CHAPTER VI

SUMMARY AND CONCLUSIONS

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Chapter VI comprises a brief summary of the study, followed by the major findings and conclusions arrived at, implications of the study, recommendations and the suggestions for further research. The purpose of the present study was to develop a strategically aligned guidance and counselling package with special reference to life skills attainment, personality development and vocational choices of students at higher secondary level. For this, the investigator developed a strategically aligned guidance and counselling package comprises various strategies and programmes for enhancing life skills, developing personality and enable students for choosing right vocation. Due to lack of tools for life skills attainment and vocational choice especially for higher secondary students, the investigator prepared and standardised a Life Skills Attainment Scale and Vocational Choice Scale. After developing the package its effectiveness on the above mentioned variables was found out on total sample and subsample.

This chapter begin with the study in retrospect which is followed by a brief summary of the findings and a short description of the conclusions drawn from the study. The chapter concludes with educational implications and practical suggestions on the basis of the findings emerging from the study.

6.1 The Study in Retrospect

The present study was intended to develop a Strategically Aligned Guidance and Counselling Package with special focus on Life Skills Attainment, Personality Development and Vocational Choices of students at higher secondary level. This
report provides an overview of the significant aspects of the stages for conducting the study. The different aspects of the study are summarized below under the following heads:

6.1.1 Research questions

The research questions put forwarded as:

1. How adequate are the physical and operational facilities currently available to deliver effective guidance and counselling services in higher secondary schools?

2. What are the counselling needs of students?

3. How can students at higher secondary level be made to cultivate various life skills through guidance and counselling programme?

4. How can students at higher secondary level be made to develop their personality through guidance and counselling programme?

5. How much the guidance and counselling programmes can help the higher secondary school students for making proper vocational choices?

6.1.2 Hypotheses of the Study

The following hypotheses were formulated for the study:

1. The prevailing modalities of guidance and counselling are inadequate for enhancing life skills attainment, developing personality and selecting proper vocation of students at higher secondary level.

2. The Strategically Aligned Guidance and Counselling Package (SAGCP) prepared with special focus on life skills attainment, personality development
and vocational choices, is an effective technique for students at higher secondary level.

3. The package (SAGCP) is more effective than the existing school programmes of guidance and counselling with regard to attainment of life skills, development of personality and choice of vocation.

4. There exists significant difference in the effectiveness of prevailing mode of guidance and counselling programmes with regard to attainment of life skills, development of personality and choice of vocation of students at higher secondary level.

5. There is no gender difference in the effectiveness of package (SAGCP) with regard to life skills attainment, personality development and vocational choices.

6. There exists difference in the effectiveness of SAGCP as a strategy for the guidance and counselling of students opted different subjects.

7. There exists no difference in the effectiveness of SAGCP as a strategy for the guidance and counselling of students belonging to government and aided schools.

8. The package (SAGCP) is equally effective for enhancing all select dimensions of life skills.

9. The package (SAGCP) is equally effective for enhancing all select dimensions of personality development.

6.1.3 Objectives of the Study

The objectives of the study were the following:
1. To identify the current strategies adopted for providing guidance and counselling programmes in Higher Secondary Schools of Kerala.

2. To Develop and validate a Strategically Aligned Guidance and Counselling Package (SAGCP) with Special Focus on Life Skills Attainment, Personality development and Vocational choices of students at Higher Secondary level.

3. To find out the effect of SAGCP on Life Skills Attainment, personality development and vocational choices of higher secondary students in the experimental group.

4. To compare the effect of SAGCP on Life Skills Attainment, personality development and vocational choices of higher secondary students in the experimental group with prevailing groups.

5. To compare the effect of prevailing guidance and counselling programmes conducted by school counsellor with that of the trained classroom practitioner on Life Skills Attainment, personality development and vocational choices of higher secondary students.

6. To find out the gender differences in the effectiveness of package (SAGCP) with regard to life skills attainment, personality development and vocational choices.

