



SOCIAL GUIDANCE CONCEPT AND ITS NEED IN SOCIAL LIFE

Mr. Govind Singh

Assistant Professor, Venkateshwara College Of Education, Rajpur Sonipat & Research Scholar (Edu.), Jaipur National University, Jaipur, govind.rathee2010@gmail.com

Abstract

Inferiority complex, over dependency, antisocial behaviour, deviant sexual behaviour, and social outbursts are some of the social problems. The common cause for these problems is social environment of the adolescent. The clash between adult expectation of the adolescents and their own standards result in social adjustment. Social adjustment is also linked with the adolescents' home and school relationship. Poverty, parental indifference, physical and mental disability are also other causes for social maladjustment. Adjustments in social setup, developing interpersonal relationship, positive attitude towards the values are the expected social qualities of a normal citizen in any society. The process of socialisation involves nurturing of likes and dislikes, interests, attitudes, values, goals and aspirations in the hearts of adolescents. If the social needs of the students are not properly fulfilled, they become socially maladjusted. Thus to avoid maladjustment of the adolescent, proper nurturing of social qualities by parents, teachers, peers and elders in the society is to be done. The present research paper has made an attempt to share the thoughts with the intellectual forum and extend help to the student community. It will be helpful for students and teachers at undergraduate and post graduate levels.

Keywords : development, Attention, society, adjustment ,Self-development , social problems.



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Meaning of Guidance

Guidance is basic term which means helping people to make wise choices and solve their educational, vocational and personal problems. It is a process by which the individuals are assisted in making adequate adjustments to life's situations. It is an organised service which aims at helping the individuals understand themselves which means enabling when to know their abilities, aptitudes, interests, perceptions, needs, purposes, their assets and limitations.

According to Ruth Strong "Guidance is the process of helping every individual through his own efforts.

According to Fowler "Purpose of guidance is to help the students to make more favorable adjustments.

Analysis of Definitions

- Guidance focuses our attention to the individual and not on the problems.
- Guidance leads to discovery of abilities of an individual.

- Guidance is based on interest, abilities, assets, needs and limitations of the individual.
- Guidance leads to self direction and self development.

Characteristics of Guidance

There are some important features of guidance given below :

- It is process of helping the individual in affecting changes in him.
- It helps in bringing excellence among people.
- It is helping an individual to find his place in the society.
- It is assisting the individual to adjust himself in the society.
- It helps in developing the abilities and potentialities of the people.
- It is helping the individual to establish harmonious relationship. . '
- It is promotion of the growth of the individual in self direction.
- It is a point of view that includes a positive attitude towards children.
- Its programme has a structure, system and personal.
- Its programme its to manage and organise the individual personality for the development.
- It provides listing counseling, educatinal and vocational information placement and follow up services.

scope of guidance

Guidance are meant to help students to make proper adjustments with the environment in which they are living. Every person, at some time or other, needs help to become more creative and for better adjustment with his family.

The scope of guidance can be described as its areas :

1. Social Guidance : Social guidance is the guidance to students to enable them to make substantial contributions to the society, assume leadership, develop healthy and positive attitudes, respect the opinions and sentiments of other, acquire traits of patience, perseverance and friendship. The main purpose of social guidance is to become an efficient and good hearted citizen.

2. Educational Guidance : Educational Guidance refers to the guidance to students in all aspects of education.

3. Vocational Guidance : Activities and programmes outside the formal classrooms provide many opportunities for the blossoming of talents of students. They may use their valuable

time in many activities like playing mind games, fine arts, drama which have recreational value also. By this students can develop their abilities also.

4. Vocational Guidance : Vocational Guidance plays a role for students to acquire information about career opportunities, career growth and training facilities.

5. Health Guidance : Health guidance focuses on enabling students to appreciate conditions for good health, and take step for ensuring good

6.personal Guidance : Personal guidance is the assistance given to an individual to solve his personal problems, such as emotional and social adjustment, economic and social relationship and problems connected with his physical as well as mental health

Meaning of Social Guidance

Students must acquire certain social qualities and experiences to live in the society. These include, adjustment in social set up, building interpersonal relationship, positive attitude, values, honesty and co-operation. Social qualities and experiences are mostly acquired through the process of socialization. Students likes and dislikes, interests. Attitudes, value, goals and aspirations are nurtured through the process __of socialization. It these are not nurtured through the process of socialization. -It these are not nurtured properly, students may fail to achieve social maturity. If their social needs are not'properly fulfilled, the students become socially maladjusted. It will affect adversely his life career. Social guidance is the assistance given to students to_ develop a variety of social characteristics such as values, life philosophy, interpersonal relationship etc., in order to enable them to adapt themselves to their environment and make substantial contributions for its growth and prosperity one of the purposes, of educational is to train students to become efficient of the society in which they have to live.

