

Protecting Rights of Child through Family Counselling Education

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INTRODUCTION

Children can be subjected to neglect, abuse, violence and exploitation anywhere. There is some abuse that may happen inside the school premises, while a lot of it is what children suffer at home and in non-school environments. A child in the class may be a victim of violence, abuse, exploitation that happens outside the school. It cannot be ignoring. Rather someone must help the child. This too is possible only if someone is able to identify that there is a problem and he spend time to understand it and explore possible solutions. Always remember that our duty to protect children does not come to an end once they are out of the school premises. The life of a child who is out of the school system can be changed with positive intervention and a family counselling education may be prove a tool. A counsellor just has to prepare himself for it and know more about their problems as well as what he can do to help. Once he is mentally prepared and equipped to tackle the problem he will be able to do many things which he has never dreamt.

Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need school for the counsellor to assist the child in moulding their future through counselling therapy. The school counsellor is seen as a role model and highly respected by students. The counsellors by their training are expected to be friends with the school child, listen to the child's complains, short comings and proffer guidance to the child in a quest of moulding the child in the right part to take in their life pursuit.

The school children are undergoing some of the most difficult periods of life. The transition from childhood to adulthood is a difficult one, even for the most balanced child. Apart from the influence of the family, the other major influence on the young person's life is the school and the school environment. The most that other influences can attempt to do is to help each young person to cope with the changes and wrought associate with adolescence, to develop a sense of responsibility, to make definite and considerable personal decisions. In short, families and schools have a duty to assist young people in their self-growth towards becoming a self-fulfilled and well adjusted adult.

Counselling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programme" for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives (Stokes, 1986). Hence, the Role of Guidance and Counselling in Effective Teaching and Learning in Schools for the Child Future Success.

Early education brings benefit by two routes, first by direct effects on cognitive performance and second through non cognitive effects on children's self esteem and self efficacy and on their attitude of learning on parents hope and aspirations and on teacher's expectation of and response to the children .It was thought that early education experience may change children from passive to active learner who begin to take the initiatives in seeking information, help and interaction with others

.When this motivation to learn is met by a positive response at home and at school long term cognitive gain can result.

Counselling is the processes of inter personal interaction with the specific purpose of enabling the parents to find out various solutions for the problems. Counselling help in differentiating normal and abnormal, improving decision making, modification of behaviors, improving personal effectiveness improving achievement and promoting mental, emotional, social health, also very useful in resolving various problems.

It is very important for the parents to put the child at ease and talk to him, discuss with him the problem faced at school if any , find out what they feel about their teachers. Meet the teachers often and find out what disturbs the little one. The behaviour of the child in school should be discussed with the teacher.

Parents should not despair on an occasional deviation (bad bath) and should not be a cause of due concern during schooling. The child must be helped in growing up process. There should not be any hurry and worry. Train the child in various skills and responsibility and wait until he is ready to get advantage from such training, help and interaction with others, When this motivation to learn is met by a positive response at home and at school, long term cognitive gain can result .A review of literature reflects the paucity of such studies particularly post counselling on this subjects especially in Indian context and in 1957 a study group of World Health Organization (W.H.O.) has expressed the view that in order to get a comprehensive picture of disease (health problem) more and more studies have to be carried out.

Children and Family Crisis:

A crisis is a period of transition in the life of the individual, family or group, presenting individuals with a turning point in their lives, which may be seen as a challenge or a threat, a “make or break” new possibility or risk, a gain or a loss, or both simultaneously. Most crises are part of the normal range of life experiences that most people can expect, and most people will recover from crisis without professional intervention. However, there are crises outside the bounds of a person’s everyday experience or coping resources which may require expert help to achieve recovery. A crisis can refer to any situation in which the individual perceives a sudden loss in their ability to problem solve and to cope. These may include natural disasters, sexual assault, criminal

victimisation, mental illness, suicidal thoughts, homicide, and a drastic change in relationships and so on.

Roles of the Family in shaping the future of child cannot be ignored. However, roles within the traditional family have changed over recent years. For example, in the early 1900’s, a man tended to be seen as the breadwinner, whilst the woman stayed at home to care for the children. This was not always obviously the case, but these are generalisations. Family roles have changed due to Changes in child care, meaning that more options are available for the woman to work; Legislation in many countries has given equal rights to women and men; Children now have access to state education; Maternity leave in some countries have meant that people can take time off work and still receive some income; Perceptions of women and men working have changed and so on...; Family roles have changed, but it would be highly unlikely for a family to “fit” perfectly; and It may be that they are a mixture of both. It would be unusual for a family to fit ideally into one type or another. These are obviously just very wide generalisations.

Within the life cycle of any family, many different crises can occur. The type of crises that occurs can depend on the family, where they are living, the time in which they are living, how religious they are, their class, education and so on and so on and obviously its effect on child growth. In other words, there are many different factors that affect how a family copes with different situations and whether crises occur. In the crisis family most of the problems cope with the children education and moral development. In this situation, the children of a particular family face much of the problems including social, psychological as well as mental. Sometimes counselling is an unfamiliar solution that is not readily embraced by a family; but if it is, it can help the family mend and adapt to a new dynamic both easier and faster.