7. To compare the effect of SAGCP as a strategy for the guidance and counselling with regard to life skills attainment, personality development and vocational choices of students opted different subjects.

8. To compare the effectiveness of SAGCP as a strategy for the guidance and counselling with regard to life skills attainment, personality development
and vocational choices of students belonging to government and aided schools.

9. To find out the effect of SAGCP on set levels of dimensions of life skills attainment of higher secondary students in the experimental group.

10. To find out the effect of SAGCP on set levels of dimensions of personality development of higher secondary students in the experimental group.

11. To assess feedback from students under experimentation through a package appraisal questionnaire.

12. To conduct case studies of three higher secondary students.

6.1.4 Methodology and Procedure

Mixed methods designs include both qualitative and quantitative approach adopted for the present study. Qualitative aspect includes semi-structured interview and focus group discussion with teachers, principals and school counsellors of various higher secondary schools of Kerala and case studies of select higher secondary students. For quantitative part, an experiment was conducted among students at higher secondary level with developed package (SAGCP) to find out the effectiveness of the package on life skills attainment, Personality development and vocational choices. For this, a pre-test and post test was administered to the experimental group and prevailing groups before and after the intervention. Duration of experiment was six months. The data analyzed by using appropriate statistical techniques. A Package Appraisal Proforma was administered to students in order to study the possibility of the developed package.
6.1.5 Sample

For survey, the sample was higher secondary teachers and principals in all the fourteen districts of Kerala state. There were about 98 higher secondary teachers and 16 principals and 10 school counsellors were participated in the study. The samples for the experimental study are the Higher Secondary School students from Ernakulam and Kottayam Districts. A total sample of 720 participated in the study. The sample also stratified appropriately according to sex, board, and optional subjects.

Experimental design: Pretest-posttest non-equivalent group design

6.1.6 Tools used are the following:

1. Semi-structured interview schedule
2. A Strategically Aligned Guidance & Counselling Package (SAGCP)
3. Personality Development Index
4. Vocational Choice Scale
5. Life skills Attainment Scale

6.1.7 Statistical techniques

The data collected were tabulated and subjected to analysis using appropriate statistical techniques such as t-test, percentage analysis, ANOVA, ANCOVA, Scheffe’s Post Hoch analysis.

6.2 Conclusions Based on the Findings of the Study

The findings that emerged from the analysis of the data based on quantitative and qualitative investigation that absolutely answered to the research questions framed by the investigator. The analysis of data also revealed the tenability of hypotheses formulated for the study. The conclusions that emerged from the results
of the analysis of data according to the objectives and hypotheses of the study are given below:

**Conclusion 1:** *The prevailing modalities of guidance and counseling are inadequate for enhancing life skills attainment, developing personality and choosing proper vocation of students at higher secondary level.*

The following findings confirm the above conclusion:

The analysis of the semi-structured interview and focus group discussion with higher secondary school teachers, Principals and school counselors revealed that the current system of providing guidance and counselling programmes is inadequate. Though the educators are aware of the significance of imparting guidance and counselling programmes, they rarely implement it in a proper manner due to several constraints such as overcrowded class rooms, lack of qualified teachers, lack of in-service training for student counselling techniques, scarcity of time for arranging counselling sessions, overload of curricular frame, lack of adequate institutional facility and insufficient fund. The suggestive measures to implement fruitful guidance and counselling practices emerged as multiple perspectives and dynamic ideas include appointment of trained and qualified counsellors, provision of periods for conducting guidance and counselling sessions, allocation of funds, provision of infrastructure facilities, arrange orientation programme for training various attractive strategies and implementation of a unified curricular frame for all students.

Therefore, it can be conclusively stated that prevailing modalities of guidance and counselling are inadequate for enhancing life skills attainment, developing
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personality and choosing proper vocation of students at higher secondary level. Thus the study hypothesis is accepted.

Conclusion 2: The strategically aligned guidance and counselling package (SAGCP) prepared with special focus on life skills attainment, personality development and vocational choices, is an effective programme for students at higher secondary level.