Most of the social problem of students can be attributed largely to faulty socialization and improper nurturing of social qualities by parents, teachers and peers. Many of the opportunities to fulfill social needs are generally lacking in homes and educational institutions. Qualities such as honesty, co-operation, courage, loyalty, kindness, feeling of identification, etc., do not get proper nourishment, resulting in maladjustment of students. Social guidance programme is mainly directed to meet all these inadequacies.

Function of Social Guidance

A well organized social programme in educational institutions can be expected to take care of the following. The social guidance function are as follow :

- (1) To provide assistance to students for social adjustment.
- (2) To help in developing proper attitude towards life and society.
- (3) To assist students in acquiring desirable set of value and developing a positive life philosophy
- (4) To assist students to maintain good, harmonious relationship with members of the family, peers another members of the society of which they are members.
- (5) To assist students to understand their right and obligations to the society

Objectives of Social Guidance

The following are the main objectives of sOCial guidance:

- (1) To help in social adjustment.
- (2) To develop desirable attitudes and values.
- (3) To improve the interpersonal relationship.
- (4) To plan for future. social life.
- (5) T o maintain good health and habits.
- (6) To plan for leisure time activities.

Three groups of social needs have been identified which are vital for social and emotions well being of an individual.

- (1) The need for interpersonal satisfaction.
- (2) The need for group status.
- (3) The need for self-development and career making.

Social Needs and Social Life

Socially motivated students can get along well with themselves and others. Such students generally do not have problems of social adjustment. Students studying in polytechnics have a variety of social needs which are ' Vital for their well being. These include security, affection, recognition, Isupport, belongingness, esteem and social acceptance. These Can be classified as:

- (1) Need for Interpersonal relationship,
- (2) Need for Group status, and
- (3) Need for Self-development.

(1) Interpersonal Relationship-Students seek love and affection from those individuals who are close to them and matter much to them If the needs for love and affection as fulfilled, they feel warm and socially accepted. This increases their internal strength to inteiact and

communicate freely With fellow beings. In order to get the much needs love and affection from Other, students should be capable of maintaining harmonious interpersonal relationship.

(2) Group Status-Students have to develop a system of interpersonal relations in their social sphere of purposes of satisfyng their social needs As members of age group every student is assured of being accepted by his peers. If he is not a member of some group he becomes lonely, loses self confidence and starts to questions his own adequacy It has been prOved EXperimentally that when students are cut off from soCial and perceptual Stimulation for along tie they experience intellectual deterioration, hallucination and impairment of problem solving abilities.

(3) Self-development-Due to a growing awareness of their potentialities and capacities students have a' compelling urge to engage in some activities to test and use their potentialities. They pursue self-initiate and self-directed activities which give them a feeling of personal worth. If the self-development needs like achievement, independence, personal recognition, adequacy, self-respect are not properly fulfilled social problems are likely to occur.

Social Life of an Individual

Students of today are different from those of earlier times due to the changes In the society and their exposure to a variety of intellectual pursuits Advancement of technology has brought us together beyond space and time. Competition has enormously increased in all fields. Old values and beliefs are facing a lot of challenge in the fast changing technological developments also get reflected in the school environment. Students have to adjust to the . social climate of the institution which is different from their earlier school climate. This demands a mature behaviour. on the part of students.

Students studying in an institution have different cultural backgrounds as they come from different family backgrounds and these affect the interactions in group situations In the school existing social norms exert pressure on students to abide by the norms. Deviated from the norms by any of the group members will mean rejection by the group.

Type of Social Problems

Social problem can be classified as follows :

(1) Inferiority Complex- A student having inferiority complex has a deep rooted feeling of inferiority which reflects in his curricular and cocurricular activities. He is apologetic and tends to annoy people with his whining and self-deprecating tactics. He feels nervous and

uncomfortable at social gatherings and he quickly withdraws from social contacts. Some students develop certain type social contacts. Some students develop certain types of compensation behaviour. They develop a type of forced aggressiveness to cover up their feeling of inferiority.

