process of helping individual to discover & develop his educational, vocational & psychological potentialities & thereby to achieve an optimum level of personal happiness & social usefulness." According to Crow & Crow, "Guidance is the assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens."

1.1. Attribute of Guidance:

- Guidance is a process of helping the pupils to learn to adjust with self.
- Guidance is related to personal, educational, vocational & other field
- Guidance is more arts & than a science & also democratic & interactive process.
- Guidance is a goal oriented wider process which can be given individually as well as in group.
- Guidance is both generalized & personalized services.

1.2. Principles of Guidance:

- Guidance is a continuous process, based on the principle that all individuals differ in abilities, interests, capacities. Guidance recognizes the psychological fact of the individual.
- Guidance assists the students to find out their educational opportunities, & their own capacities.
- Guidance is an assistance to the pupil so that they understand themselves, the guides themselves & make their final decisions.

1.3. Needs of Guidance

- For total development of the individual.
- For choosing proper courses & career to face new challenges.
- Identifying & motivating the students from weaker section of the society & to give them special help.

2. STATEMENT OF THE PROBLEM:

2.1. Academic Guidance

Academic guidance is the process between the academic advisor & the student of exploring the value of education, career plans & making appropriate course selections. It is also important for students & advisor to develop a close relationship in which problems may be discussed as they emerge, change in the student's academic program. Academic guidance is a collaborative relationship between a student & an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are harmonized with interest, abilities, values, capacities & potentialities.

2.2. Educational Guidance:

Educational guidance is concerned with the assistance given to the child in solving their academic problems. This is possible through a programme of self appraisal or self understanding, orientation, adjustment development & the student must begin with understanding their own interest. The assistance provided will differ in its nature, content & area from the stages the students are given educational guidance is needed at the all stages.

2.3. Classroom Guidance:

Classroom guidance gives an opportunity to provide information and support the entire student when the school counsellor meets with & to teach about things that will help students in and out of school. Classes are preventive in nature and designed to foster students' academic, personal, emotional and social development. Guidance has rendered through a variety of methods, including stories, discussions, role-play, music, games, puppets, and other fun activities.

2.4. Academic Achievement:

As the changes taking place in educational development curricula, teaching techniques need systematic and up-to-date information to correlate with pupil's achievement. It is very apt to consider various factors affecting the academic achievement. Pupil's study habits, socioeconomic status, intelligence, language, medium of instructions, personality traits, motivation, interest, method of teaching all have their effect on academic achievement. Academic achievement is measured on the basis of formative and summative assessments that are carried out through semesters. According to Hassan (2012), "academic achievement should be judged based on skills rather than the ability of effectively answering questions."

2.5. The Role of Guidance in Secondary Stage:

When the student enters the secondary stage, a number of changes take place in them & also in the school environment therefore a special type of guidance is required. The major functions are instantiated guidance which helps the pupil to understand the goal of education, the purpose of educational efforts. The guidance programme helps motivate them to their own self, interests, abilities, potentialities & also adjust their home & school environment. Borrow (1983) also observes that it is the role of guidance and programme to provide the students with the necessary information about the course availability and the qualifications required for each course. Guidance helps them to assure their future planning. The student is appraised of the various types of courses at the secondary stage & their relation with specific abilities on the one hand, & the future vocation on the other. The major responsibility of the guidance programme is to help the pupils to make a wise choice of the subject of study. The student must have a clear idea of each of the elective groups, their purposes, future uses & connected vocations.

Need of guidance for the students at secondary level

- To solve the wastage & stagnation problems
- Appropriate selection of subjects
- Adjustment in school environment
- Providing future education & job
- Providing the awareness of various opportunities
- Rectify changes in school administration & teaching methods
- Identify reasons of increasing percentage of delinquents.

Self Concept

Self concept is a sense of self. It's based on knowledge, which develops the students confidence. Self concept helps the modification of students' behaviour. But sometime students are lacking in their

confidence, which has affected their academic performance. At this time the major responsibility taken by the guidance program.

2.6. Problem Solving Ability:

Guidance is a process in which various alternatives have to search for solving the problems in the effective manner. It contains the various procedures which help in solving the problem with the alternatives. By using this technique, the mental fatigue is required so that the solution may search in the effective manner. Students with these skills exhibit high problem solving ability and are able to attempt any type of difficulties faced by them. The process of solution of the problem is that to help the students in the manner by which they may able to solve their daily problems

2.7. Examination Anxiety:

Anxiety develops among students due to fear & pressure. It's correlated with the parameters of emotional as well as the physical disturbance due to the problems which may be imaginary or real. Among students, a great deal of anxiety prevails, especially related to academic achievement as students need to satisfy their parents and teachers expectation besides their capabilities and abilities to work. Few signs of students experiencing anxieties are sleeplessness, headaches, stomach upset and lack of concentration, change in appetite and depression. In this situation guidance assists the pupil to reform them & consist their accomplishment.

2.8. OBJECTIVES OF THE STUDY:

The objective of the study is aimed at achieving the effectiveness of Guidance service in building up the students' academic performance in the secondary stage.