The above conclusion is substantiated by the following findings:

The analysis of data of the differences between the pre-test and post-test mean scores of the life skills attainment, personality development and vocational choices of experimental group were tested for significance by finding the critical ratio and My.x (Post-test means score adjusted for pre-test scores) calculated for the life skills attainment, personality development. The data and results of the test of significance are given below.

M1=134.36, M2=163.87, t=86.71 p < 01 (Where M1 is the pretest mean score and M2 is the post test mean scores of Life Skills Attainment)

My.x= 163.82 (Maximum Score is 200, N=240 for Life skills Attainment)

M1=169.73, M2=191.69, t=66.12 p < 01 (Personality Development)

My.x= 191.60 (Maximum Score is 250, N=240 for Personality Development)

The obtained critical ratios of experimental group for teaching is 3.57 medical is 3.55, engineering is 9.61, Central Govt is 2.5, Govt Employ is 2.25, Artistic is 0.28, conventional is 0.019 and miscellaneous is 1.66. From the critical ratios it is clear that the difference in the percentages of pretest and post test of teaching, medical,
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Engineering, central govt, state govt employ are significant at 0.05 level, but other areas are not significant that means SAGCP was effective for selecting vocation that means Experimental group select proper vocational choices after the implementation of SAGCP.

From the above findings, it can be conclusively stated that the strategically aligned guidance and counselling package (SAGCP) prepared with special focus on life skills attainment, personality development and vocational choices, is an effective technique for students at higher secondary level. Thus the hypothesis is accepted.

Conclusion 3: The package (SAGCP) is more effective than the existing school programmes of guidance and counselling with regard to attainment of life skills, development of personality and choice of vocation.

The following findings support the conclusion:

a) Effect of SAGCP on the life skills attainment of students in the experimental and prevailing group I

M1=134.76, M2=134.68, t= 0.127 p > 01 (Here, M1 and M2 is the Pretest scores of experimental and prevailing group I on Life Skills Attainment)

M1=163.87, M2=142.16 t= 27.98 p < 01 (Here, M1 and M2 is the Posttest scores of experimental and prevailing group I on Life Skills Attainment)

M1=6.64, M2=29.10 t= 15.90 p < 01 (Here, M1 and M2 is the gain scores of experimental and prevailing group I on Life Skills Attainment)
Adjusted means My.x (Experimental group)= 163.8299, My.x (Prevailing group I)= 142.2034 (Maximum Score is 200, N=240) (Adjusted means of experimental and prevailing group I on Life Skill Attainment

b) Effect of SAGCP on the Life Skills Attainment of students in the experimental and prevailing group II

M1=134.87, M2=134.76, t= 0.18 p > 0.01(Here, M1 and M2 is the Pretest scores of experimental and prevailing group II on Life Skills Attainment)

M1=163.87, M2=136.84 t= 35.83 p < 0.01(Here,M1 and M2 is the Posttest scores of experimental and prevailing group II on Life Skills Attainment)

M1=6.64, M2=29.10 t= 19.86 p < 0.01(Here,M1 and M2 is the gain scores of experimental and prevailing group II on Life Skills Attainment)

My.x(Experimental group)= 163.9274, My.x (prevailing group II) = 136.7851 (Maximum Score is 200, N=240) (Adjusted means of experimental and prevailing group II on Life Skill Attainment )

Effect of SAGCP on the Personality development

a) Effect of SAGCP on the Personality development of students in the experimental and prevailing group I

M1=169.73, M2=169.57, t= 0.1969 p > 0.01(Here, M1 and M2 is the Pretest scores of experimental and prevailing group I on Personality development)

M1=191.69, M2=176.73, t= 15.40 p < 0.01(Here,M1 and M2 is the Posttest scores of experimental and prevailing group I on Personality development)
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M1=29.95, M2=5.14, t= 14  p< 0.01 (Here, M1 and M2 is the gain scores of experimental and prevailing group I on Personality development)

