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A Study on roles and responsibilities of school counsellor's as perceived by the Higher Secondary School Teachers in Kerala. Introduction

School counseling is comparatively a new branch of knowledge in India.

Indian society is well known for its strong family bonds and emotional attachment through the joint family system.

In times of crisis, a child is easily provided with emotional support and care from his / her own family members. A large shift from joint families to nuclear families is happening in the contemporary Indian society. Indian families became an island with parents and one or two kids. Obviously, the parents need to work and they may not get sufficient time to spend with their children. Here comes the importance of school in providing such extra care to its students. In this background school counseling, a purely a western origin branch of knowledge came to India.

Significance of the study The teenagers of today face more complex issues and problems compared to the past. Therefore, teachers and counselors should work cooperatively to address these issues. (Nazil, 2008). Teachers are the key role layers in an education institution. They have great influence over their students. An effective partnership between a school counselor and a teacher is one of the appropriate strategies to deal with student problems in a scientific way.

Teachers and counselors need to work in a collaborative manner to maximise the student's achievement and this can be done in a variety of ways. This will have the greatest impact on students learning not only in the academics but also in their social development. Even though the ideal situation is like

this, many of the schoolcounselors shared a view that teachers are not aware of their precise roles and responsibilities. The present descriptive study is an attempt to showcase the perception of highersecondary school teachers regarding the roles and responsibilities of schoolcounselors. Review of literature In a study structured by Clark and Amatea (2004), teachers were reported that they need help from counsellors to address various student issues. Teachers emphasized the importance of counsellor – teacher communication, as well as collaboration and teamwork in this study. Teachers also valued the group counselling sessions and classroom guidance. Individual counselling was mentioned as well as an effective method for working with students, despite the recognition that it took much of a counsellor's time.

. They identified counselors as an integral part of building a positive school community. Lastly, teachers talked about the special needs of students in their schools. They mentioned that the role of a school counselor was not only being knowledgeable about their students' special needs, but also being able to point them towards resources needed when working with these students (Clark & Amatea, 2004). Another study, conducted by Beesley (2004), surveyed K-12 classroom teachers about their perceptions of the effectiveness of school counseling services within their school settings.

In general, it was found that teachers were satisfied with their school counseling services and reported strengths in several areas. These areas included classroom guidance, individual and group counseling, consultation, and coordination of special education services. Through an analysis of the

data collected, suggestions for improvement in services were also found. The top four areas for recommended improvement were career counseling, academic planning college preparation, community referrals, and public relations (Beesley, 2004). Objectives of the study

1. To study the perception of teacher on school counsellors effectiveness.

2. To study the interpersonal relationship between teachers and counsellors
3. To know the awareness of teachers on roles

and responsibilities of student counsellor. Methodology The present study is a descriptive one which tries to identify the perceptions of higher secondary school teachers. Participants in this study were school teachers who are teaching in 11th and 12th standard 60 higher secondary school teachers (female n= 42, male n= 18) participated voluntarily in the present study. The schools were selected according to whether there is a school counselor at school or not. There was a school counselor in schools of all the participants.

The researcher used a self-prepared interview schedule to collect information from the respondents. All appropriate descriptive statistics were utilized to analyse the data. Result Discussion The current study was an eye opener for most of the participants to make a self-evaluation on the effectiveness of school counsellor and the understanding of respondent on the use of school counsellor for betterment of students. The important findings of the current study are as follows. The teacher's perceptions of the school counsellor's effectiveness in delivering services in general, which were considered as most important for student success.

Table: 1 Effectiveness of the student counselor service as perceived by teachers. S. No Response Frequency Percentage

S. No	Response	Frequency	Percentage
1	Very satisfied	09	15
2	Satisfied	35	58
3	Neither satisfied nor dissatisfied	16	27
4	Dissatisfied	0	0
5	Very dissatisfied	0	0
	Total	60	100

The above table shows that among the respondents majority 73 % (58% satisfied & 15% very satisfied) are satisfied with the Effectiveness of the student counsellor service in their schools. This implies the effectiveness of school counsellors in government higher secondary schools in Kerala.

Table: 2 Teacher's perception on their communication with counsellor. S. No Response Frequency Percentage

S. No	Response	Frequency	Percentage
1	Excellent	6	10
2	Good	24	40
3	Average	5	8
4	Below average	25	42
5	Poor	0	0
	Total	60	100

Interpersonal communication between counsellor and teacher has great role in improving the effective result of school counselling. The result shows that half of the 50% respondents have good communication between counsellors but nearly half of the (42%) respondents are having below average level of interpersonal communication with the counsellors. This lack communication between teachers and counsellors affects directly towards the success of student counsellor service.

Table: 3 Referral system by the teachers when student problem occurs. S.

S. No	Response	Frequency	Percentage
1	Always	09	15
2	Often	14	24
3	Occasionally	05	8
4	Rarely	32	53
5	Never	0	0
	Total	60	100

School counsellors are trained mental health professionals. Normally when an emotional problem occurred to a student, their teachers need to refer those students to the counsellor but study results that more than half of the respondents rarely consult the school counsellors in such incidents. It may be

due to the poor interpersonal relationship with the counsellors and teachers.

Table: 4 Opinion of teachers on role of counsellor in academic development of student's S. No Response Frequency Percentage 1 Very satisfied 15 25 2

Satisfied 26 43 3 Neither satisfied nor dissatisfied 10 17 4 Dissatisfied 09 15

Total 60 100 One of the major roles of school counsellor is related to the academic development of students.

When a student became weak in academics teachers used to refer them to

counsellor in such cases counsellors motivate the students to achieve

better results. A good majority ($25+43=68\%$) of the respondents were

satisfied with this role of counsellor. Table: 5 Opinion of teachers on role of

counsellor in the Social/Personal development of student S. No Response

Frequency Percentage 1 Strongly agreed 18 30 2 Agreed 22 37 3

Neither agreed nor disagreed 09 15 4 Disagreed 11 18 5 Strongly disagreed

0 Total 60 100 School counsellors, due to their training, experience and

accessibility are considered to be the best equipped school based

professionals to develop and implement both social and personal skills for the

students. The above table shows that among the respondents majority 67 %

(30% strongly agree & 37% agreed) were agreed that counsellor has a role

in the social/Personal development of the student.

Major findings 1. When there is lack of inter personal communication

between teachers and counsellors it affects effectiveness of counsellors

service. 2. More than half of the respondents are not referring the problem

child to the counsellor 3. Majority of the respondents are satisfied with the

Effectiveness of the student counsellor service in their schools. 4.

Majority of the respondents were satisfied with the role of counsellor in academic development of the student. 5. Among the respondents majority were agreed that counsellor has a role in the social/Personal development of the student. Recommendations1. School authorities should ensure effective and professional communication between counsellors and teachers.

2. Teachers need to be educated on the roles and responsibilities of school counsellors 3. On the job training programme need to organise for the school counsellors, in order to equip them to face present day the challenges.

Conclusion The purpose of the study was to investigate the perception of higher secondary school teachers towards the roles and responsibilities of school counsellors in Kerala. The results indicated that majority of the teachers were satisfied with the various roles performed by the school counsellors in their respective schools. References1.

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