2.9. HYPOTHESIS OF THE STUDY

- ✓ There is no significant relationship between the impact of guidance program & academic achievement of students.
- ✓ There is no significant relation between the affecting factors of guidance program & secondary stage of students.

2.10. SIGNIFICANCE OF THE STUDY

Education & Guidance is a sort of organized assistance given to the students for the development of their personality & fulfilment of their aims. The aim & the objectives of the guidance is to develop the learner capacity & prepare them to face the challenges in the future. All though both the education & guidance are conscious effort on the part of the society to direct the physical, mental, emotional, educational & vocational growth of the individual. The significance of the study of 'Guidance' is essentially an educative process, the outcome of which is mental & academic preparedness for the course of Academic Achievement.

2.11. LITERATURE REVIEW:

Kumari (2013) in the article "significance of imparting guidance and counselling programs for adolescent students" revealed the need for developing a guidance and counselling programs for adolescent students for enhancing life competencies and solving problems. The article indicated that the guidance and counselling play a vital role in preventing educational, personal, social, mental, emotional and other similar problems among school students. Grewal (2014) conducted a study to understand the extent of the relationship between academic achievement & family climate of 767 adolescent studying in 10 +1 classes in Government / Private Senior Secondary Schools of Punjab. The results of the study showed there was a positive significant correlation between family climate & academic achievement of adolescence. The findings further indicated that the academic achievement of adolescents living satisfactory family climate is higher as compared to their encounter part living in highly dissatisfactory family climate.

3. METHOD:

3.1 Research Design:

The study is descriptive survey design. Data was collected from 10 schools in West Bengal at Kolkata randomly. The Random Sampling technique has been applied for the purposed of study. The study was conducted on a group of 100 individuals, 50 teachers, & 10 selected schools. The Researcher also conducted a structured interview & questionnaire was given to determine the factors affecting the academic performance of secondary stage of students. The study toward attitude the academic achievement related to the guidance program constructed from the 5 point rating scale. The scale based on 5 dimension like, Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

3.2 Statistical Analysis

To assess the needs of Guidance on the academic performance of secondary stage of students, prior permission was sought by authorities of the schools, students, teachers to administrating the test on a stipulated date & time. The test booklets were distributed to all of them & responses were collected in the form of sheets, interview & survey which were scored by using the scoring key. The techniques of analysis of data used were Person Product Moment, Attitude 5 pointing scale, Mean, T test etc.

4. DISCUSSION, ANALYSIS, FINDINGS & RESULTS:

To find out the impact of Classroom Guidance program on the academic performance of students, Mean & Sd were employed for data & the result is presented below:

Hypothesis 1

Table 1. Academic Performance of Students

There is no significant relationship between the impact of guidance program & academic achievement of students

Variable	Content	Sample	Mean	SD	T test	DF (degree of freedom)	Levels of Significance 0.05 & 0.01
Students	Girls	60	57.8	13.2	4.2	98	Both levels of significance
	Boys	40	37.2	8.9			

Here, t-value = 4.2 & DF = (degree of freedom) 98, table value for 0.05 levels is 1.98 & 0.01 levels is 2.63 both values less than t-value. Therefore, the researcher interpreted by rejecting that null hypothesis. The impact of classroom guidance on academic performance of secondary students is positive.

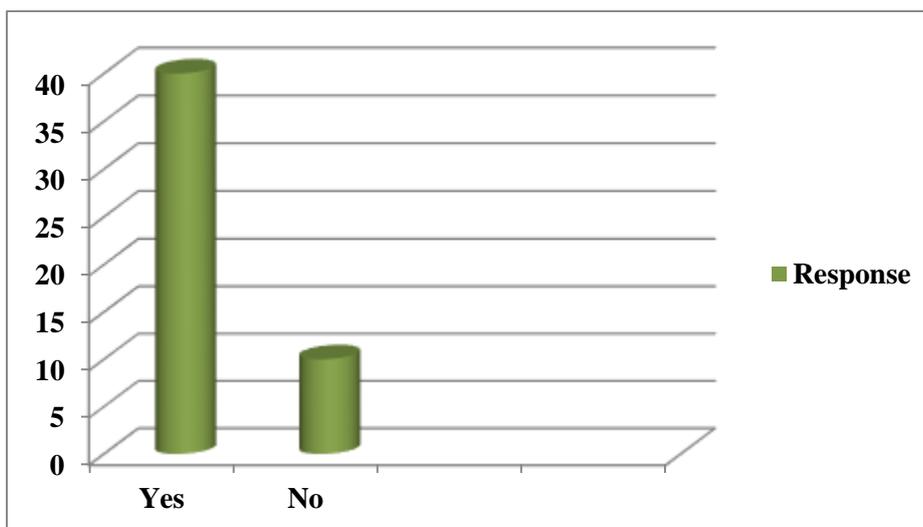
The view point of teachers is that, the guidance program helps to the students in their academic competency. The teacher is regarded as the friend, philosopher and guide by students. Who builds, constructs and shapes the entire system of education. Among various duties and responsibilities of a teacher one of the major role that he plays, is the role of a “Career Master” for students. He removes the barriers from the path of success and frame, certain developing strategies to assist students in career-decision for a particular age group.