My.x1= 191.6022, My.x2= 176.8269 (Maximum Score is 250, N=240) (Adjusted means of experimental and prevailing group I on Personality development)

b) Effect of SAGCP on the Personality development of students in the experimental and prevailing group II

The following results substantiate the conclusion

M1=169.73, M2=169.61, t = 0.147 p > 0.01 (Here, M1 and M2 is the Pretest scores of experimental and prevailing group II on Personality development)

M1=191.69, M2=171.2 t = 21.65  p < 0.01 (Here, M1 and M2 is the Posttest scores of experimental and prevailing group II on Personality development)

M1=21.95, M2=5.14 t= 19.33  p < 0.01 (Here, M1 and M2 is the gain scores of experimental and prevailing group II on Personality development)

My.x1= 191.6263, My.x2= 171.2654 (Maximum Score is 250, N=240) (Adjusted means of experimental and prevailing group II on Personality development)

Effect of SAGCP on the Vocational Choices

c) Effect of SAGCP on the Vocational Choices of students in the experimental and prevailing groups

The critical ratios obtained from test of significant difference between the percentages of Vocational choices for 8 choices in the experimental group, prevailing group I and Prevailing group II were evaluated. The obtained critical ratios of experimental group for teaching is 3.57, medical is 3.55, engineering is 9.61, Central
Govt is 2.5, Govt Employ is 2.25, Artistic is 0.28, conventional is 0.019 and miscellaneous is 1.66. From the critical ratios it is clear that the difference in the percentages of pretest and post test of teaching, medical, engineering, central govt, state govt employ were significant at 0.05 level, but other areas were not significant that means SAGCP was effective for selecting vocation. In the prevailing group I and prevailing group II, the obtained critical ratios of the pretest and post test percentages are not significant, that means Experimental group select proper vocational choices after the implementation of SAGCP.

From the above findings, it can be conclusively stated that the strategically aligned guidance and counselling package (SAGCP) is more effective than the existing school programmes of guidance and counselling with regard to attainment of life skills, development of personality and choice of vocation of students at higher secondary level.

Conclusion 4: There exists significant difference in the effectiveness of prevailing mode of guidance and counseling programmes conducted by school counselors and classroom practitioners with regard to attainment of life skills, development of personality and choice of vocation of students at higher secondary level.

The following findings supported the conclusion 4

a) Prevailing group I and prevailing group II on Life skills attainment

M1=134.69, M2=134.76, t= 0.13 p > 01 (Here, M1 and M2 is the Pretest scores of Prevailing group I and prevailing group II on Life Skills Attainment)

M1=142.16, M2=136.84, t= 10.70  p < 01 (Here, M1 and M2 is the Post test scores of Prevailing group I and prevailing group II on Life Skills Attainment)
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M1=7.52, M2=1.72, t= 44.08 p < 01 (Here, M1 and M2 is the gain scores of Prevailing group I and prevailing group II on Life Skills Attainment)

My.x1= 142.18, My.x2= 136.38 (Maximum Score is 200, N=240) (Adjusted means of Prevailing group I and prevailing group II on Life skills attainment)

b) Prevailing group I and prevailing group II on Personality development

M1=169.57, M2=169.61, t= 0.049 p > 01 (Here, M1 and M2 is the Pretest scores of Prevailing group I and prevailing group II on Personality development)

M1=176.73, M2=171.2, t= 6.64 p < 01 (Here, M1 and M2 is the Posttest scores of Prevailing group I and prevailing group II on Personality development)

M1=7.16, M2=1.58, t= 30.07 p < 01 (Here, M1 and M2 is the gain scores of Prevailing group I and prevailing group II on Personality development)

My.x1= 176.76, My.x2= 171.18 (Maximum Score is 200, N=240) (Adjusted means of prevailing group I and prevailing group II on Personality development)

From the above findings, it can be conclusively stated that prevailing group I is more effective than the Prevailing group II with regard to attainment of life skills, development of personality of students at higher secondary level.

