

“Challenges in the Provision of Guidance and Counselling Service at Central School, Eastsiang, Arunachal Pradesh”

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Abstract

The study sought to assess the provision of guidance and counselling services in central schools in the East Siang area. This study investigates the challenges in providing guidance and counselling services at Central School, East Siang, Arunachal Pradesh. Two primary objectives guide this research: firstly, to assess the availability and adequacy of trained guidance counsellors at the school, and secondly, to evaluate the perceptions and awareness of students and parents regarding the importance and benefits of guidance and counselling services. The availability and adequacy of trained guidance counsellors are crucial factors in ensuring the effective provision of guidance and counselling services. Insufficient staffing or a lack of qualified personnel can hinder the school's ability to address the diverse needs of its students. By assessing the current status of guidance counsellors at Central School, this study aims to identify any gaps in staffing and training that may exist, thus informing strategies for improvement. The study also examines the perceptions and awareness of students and parents regarding the significance of guidance and counselling services. Understanding their perspectives is essential for enhancing engagement and participation in counselling programs. By evaluating attitudes towards counselling, this research seeks to uncover any misconceptions or barriers that may impede access to these vital services. The findings of this study have implications for policy and practice in the field of guidance and counselling in educational settings. Addressing challenges related to staffing and awareness can contribute to the enhancement of support systems for students, ultimately promoting their holistic development and well-being. Recommendations based on the study's findings aim to inform strategies for improving the provision of guidance and counselling services at Central School, East Siang, Arunachal Pradesh, and similar educational institutions.

Keywords: Challenges, Guidance, Counselling, Central school, services

Introduction

Counselling is a collaborative process that helps individuals, including students, examine themselves, connect with their strengths, and adapt to new decisions (Maliwa, 2016). Effective counselling encourages positive changes in attitudes and behaviors. Education aims to equip students with knowledge and skills for success in academics, careers, social connections, and emotional well-being. Thus, schools must prioritize guidance and counselling services to support students' academic growth (BELEW, 2016). These services are crucial for students' personal and intellectual development, aiding in self-understanding and informed decision-making (Gibson, 2020). Guidance and counselling mitigate environmental and institutional barriers affecting students' academic progress (Khanda, 2016).

Adolescents face developmental challenges that require targeted interventions to address their physical, emotional, social, and intellectual needs. Guidance and counselling services are essential during this transitional phase, guiding students through self-discovery and personal growth (Khanda, 2016). In India, the foundation for structured guidance and counselling was laid post-independence with the establishment of guidance centers and recommendations from the Mudaliar Commission (1952-53). This led to the creation of institutions like the Central Bureau of Educational and Vocational Guidance (CBEVG) and the All India Educational and Vocational Guidance Association (AIEVGA). National policies such as the National Policy on Education (NPE) of 1986 and the Programme of Action (POA) of 1992 emphasized integrating guidance and counselling into the education system. Subsequent frameworks like the National Curriculum Framework for School Education (NCFSE) of 2000 and the National Curriculum Framework (NCF) of 2005 reinforced their importance. Despite advancements, the profession in India lacks qualified experts to meet growing demands. However, there is increasing recognition of the value of these services among stakeholders, with institutes like the Department of Educational Psychology and the Foundations of Education in New Delhi promoting innovation and quality. Social attitudes towards educational counselling are shifting, acknowledging the role of professionals in fostering students' holistic development and well-being. Guidance and counselling services support students' academic, personal, social, and career development needs. School counsellors play a vital role in addressing academic challenges, promoting emotional well-being, facilitating career exploration, and encouraging positive behavior and relationships. These services are crucial for maintaining the mental health of students facing increased stress (Khanda, 2018).

Statement of the problem

Guidance and counselling services are essential in schools to support students' cognitive, social, emotional, and academic development. Despite their importance, there is limited research on the challenges faced by counsellors and effective strategies to assist students. This study examines these challenges and potential solutions at Central School, East Siang, Arunachal Pradesh.

Objective of the study

1. To assess the availability and adequacy of trained guidance counsellors at Central School, East Siang, Arunachal Pradesh.
2. To evaluate the perceptions and awareness of students and parents regarding the importance and benefits of guidance and counselling services at Central School, East Siang, Arunachal Pradesh.

Research Question

1. How sufficient is the number of trained guidance counsellors available at Central School, East Siang?
2. How do students and parents perceive the importance and benefits of guidance and counselling services at Central School, East Siang?

