



## Guidance and counseling is the Real Solution of Problems at Adolescents Period

Dr. Sandeep Paul

PGT (History) Jawahar Navodaya Vidyalaya, Sri Muktsar Sahib (Punjab)

### Abstract

The guidance and counselling in modern era has increased because of the multiplicity of problems that the individuals have to face in the various domains of life. In the context of the changing socio-cultural scenario the repertoire of guidance and counselling has been increasing at an unexpected speed. In these circumstances, it is essential to help and guide the youth to worthwhile channels through the introduction of guidance and counseling services on a universal scale in our educational institutions.

ISSN 2454-308X



**Keywords:** Guidance, Counseling, Socio-cultural, Competencies, Globalisation, Adolescents.

### I. Introduction

In the globalized world adolescents face many problems. Atwater (1988) argues that the adolescent stage of life is marked by emotional development that includes mood swings, enthusiasm, tenderness, cruelty, curiosity and apathy. The students are not mature enough in this stage to critically evaluate faced with. They need somebody to help in the solution of problems and thus avoid tensions and conflicts. The students must know their capabilities and potentialities, especially in areas that are crucial for the realisation of objectives in life. Their goals and aspirations and expectations are to be shaped accordingly. Corey (1991) point out that counselling is a service designed to help an individual to analyze himself/herself by relating his capabilities, achievements, capacities, interests and mode of adjustment.



The UNESCO module on guidance and counselling (2000) also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counselling plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among school students. Ministry of education and principals of schools are aware of the heavy reliance placed on guidance and counselling services. These services are presented as information services, placement services, appraisal services, vocational guidance services, counselling services, referral services, evaluation, follow-up, consultancy and research services.

India is the largest democratic country and every citizen play an important role in the upliftment of the nation. A citizen must be educated in such a way that it would develop certain desirable life skills, aspiration, attitudes and values in him for manifestation of his own self as well as for the progress of the nation. It may enrich his intellectual and social skills helpful to lead a purposeful and successful life. Life skills based education helps children understand themselves, their friends and their world. Effective guidance & counselling will enable them to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic, social and personal challenges. It helps an individual to acquire skills and attitudes, which make him or her properly adjusted person in life situations.

### **I. Aims & Objectives of School Guidance and Counselling**

- To cultivate essential life skills in students.
- Maximum use of resources both human and material.
- To enable the students to make proper choices at various stages of their educational career.
- To understand the individual responsibilities and to adapt themselves with their environment and make them to become an efficient citizen of the society and nation.
- To minimize the incidence of indiscipline and anti-social activities.



- To help students make the best possible adjustments to the situations in the school as in the home.
- To check wastage and stagnation.
- To ensure the proper use of leisure time and motivate them to develop creative hobbies.
- To develop all aspects of personality of the students.

**Factors necessary for the provisions of guidance & counselling programmes:**

- Changes in the structure of society.
- Early marriages.
- Drug and alcohol abuse.
- The escalation of juvenile delinquency.
- Lack of knowledge concerning the use of leisure time.
- Pressure on traditional values and norms.
- The high dropout rate in schools.
- Youth unemployment.
- School violence and vandalism.
- The inability of individuals to make a realistic career choice.

**Recommendations/suggestions**

- Provision of a systemic approach which analyzes issues within a broader social system.
- Guidance and counselling should be an integral part of the education process and that more time and status should be allocated.
- Guidance curriculum and responsive services can then be structured to address human relationships, career development, life skills, social values, self development, and learning skills.



- Guidance teachers should be given more appropriate training, especially in counselling skills.
- The guidance curriculum should be sensitive to gender.
- The needs of each student will also be easily identified through guidance and counseling and individual responsive services must be planned.

### III. Conclusion

In the changing socio-cultural scenario the scope of guidance and counselling has been increasing at an unexpected speed. The widening of the spectrum of guidance and counselling demand a new approach to practice in schools, colleges, universities and other institutions in our country. It enables the students in enriching the perspective and promoting the attitude towards resolving educational, vocational and personal problems. In the era of globalisation and technological advancements the transition from school to work continues to become more difficult as the range of skills and dispositions needed to compete for desirable occupations increase. The Guidance and Counselling should be an integral part of the education of children.

### References

- Atwater, E. (1988). *Adolescence*. (2nd Ed). New Jersey: Prentice Hall, Inc.
- Best, J. W. & Kahn, J. V. (2006). *Research in Education*. Boston: Pearson Education Inc.
- Biswalo, (1996). *An introduction to guidance and Counselling Diverse Africa Contexts*. Dare Salaam: Dare salaam University Press.
- Chandra, R. (2002). *Guidance and Counselling*. New Delhi: Kalpaz publications.
- Corey, G. (1991). *Theory and Practice of Counselling and Psychotherapy*. 4th ed. Pacific Grove. California: Brooks/Cole Publishing Company.
- Frank A. N. & Karyn, D. J; (2005). *Introduction to Professional Counselling*. Boston: Pearson Education Inc.



- Gelabert, R.C. (2007). *Headaches. Scientific and Natural Treatments*. Saragossa: Vidasana. Gelso, J. C. & Fretz, R. B. (1992). *Counselling Psychology*. New York: Winston Inc.