c) The effect of prevailing guidance and counselling programmes (Prevailing group I and Prevailing group II ) on Vocational choices

The critical ratios obtained from test of significant difference between the percentages of Vocational choices for 8 choices in the prevailing group I and Prevailing group II were evaluated. The obtained critical ratios of pretest scores of prevailing group I and prevailing group II revealed that there is no significant
difference in the percentages of pretest scores of all the eight areas of vocation. But in the obtained critical ratios of posttest scores of prevailing group I and prevailing group II revealed that there is significant difference in the percentages of posttest scores of only one (Engineering 3.15) vocation, all the other seven areas of vocation of prevailing group I and prevailing group II are not significant, that means prevailing group I and prevailing group II students are not getting proper career guidance for the choice of proper vocation.

From the above findings it is clear that the difference between prevailing group I and prevailing group II were statistically not significant with regard to vocational choices of students except in the post test of engineering.

Conclusion 5: There is no gender difference in the effectiveness of package (SAGCP) with regard to life skills attainment, personality development and vocational choices of students at higher secondary level.

a) Gender differences in the Life skills attainment

My.x(boys)= 163.67, My.x(girls)=164.07, t = 0.95 p > 01 (Life skills Attainment of Experimental group)

b) Gender differences in the Personality development

My.x(boys)= 191.71, My.x(girls)=191.68, t = 0.04 p > 01 (Personality development of Experimental group)

From the above findings it is clear that the difference between boys and girls on life skills attainment and personality development in the experimental groups were statistically not significant.
c) Gender differences in the Vocational choices

The obtained critical ratios of percentage of pretest scores of Vocational choices of boys and girls in the experimental group reveal that there exists significant difference among boys and girls only in medical (3.86) and engineering (6.03) areas and there is no significant difference in all other six categories. But in the post test scores, the obtained critical ratio indicates that there exists significant difference in Teaching (2.37), medical (2.01), engineering (2.60) and central govt (3.52) areas and there is no significant difference in all other four categories. That means after the implementation of SAGCP, the gender difference found in the areas teaching, medical, engineering and central govt and there is no significant difference in all other categories. That means after the implementation of SAGCP the gender difference found only in the areas teaching, medical, engineering and central govt. In all other categories boys and girls preferred almost same choices. From the above findings, it can be conclusively stated that there is no gender difference in the effectiveness of package (SAGCP) with regard to Life skills Attainment, Personality development but the gender differences found in the vocational choices of students at higher secondary level.

Conclusion 6: There exists difference in the effectiveness of SAGCP as a strategy for the guidance and counselling of students opted different subjects. and the results revealed that science students exhibit better performance than commerce and humanities

a) Differences in the Life skills attainment of students opted different subjects.

b) Differences in the Personality development of students opted different subjects.

c) Differences in the Vocational choices of students opted different subjects.
a) Differences in the Life skills attainment of students opted different subjects.

F (Pretest)= 33.34 p< 0.01 table value 4.61 at .01 level of significance (life skills attainment in the experimental group)

F (Posttest)= 50.28 p< 0.01 table value 4.61 at .01 level of (life skills attainment in the experimental group)

Scheff post hoc analysis

Mean score of science students =171.78

Mean score of Humanities students =158.35

Mean score of Commerce students =161.49

Mean score of science students were greater than the mean score of other subjects and the obtained mean score in posttest score is greater than the pretest mean scores in the experimental group. So it is inferred that science students can attained more life skills compare to other subjects.

Mean score of science students were greater than the mean score of other subjects and the obtained mean score in posttest score is greater than the pretest mean scores in the prevailing group II. So it is inferred that science students can attained more life skills compare to other subjects.

b) Differences in the Personality development of students opted different subjects.

