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## ADOLESCENT'S ATTITUDE TOWARDS THE COUNSELING

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### *Abstract*

Due to limited life experience and lack of proper self-respect criteria, teenagers need discreet counseling and guidance, being helped to form their ideal of life, perfect their moral judgments, and raise their level of conscience and moral conduct. School counseling is a socio-pedagogical and economic instrument of modern society. The activity of school counseling and orientation is to support the fundamental principles of education: the teacher-student relationship, the balance between the formality and the informative, but also the principle of success. The counselor is a person with adequate training such as having studies in psychology, pedagogy or sociology field, who is involved in school counseling and orientation and professional orientation, supporting teachers, parents and pupils in the field of activity. Through this research work, the knowledge and abilities related to school counseling and adolescent orientation were improved.

**Keywords:** knowledge; experience; school counseling; supporting teachers; modern society; moral conduct;

### 1. INTRODUCTION

It is well known that adolescence is a time of contradictions, an age of "for" and "against" arguments, a time of life when things do not seem to be clearly defined, a time when the hierarchy of values undergoes major transformations, a stage in which models and idols are severely analyzed and criticized.

Adolescence is the age when friends or belonging to a group of friends, are values according to which the young person is guided in almost everything he does. The group of friends of the adolescent is the environment in which each member comes with his own personality, with his own values about everything around him, including vocational guidance. The group of friends is the place of mirage where it can be said that there is a uniformity of these individual values, so the young people reach a perfect consensus about everything around them. Vocational orientation is also not bypassed by this massive



influence of the group, and if the adolescent is not helped by family and school in this process he will turn to the group and may not make a realistic decision regarding his own vocational orientation. Adolescence is the age of mirage, an age at which the aspirations of the adolescent are more ideal than realistic. There is a dominant tendency on the part of those dominant members of the group, so that the personalities of the adolescents are less confident and with an unrealistic self-image perceived to be based on the opinions of the leaders regarding them.

## 2. PROBLEM STATEMENT

According to Bonchis and Seciu (2004), adolescence analyzed from the perspective of the adult who went through this stage of his life, it is often criticized, and even often, disregarded. Sometimes it is spoken of in the past tense, other times with indifference or lack of interest, depending on how each one perceived or went through this stage of his life because it is marked by moments of his becoming in a free world without of rules, dominated by the desire to win and by shaping one's self-image towards everything around him.

U. Şchiopu (2008) tells us that the period of puberty and adolescence are periods in which family and school guardianship (relatively significant at the beginning of the child's life) changes gradually, the change being socially integrated in legal provisions of some responsibilities of young people. starting with 14 years and obtaining the civil adulthood at 18 years. The dominant note of the whole stage consists in the intense development of the personality, but also its contemporaneity.

This is the period of transition from childhood to the socially integrated adult stage. There is no consensus among researchers on the sub-stages of adolescence and no precise chronological boundaries can be set for the beginning and end of this stage. Some psychologists (after Cole, 2006, p. 686) talk about three sub-stages:

- early adolescence (11 - 14 years) in which numerous physical changes take place; this period is also called puberty;
- middle adolescence (14-18 years);
- late adolescence (18 - 21/25 years).

From an intellectual point of view, during adolescence, intellectual maturity is almost reached with its complex availability of ideas-verbal models, the use of which takes place in current conditions. The thinking enters its discursive phase being capable of complex resolutive tasks, due to the ample procedural development in which successions of operations distributed on phases are clearly involved. If the cultural environment does not offer too many opportunities for information, this level cannot be reached. The period of growth spurt, which manifests itself from the age of 12-14 with its anxieties, overshadows the products of intelligence for the moment (schooling and discipline crisis). Between the ages of 14 and 17, the formulation of the conception of the world and life is outlined, which anticipates the adolescent's life plans”(Modrea M., 2006, p. 66).