Teachers’ Responses

The researcher asked the teachers that they are agreeing with that classroom guidance is needed for students’ performance in academic fields. The teachers’ responses as below:

Table 2

Sl. No.	Parameters	Response
1.	Yes	40
2.	No	10

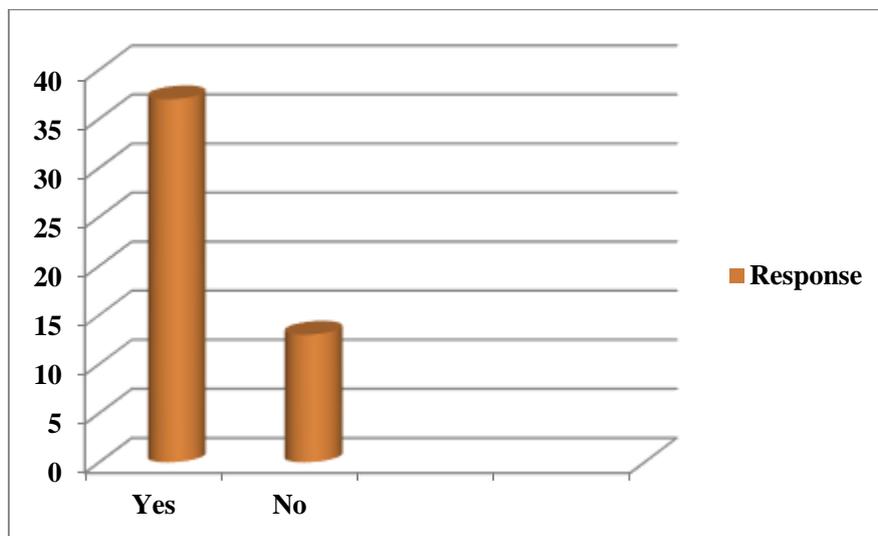


Here, that show most of the teachers’ are agreeing with that classroom guidance is needed for students’ performance in academic fields.

The researcher asked the teachers’ that whether they admit in removing the pressure of examination with due help of the guidance program. The teacher’s responses as follows:

Table 3

Sl. No.	Parameters	Response
1.	Yes	37
2.	No	13



Here, the table shows most of the teachers’ are agreeing in removing the pressure of examination with the help of the guidance program.

Table 4

The guidance program helps to the students as their academic competency according to the teachers

Variable	Category of responses	Chi – Square	DF (degree of freedom)	Levels of significance 0.05 & 0.01
Teacher	Yes	11.7	2	Both Level of Significance
	No			

Here, $\chi^2 = 11.7$ & $DF = 2$, table value, $0.05 = 5.991$ & $0.01 = 9.210$ both levels are less than the observed value. Therefore, the null hypothesis can be rejected at both the levels. The researcher can be interpreted that the teacher’s attitude highly related with guidance program.

Table 5. Affecting factors of Academic Performance

Affecting Factors	Frequency	Percentage
Self Concept	7	14
Problem Solving Ability	3	6
Examination Anxiety	5	10

Through the Teachers’ view point it represents that 14% teachers admitted that guidance helps the students to modify their self concept & improve their academic performance. 6% teachers are agreeing that guidance helps the students with effective problem solving ability which can be identified through their use of a wide range of strategies in tackling their problems, like good arithmetic skills, high self-confidence, checks answers for reasonableness and able to understand the problem and solve it with critical and analytical skills. 10% teachers acknowledged that guidance assists the students to face a lot of challenges and pressure with high expectations, excessive load of learning materials and assignments.

Hypothesis 2

Table 6

There is no significant relation between the affecting factors of guidance program & secondary stage of students

Variable	Person’s Correlation	Significance
Attitude toward factors	$r=0.63$	Positive or Highly Correlated
Academic Performance	$r=0.7$	Positive or Highly Correlated

Table 6, represented that attitude toward factors & academic performance both are highly correlated with guidance programme. Therefore, the students who are used to build up their career mostly like to seek for the services of the guidance and addressing their academic challenges and therefore end up making rational academic decisions.

5. RECOMMENDATION:

After the positive aspect and seeing the results it can be well said that Guidance program is very much needed in the life of a student's. There should be a well organized structure of the guidance program at the secondary stage at each and every school, where lots of programs like corrective, remedial, adjustable, preventive, developing and facilitating can be rendered. There should be well thought out schedule of the guidance program in the school campus. There should be a guidance committee where faculties are well trained, the counselling centre should be there, occupational information room need to be set up to facilitate the function, the purpose meant for the students' progress.

6. CONCLUSION:

Thus, it can be concluded by saying that, Guidance has threefold functions adjustmental, orientation and development. As each individual is different from every other individual, the primary concern of the guidance program is the individual in his social setting. The individual needs a continuous guidance process from early childhood through adulthood. Therefore, it can be supported by saying the effectiveness of guidance service is building up the students academic performance in the secondary stage is positive.

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