F (Pretest)= 9.42 p< 0.01 table value 4.61 at .01 level of significance (Personality development in the experimental group)
F (Posttest )= 18.83 p< 0.01 table value 4.61 at .01 level of (Personality development in the experimental group)

**Scheff post hoch analysis**

Mean score of science students =197.70

Mean score of Humanities students =187.78

Mean score of Commerce students =189.46

Mean score of science students were greater than the mean score of other subjects and the obtained mean score in posttest score is greater than the pretest mean scores in the experimental group. So it is inferred that science students can attained more personality development compare to other subjects.

c) **Differences in the Vocational choices of students opted different subjects.**

Results from the analysis showed that the all the Critical Ratio for pretest and posttest scores of vocational choices of science, commerce and humanities revealed that SAGCP was effective for choosing proper vocation. In the pretest their vocational choices were not in the right way. But in the post test they opt more suitable vocation. The results also indicate that there is significant difference in the vocational choices of three groups.

**Conclusion 7: There exists no difference in the effectiveness of SAGCP as a strategy for the guidance and counselling of students belonging to government and aided schools.**
Differences in the Life skills attainment of students studying in the government and aided schools

\[ \text{My.x(Govt)} = 163.64, \text{My.x(Aided)} = 164.11, t = 1.10 \] (Life skills Attainment of Experimental group)

From the above findings it is clear that the difference between Govt and Aided school students in the experimental group were statistically not significant.

Differences in the Personality development

\[ \text{My.x(Govt)} = 191.54, \text{My.x (Aided)} = 191.85, t = 0.51 \] (Personality development of Experimental group)

From the above findings it is clear that the difference between Govt and Aided school students in three groups were statistically not significant. So it can be conclusively stated that govt. and aided school students are equal in their performance.

Differences in the vocational choices

From the results of the percentage distribution of vocational choices in between govt and aided in the pretest and posttest scores of Experimental group it is clear that all the Critical Ratios (CR) in pretest and posttest of govt and aided school are not significant in the at 0.05 level. So it is inferred that there exists no significant difference in the vocational choices of govt school students and aided school students in their pretest and posttest scores of Experimental group and it conclusively stated that the SAGCP is equally effective for choosing vocations among students of Government and aided schools.

Conclusions 8: The package (SAGCP) is effective for enhancing all set levels of dimensions of life skills.
The obtained t value 76.22 for self-awareness, 58.72 for empathy, 68.03 for decision making, 49.06 for interpersonal and 32.74 for Stress Management. All the t value are greater than the table value 2.58 at 0.01 level of significance, that means there exists a significant difference pretest and posttest mean scores. From the above finding it is clear that SAGCP is effective for developing all the select dimensions of life skills, but the package is more effective for the dimension self-awareness and less effective for dimension stress management.

**Conclusion 9:** The package (SAGCP) is effective for enhancing all set levels of dimensions of personality development.

The ‘t’ values for emotional adjustment was 21.94, 33.84 for social concern, 32.37 for Assertiveness, 28.31 for values 30.80 for leadership, 31.20 for self confidence. All the t values are greater than the table value 2.58 at 0.01 level of significance, that means there exists a significant difference in the pretest and posttest mean scores. From the above finding it is clear that SAGCP is effective for developing all the select dimensions of life skills, but the package is more effective for the dimension Social concern and less effective for dimension Emotional adjustment.

**Conclusion 10:** Conclusion derived from the findings of the responses of students collected through the administration of Package Appraisal Proforma stated that the package was fruitful for enhancing their life skills, improving personality development and equipping them for the right choice of vocation.

The feedback collected through the administration of Package Appraisal Proforma shed light on the extent of effect of SAGCP on life skills attainment,
personality development and vocational choices of students at higher secondary level. Most of the participants agreed that the package was very effective, enthusiastic and enable them for promoting their life skills, improving personality development and the right choice of vocation.

**Conclusion 11: Case studies of three higher secondary students conducted**

From the qualitative analysis of case studies it can conclusively state that the individual counselling sessions were found to be effective for improving behaviour of the students. These three case studies substantiated the results of the study and revealed the significance of imparting guidance and counselling to students at higher secondary level.