Family Counselling Education:

Family is still basic unit of the society and there are many variations of family. Family counseling education is not a new in our country. This education programme can be useful for anyone working with or interested in families. For example, social workers, teachers, counselors, volunteers, family workers, support workers, health and well being workers, educational staff, parents and foster parents. In fact, anyone who would like to help families in distress can make his career. Family counseling education can be started at any time to suit

anyone.

Typically, the counsellor who is dealing with an individual will focus on the cognitive, emotional and behavioural problems of their client from the client's perspective in order to understand, and perhaps diagnose, the problem. They will then work with the client so as to find ways to help the client to resolve those issues.

Given that the family systems counsellor is more interested in the client's relationships and roles within the family, the focus of family therapy is to understand the client's experiences and perspectives within this system and to try to change the way the client experiences the family system. The counsellor will still consider the client as an individual but will look to the interactions and relationships of the client within the family system, and perhaps community, to see how the client is influenced by, and indeed influences, the system. It is in this context that the counsellor will strive for interventions which lead to change.

It follows then that the family systems counsellor will address the client's cognitive, emotional and behavioural problems but consider them in the way in which they affect the family system in terms of how they affect other family members. An individual's functioning might be reflective of the whole family's functioning. Whilst family therapists acknowledge that not all problems are indicative of problems within the broader family, the individual client's problems will have an impact upon the family system because the family will have to accommodate those problems.

By bringing about change in a family system, it is considered that this will necessarily bring about change in the individual members of that system. One of the difficulties with the family systems approach is that families are often reluctant to change their perspectives for fear of the unknown. As such, bringing about change can be a long process. Strategies used may have to be more directional and educational. However, families which benefit from this approach may be better able to resolve problems which arise in the future.

As with individual therapy, there are many approaches to family therapy. Whilst some counsellors prefer a particular approach, it may be prudent to use techniques from a variety of approaches as and when the need arises. In some cases, you may find one particular approach is more useful. Family counselling education is also needed with the view of that a behavior of one family member can affect the whole family and a therapy of

one member will help heal and broader family bonds.

Family counselling education also describe family diversity in terms of a variety of factors including structure and function, determine precisely what problems exist in a family, and evaluate the relative significance of those different problems, identify and compare support options that may be available to a family with problems, understand what is meant by a family systems approach to counselling and describe different theoretical perspectives.

Value Added Education:

Value education is another term which can be described as character education or moral education. It is an education where learners learn value from educators and implement them in future to lead a better life, the life of humanity where religion has no importance, the thing that value most is your character. As we know that the value education starts from home and it continues throughout the life, but value education in school plays a major role in a man's life so it should be taught in each and every school to add value to the children for their better tomorrow. Value added education covers character development, personality development, citizenship education and spiritual development. The purpose of value education is to make you responsible citizen to make your country feel proud of you. Value education plays a vital role to create a strong social bond.

Value add education is not a kind of separate subject that teacher has to teach just as they teach their regular subject. The education in itself holds values so the teacher needs to teach the students to implement them in their real life to behave in a polite as well as responsible manner.

Value education doesn't expect higher grades from students. It just wants to develop positive attitude in them. But value education is not important only for students. It is equally important for the teachers as well as staffs too. To develop a good personality in students through value education, a teacher first need to be their role model.

Home is a place where children spent most of the time and they get to learn many values in life resulted as value based education shape their future and add purpose to their life. It helps them to learn the right way to live their life. A primary approach to quality learning where it teaches them to remain connected to their parents as well as to other community. It makes them learn how to deal with their day to day activities and helps them to gain self responsibility for their behaviour.

Another place is school which is a model of the world so the goal of value based education in school is to nourish the children with moral values, virtues based on which their actions will reflect in their behavior. So by educating the children with value education it is creating a better world for tomorrow to live in.

Conclusion:

Inclusion guidance and counselling is tinted toward preventing the child from indulging in negative vices and helping the child to choose the right parts in life to be successful in the pursuit of future ambition. It is necessary that the counsellor build the confidence of the child to trust him/her to be able to give him/her the rightful information needed in helping its client (students). This is so, because, client that trust counsellors normally open up with vital information to their counsellors which may enable the client to introduce any other person with counselling need to the counsellor.

Counselling also help students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. The education of a child needs constant mentoring hence guidance is inimical to their growth and development in a complex society that we are today.

Family counselling education also recognizes there may be a role reversal. The child may be meeting the emotional needs of the parent. Help the parent recognize his or her role as a parent and encourage the parent to engage in adult relationships to find emotional support. Keep an eye open for enmeshment. What might initially appear as a healthy parent-child relationship could be extremely unhealthy. For instance, there may be a lack of community or family support. Recognize that children generally benefit from the involvement of parents,

absence abuse or neglect. Realize that some rejected parents may have personality disorders and continue to instigate court hearings or defy court orders.

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