

Suitable Implications for School Counselling System in Sri Lanka: Comparative Study with School Counselling Programmes in China*

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Guidance is the most common way of giving advice or showing the correct path to people. Career guidance services target youth. Counselling is for an identified group; school counselling for students and counselling for family, professionals, etc. Career guidance and counselling in schools have three objectives: personality development, educational achievement and career management. However, the senior management of schools couldn't define or discern the relationship between student performance and school counselling programs.

The research problem of the current study was the following: "What is the approach of school counselling programs in China?" The main objective of the research was to identify how school counsellors contribute to improve student efficiency. The study focused on the symbolic interactionism perspective to understand this complex situation and Sigmund Freud's Iceberg Theory to identify the mind. Secondary sources have been used to identify school counselling programs in China. Primary data were collected from surveys, case studies, structured questionnaires and semi structured interviews. The three samples in the research consist of school counsellors, teachers and students. 03 school counsellors, 30 students and 15 teachers in single sex schools and mixed schools from the Gampaha district were interviewed.

China's rapid economic growth has affected the Chinese family and it has a direct effect on the mental health and the well-being of Chinese children and adolescents. Further, China's One-Child Policy plays a significant role; parents are often overly attentive to academic success and

put intense pressure on their only child to earn perfect grades. Currently, less than 10% of mental health educators are employed in urban schools in China, and less than 1% in rural areas. Counselling in Chinese schools is termed “mental health education”. Teachers support students’ mental health development by giving guidance and counselling and this is done in addition to the academic curriculum. Sri Lankan experience on school counselling was the same as in China concerning its implementation. The educators have not been trained in school counselling and there is a lack of evaluation in schools in Sri Lanka. There are only about 300 teachers trained as school counsellors in Sri Lanka. But they are not well trained for counselling nor do they have enough qualifications. Some of them have diploma certificates for counselling and their main appointment is for teaching. On one hand, senior management and administrative officers in schools do not understand the importance of counselling. On the other hand, students have many psychological problems. They need a supportive teacher or a mentor. School counsellors can help them to recover. Therefore, an appropriate national school counselling programme should be implemented. This enormous task should be undertaken by the government. It will increase students’ educational efficiency.

Keywords: school counselling programmes, student counsellors, school counselling in China

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