**6.3 Limitations of the Study**

**Representivity**

Even though there were many schools without Guidance and Counselling, unfortunately only a few participated in this study. Only six schools from Ernakulam and Kottayam districts participated in the experimental part of the study. Since the experiment is conducted with the duration of six months the purposive sampling method adopted for the better implementation of the package. So the schools selected were found as a limitation considered representative of the population of Kerala.

**The scarcity of literature**

The scarcity of literature on the subject was a major handicap. There was no literature on the subject that provided an in-depth study of the problem concerning the delivery of guidance and counselling services with special focus on life skills, personality and vocational areas in Indian schools especially in Kerala context. The researcher referred to Western and European literature and used their examples to
compare with the local education system. Though our students can be the same in many respects such as age, intelligence etc, our situation remains unique in the sense of values, culture, traditions and learning environment.

**Time constraints**

Even though the investigator intended to measure the consistency of the effect of SAGCP on the trust areas by administering a delayed post-test, she was unable to conduct test due to the study leave and board examinations of students. The researcher was started experiment on August and completed in January. This does place a time constraint. But the administration of observational checklist till the end of the academic year enables the investigator to get a clear cut feedback about the efficaciousness of the developed package. Also, the sample for semi-structured interview and focus group discussion with teacher, principals and school counsellors meant that the researcher spent a longer time than was anticipated to complete the field-work and data capturing.

**Access to School Counsellors**

Guidance is not offered in most schools and in the few schools that have school counsellors. So it was seemed as a limitation to arrange interview with school counsellors.

**Generalizability of the findings**

Each school is unique with its own characteristic and services and needs. Hence it is not feasible to find a single example that is representative of others. However, the findings could be generalizable to those schools that share the characteristics of the sampled schools.
Access to Schools

The investigator approached many schools for seeking permission for experimentation, but it was difficult to get the schools for experimentation. In order to remove this problem the investigator selected schools for the conduction of experiment that one which urgently needed a school counsellor.

6.4 Implications of the Study

The major findings of the study reveal that the newly developed SAGCP is effective for developing various life skills, moulding good personality and making suitable choice of vocation. In the light of the study, the investigator likes to recommend that the educational authorities should take necessary steps to adopt the package to train teachers and school counsellors at pre-service and in-service stages for enhancing life skills, developing personality and promoting the abilities for choosing right vocations of students at higher secondary level. The findings of the study can be used as a consultant model with a wide spectrum of implications for guidance professionals. The findings of this study have shown that guidance and counselling services are paramount for the overall students’ social, personal and academic welfare.

Therefore, the recommendations of this study may assist the educational policy makers in planning and making appropriate decisions to strengthen guidance and counselling services in the higher secondary level. The results of this study could also assist student counsellors in undertaking the students’ affairs, thus helping them to achieve academic, vocational, social and personal growth and appropriate integration into the values and productive activities of the society. Moreover, parents can also benefit from the findings of this study since their efforts in counselling their
children would be supplemented. The findings could also pave the way for educational stakeholders to check and stem out wastage and stagnation in education.

The developed SAGCP is meant to develop forward thinking which resonates a promising future and necessary dynamics to drive their energy towards innovative thinking, explore new possibilities and build a spirit of preparedness for life. Such guidance and counselling programmes have established various students clubs which endow students to develop entrepreneurial, communication and leadership skills that provide opportunities for imbibing innovative thoughts and competitive spirit among them. From the study it has been felt that a personalised mentoring system assists the student community to develop their hidden talents and potential in the current competitive environment. Along with this there is a scope for the timely conduct of various value enrichment sessions and motivational training for soft skills and life skills makes accustomed to lifelong learning experiences.