Methodology

The study used a survey-based design, including school principals and counsellors from Pasighat Central School, selected through purposive sampling. Two principals and two counsellors were sampled due to their relevant information and willingness to participate. Data was collected using researcher-made questionnaires, split into sections for demographic information and perceptions of guidance and counselling services. Expert evaluation ensured face validity, with revisions made based on feedback.

Analysis of the Data

Objective 1: To assess the availability and adequacy of trained guidance counselors at Central School, East Siang, Arunachal Pradesh.

Fig1

There are enough trained guidance counselors available at Central School, East Siang.

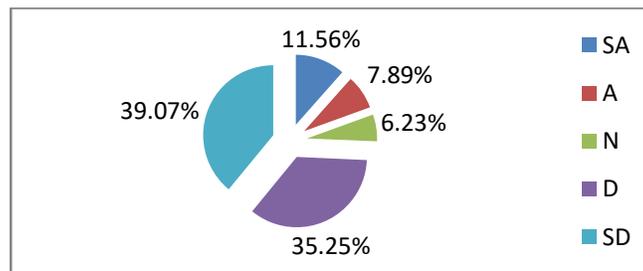


Figure 1 shows that only 11.56% of respondents strongly agree and 7.89% agree that Central School has enough trained guidance counselors, totaling less than one-fifth with a positive perception. Additionally, 6.23% are neutral, while 35.25% disagree and 39.07% strongly disagree, making up nearly three-quarters of the respondents. With 19.45% perceiving adequate availability and 74.32% disagreeing, there is a clear perception issue. The school needs to recruit more counselors, enhance professional development, and raise awareness about counseling services to better support students' development.

Fig 2:

The guidance counsellors at Central School, East Siang have adequate access to professional development opportunities.

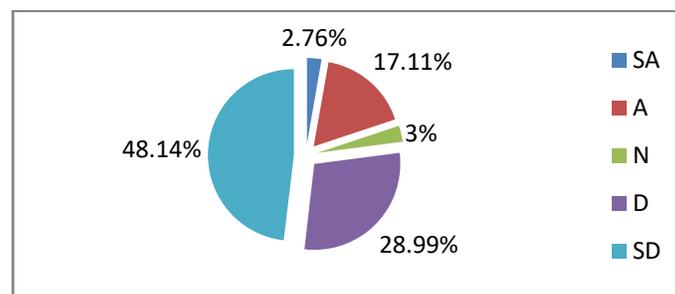


Figure 2 shows that only 2.76% of respondents strongly agree and 17.11% agree that guidance counselors at Central School have adequate access to professional development, totaling less than one-fifth with a positive view. Additionally, 3% are neutral, while 28.99% disagree and 48.14% strongly disagree, forming a substantial majority. With only 19.87% viewing access as adequate and 77.13% disagreeing, there is a clear perception issue. The school administration needs to provide more comprehensive and accessible professional development programs to ensure counselors are well-equipped to support students effectively.

Fig 3:

The current number of trained guidance counsellors meets the needs of the students at Central School, East Siang.

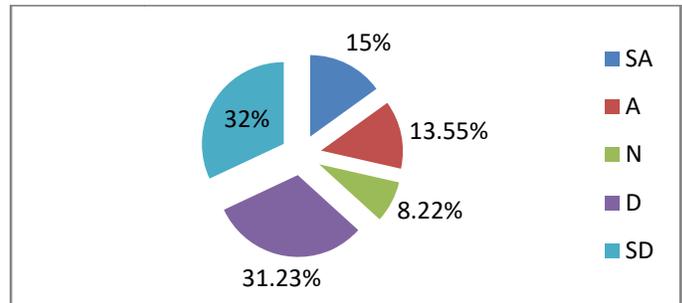


Figure 3 reveals that 15% of respondents strongly agree and 13.55% agree that the number of trained guidance counselors meets students' needs, totaling 28.55% with a positive view. Meanwhile, 8.22% are neutral, and a significant 31.23% disagree and 32% strongly disagree, indicating that 63.23% believe the current number is insufficient. This data highlights a widespread perception of inadequate counselling staff. With only 28.55% viewing the number as sufficient and 63.23% disagreeing, it is evident that there is a critical perception issue. The school administration must prioritize recruiting more qualified counselors and enhancing their capacity to address students' diverse needs effectively.

Objective 2: To evaluate the perceptions and awareness of students and parents regarding the importance and benefits of guidance and counselling services at Central School, East Siang, Arunachal Pradesh.

Fig 4:

Students at Central School, East Siang understand the importance of guidance and counselling services.