(2) Eccentricism -Theeccentric students show their characteristics in mannerisms, appearance and habit pattern. They show disregard for what others think of them. They are highly prejudiced persons. This category of students know that they are different from others.

(3) Overdependency-Students who exhibit characteristics of overdependency are dominated by fear and insecurity. They lack confidence for undertaking any activity and seek protection form others in carrying out the work. The overdependent students are mostly emotionally immature. They behave like emotionally unstable students. They get relief from their tensions through physical expressions such as tremors, stuttering, nail biting, ear pulling and other nervous mannerisms.

(4) A Social Behaviour or Delinquency-The behaviour of the social group endangers not only their own personality but also the welfare of others. Students belonging to this category are impulsive, emotionally immature, irresponsible and unethical.

(5) Deviant Sexual Behaviour-Some students attempt the release their tensions through socially disapproved forms of sexual gratification. Such as they may pass remarks on the members of the opposite sex and getpleasure in teasing. In extreme cases they develop the habit of faulty differentiation and sexual perversions.

(6) Amoral Behaviour-Students whose behaviour is amoral exhibit traits such as dishonesty, stealing, etc. Students having social problems of this category do not keep up their promises. They may be restless, jumpy, greedy and pessimistic. Such behaviour can be attributed to a lack or moral ' development in them. Development of super ego, i.e.,' morality is very important for healthy social adjustment.

(7) Social 'Outbursts- Sometime students exhibit social outbursts in the forms of strike, protest, boycott of classes etc. These are common'now a days, which cause lot of disturbances to the activities of the institution. Students at this stage are very sensitive due to their social and emotional development. At the same time, due to lack of experience they cannot think of the prose and cons of their involvement in Such antisocial they let out their tension by shouting blaming, and sometimes by damaging institutional property.

CONCLUSION

Young people grow up in a complex and fast changing society, where they often do not understand what is happening, or what to do about it. The demands of living in such a world create problems for young people, because they have few mechanisms and strategies for adapting to them. Often they are not in control of their world. Young people experience many problems in their families, at school, and in communities. The problems that may affect these young people are: anxiety, stress, sexuality, alcohol and drug abuse, juvenile delinquency, suicide, decision-making and problem-solving, setting goals, and interpersonal relationships (including gender issues). These personal and social concerns make personal and social guidance a necessity, not only in educational and vocational institutions but also in society as a whole. Gender issues are dealt with extensively in the module on Gender Sensitivity.

Reference

- Ipaye, T. (1983). The roles of the home, the community and the School in Guidance and Counselling. In A. Uba (ed) Introduction to Counselling. Ile-Ife: University of Ife Press. Makinde, O. (1983). Fundamental of Guidance and Counselling, London: Macmillan Publ. Ltd.*
- Olayinka, M. S. (1987). Organising guidance and counseling services in the secondary school system. Readings in Guidance and Counselling. 2,5-11*
- Mc: Daniel s. P. (1990). The Counselling Theory and Practice. Beston: Houghton Mifflin. Okon, S. E. (1984) Guidance for 6-3-3-4 System of Education, Zaria, Ahmadu Bello University, Institute of Education.*
- Bakare, G..M (1990) Principles and Practice of Modern Counselling Psychology, Ibadan; Department of Guidance & Counselling University of Ibadan.*
- Burks, H. M. & Steffler, B. (1991) Theories of Counseling (3rd ed.) New York; M. C. Graw – Hill Book Corporation. Idowu, A. I. 2004. Guidance and Counselling; An overview. Ilorin; INDEMAC Publishers.*
- Olusakin, A. and Ubangha, B. (1996). Introduction to Guidance and Counselling Ibadan; ksp & Depet Publishers.*
- Dryden.W. (1996). Handbook of Counselling Psychology, London; SAE Publications. Bukoye, R. O. (2004) Introduction of Guidance for the 6-3-3-4 system of Education. Jos. Savannah publication.*
- Olayinka, M. S. (1999) Counseling for national reconstruction and transformation.A eynote address delivered at the Annual National Conference of the Counseling Association of Nigeria on 23rd august 1999 at the University of Lagos. Lagos.*
- Mallum, Y(2000) Guidance and Counselling: Beginner's Guide. Jos: Deka Publications.*
- Denga, D. I. (2004) Guidance and Counselling in School and Non-school settings. Calabar. Rapid publishers.*
- Arowolo, D. O. (2013) Counsellors' Perception of Problems Facing Guidance and Counselling Services in Nigerian in Schools. Journal of Education and Practice. 4, (24)115-119.*