The school disciplinary problems can be solved to a great extent by implementing guidance and counselling. The frustration of the youth which lead them to the use of drugs and other intoxications can be reduced. Another great curse upon our society is the increasing tendency of committing suicide. If a strong personality is developed in children during their school days, the increased rate of suicide can also be minimized. Disintegration of families faced by modern nuclear families can also be prevented when children are taught the essential life skills and values and thus can be reduced the trend of sending old people into the old age home. A society without exploitation and corruptions, a society with peace and prosperity may be the ultimate possibility of guidance and counselling which is the highlight of the present study.
It is anticipated that this study will create awareness on the importance of effective guidance and counselling services in schools hence filling the gaps in research in this area and may prompt other researchers to undertake similar studies in other educational institutions. The study is sought to the needs and covers time-approach calls for practitioners in the broad areas of guidance to work together in more effective ways than in the past, at school level and beyond. The shifts in the focus of guidance and counselling from remediation to prevention should be attributed to the fact that school guidance is not something static but something dynamic, which changes according to the development of guidance in the school community and the needs of the wider community.

6.5 Recommendations

- Guidance should be conceptualized in a broader and more comprehensive view, incorporating vocational and other emotional, cognitive, social aspects of development.
- Since resources for the provision of equal education for all people in Kerala, are extremely scarce and given that vast differences in the provision of guidance and counselling services exist between the various schools, support services need to be prioritized and resourced accordingly.
- Guidance should be a preventative activity while counselling fulfils a primarily curative function.
- 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.

• More resources should be devoted to guidance and the private sector should play a more central role in the guidance provision, particularly as the state is unlikely to be able to afford to support a school based guidance programme."

• The needs of each student will also be easily identified through guidance and counselling and individual responsive services must be planned.

• Government shall make a policy to appoint a school counselor in all higher secondary schools.

• Parental counselling must be organized at least three times in an academic year.

• There must be provided at least one period in a week for imparting guidance and counselling programme in schools.

• Well organized career guidance programmes must be conducted for students at secondary level in order to help them to select right optional subjects according to their vocational choices.

• Guidance should be an integral part of educational provision in two respects: as part of the curriculum or as part of the organizational structure, that is, as something that occurs in organizations other than schools. Whereas the school curricula is very steeped into the academic that, it is the psychological side of
learners that is being sidestepped when Guidance and Counselling is not an integral component of the school curriculum.

- Guidance and Counselling programme must be practical and efficacious and must take into account the needs and characteristics of the students for whom it is designed. It is important that such programme be modified to suit local conditions and circumstances take into consideration such as the political climate, available resources, attitudes of the beneficiaries, and interests and values of the communities.

6.6 Suggestions for Further Research:

Current research shows great promise for policies and programs that will enhance the concept of guidance and counselling programmes. As we shape the educational constructs of the 21st century, we cannot lose sight of the value of the guidance and counselling programmes in school. We encourage future research in the following areas:

- Further studies can be undertaken to find out the effect of guidance and counselling on other components of life skills and personality.
- Similar studies may be conducted at various grade levels from primary to college level.
- Further studies can be conducted to find out vocational possibilities of students studying in vocational higher secondary schools.
- The present study could be extended to find the means of the solution of financial constraints of conducting different programs for fostering guidance and counselling programmes in school.
- Evaluation of existing curricular approaches, staff, in-service training and various institutional structures for imparting guidance and counselling.
• This study could be extended to find the application of the SAGCP for differently abled children especially dyslexia, dysgraphia, emotionally disturbed, gifted, creative children and mildly retarded children.

• Curriculum framers can make strategies for providing guidance and counselling based on SAGCP developed.

6.7 Conclusion

As evident in the research, more debate is needed about the problems and constraints encountered for introducing and implementing Guidance and Counselling in schools. More theoretically oriented qualitative research has to be done in guidance and counselling, especially research based on life skills and personality development approaches that is a vital key to improvement in practice. Guidance is a process not a product as its heart is not only meeting people's immediate wants, but also helping them to clarify their long-term needs. The main objectives of the guidance and counselling programmes should be the maximum development of the individual and the entire programme should be organised keeping in mind this purpose. Counselling is not an end in itself but it is a means, an integral part of the total educational goal of leading an individual to a more authentic existence than hitherto.