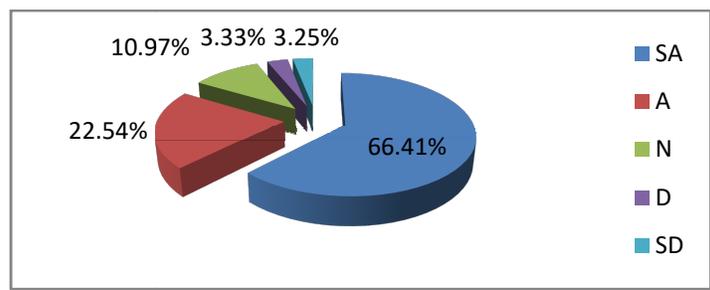


Figure 4 shows that 66.41% of respondents strongly agree and 22.54% agree that students understand the importance of guidance and counselling services, totaling 88.95% with a positive perception. Additionally, 10.97% are neutral, while only 3.33% disagree and 3.25% strongly disagree. This indicates a strong overall belief that

students recognize the importance of these services. The overwhelming majority of positive responses suggests that the school community values guidance and counselling and sees their role in supporting students' development. While a small percentage remains neutral or disagreeing, continuous efforts should be made to ensure all students fully appreciate and utilize these services.

Fig 5

Parents of students at Central School, East Siang are aware of the benefits of guidance and counselling services.

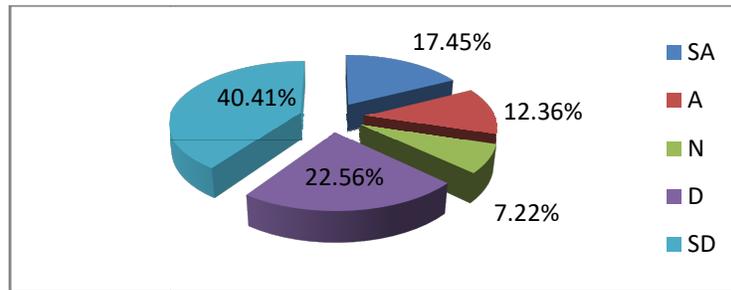


Figure 5 reveals that 17.45% of respondents strongly agree and 12.36% agree that parents are aware of the benefits of guidance and counselling services, totaling 29.81% with a positive view. However, 22.56% disagree and 40.41% strongly disagree, making up 62.97% who believe parents lack awareness. This indicates a significant perception issue, highlighting the need for improved communication and outreach by the school administration to better inform parents about these services' benefits. Ensuring parental awareness and engagement is crucial for supporting students' development.

Fig6:

Guidance and counselling services are perceived as beneficial by the students at Central School, East Siang.

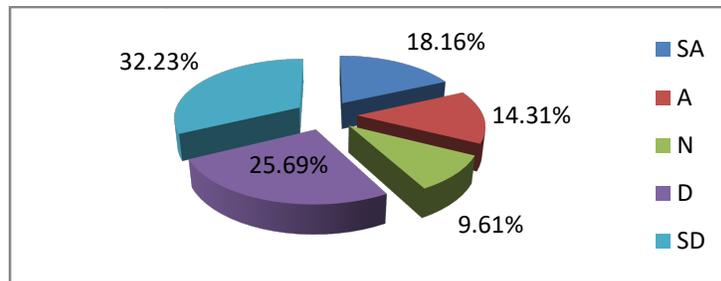


Figure 6 shows that 18.16% of respondents strongly agree and 14.31% agree that students perceive guidance and counselling services as beneficial, totaling 32.47% with a positive perception. Meanwhile, 9.61% are neutral, and 25.69% disagree and 32.23% strongly disagree, making up 57.92% who do not see these services as beneficial. With only 32.47% viewing the services positively and 57.92% disagreeing, the school administration needs to improve the effectiveness and visibility of these services to ensure students recognize and utilize them.

Discussion

The data from Figures 1 to 6 reveals significant gaps in perceptions of guidance and counselling services at Central School, East Siang, Arunachal Pradesh. There is widespread dissatisfaction with the availability and adequacy of

trained counsellors, highlighting a critical shortage that requires urgent recruitment and better professional development. While students understand the importance of these services, many parents lack awareness of their benefits, necessitating improved communication. Additionally, many students do not see these services as beneficial, indicating a need for greater visibility and effectiveness. Addressing these issues is essential for supporting students' academic, emotional, and social development.

Conclusion

The assessment of guidance and counselling services at Central School, East Siang, Arunachal Pradesh, reveals significant challenges, including a shortage of trained counsellors and inadequate professional development. While students understand the importance of these services, there's a need to improve parental awareness. Addressing these issues requires recruiting more counsellors, enhancing professional development, and improving communication with parents to support students' overall development.

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