It is considered that during adolescence, thinking structures its operations, and the strength of these thoughts depends on the quality of these operations. Although “the human being can acquire knowledge all his life (concepts as tools of thought) the level of operation with them ends in adolescence. After this stage, thinking does not extend its operating limits, its operations remaining at the stage of "reached" now "(Dinica, M., 2008, p. 15).

The social development of the adolescent takes place in the context of all the interpersonal relationships in which he engages, in particular, being those with the family and the peer group. “Systematic observations made on the adolescent's behavior in the group, led to the opinion shared by many psychologists; this claiming that in this stage of development social life has a greater intensity than in any other period of life”(Modrea M., 2006, p. 214).

"Changing attitudes or opinions involves changing the adolescent's perception of the social influence to which he is exposed. There are three ways of processing social influence: conformity, identification, internalization" (Kelman, 1961). According to Kelman, conformity occurs when the young person agrees to be influenced by others out of a desire to be seen in a favorable manner, identification occurs when he acquires certain characteristics of other people out of a desire to integrate into the community, and internalization occurs when the adolescent allows himself to be influenced by the community because it promotes the same values in which he himself believes.

The relationship between the specialist counselor and the counseled adolescent based on responsibility, confidentiality, trust and respect forms the counseling process. Each counseling process requires the involvement and commitment of the specialist counselor and respect for a system of values and professional ethics.

### **3. RESEARCH QUESTIONS**

The general purpose of this research is to follow the attitude that today's teenagers have towards counseling in general, but in a particular way, related to the activities carried out by school counselors. The objectives of this research are the following: to identify the attitude and needs of adolescents in counseling and mentoring students, to identify existing counseling strategies in schools at present and to identify adolescents' perceptions of the importance of school counseling.

### **4. PURPOSE OF THE STUDY**

The study was attended by a sample of 71 students from grades IX, X, XI, XII. 31% of them were boys and 61% were girls. The subjects showed interest in the research topic, the questionnaire being applied in pencil-paper format.

### **5. RESEARCH METHODS**

In completing this research, a method was used to achieve the purpose of the research and the proposed objectives; so a questionnaire of 17 opinions was used to investigate opinions and perceptions.

Survey is a research method that involves the organized collection of information about a certain phenomenon in everyday life and their interpretation. There are two main ways of doing this: the questionnaire survey and the interview survey. The questionnaire has proven to be one of the most used research techniques in the socio-human sciences, and studies support this claim. Thus, following analyzes of articles published in the *Revue Française de Sociologie* (1965–1967) and in *The American Sociological Review* (1966–1967), Theodore Caplow (1970) found that questionnaire and interview surveys were used in more than half of the existing studies. Regarding the Romanian sociological research, a brief analysis of it can lead to the conclusion that, since its relaunch, in 1965, and until now, the main method of investigation used is represented by the questionnaire.

### **6. FINDINGS**

The concept of "attitude" is a disposition of the psyche to act or react in a certain direction. Calling that particular phenomenon, namely the fact that certain stimuli sometimes act strongly, sometimes weakly, sometimes do not act at all.

Without attitude, active perception is not possible. Attitude always has a point of orientation that can be conscious or unconscious. The conscious or unconscious character of the goal has no importance for the selective action of the attitude, because the selection that the attitude makes occurs automatically. There are often two attitudes, one conscious and the other unconscious, which means that consciousness has other contents prepared than the unconscious.

It has been found that the formation of an attitude is based on the direct experience normally held in connection with the object. Driving a certain brand of car or trying a certain brand of juice will determine the formation of attitudes. First impressions are thus important because they influence the way of further learning, being an explanation for the fact that people behave in the first instance in a natural way. The conclusions regarding the usefulness of career counseling services could not be missing from the conclusions on this paper. Adolescents who face difficulties in this field must develop a high degree of valorization of these services, in order to come to consider career counseling a valid option for solving problems in the professional sphere. In the case of students who show stigma towards career counseling, it is possible to intervene through specific approaches to change attitudes. Attitudinal change is needed when adolescents face problems in the educational-professional sphere and need specialized support, but do not turn to it either because of erroneous thoughts associated with career counseling or for fear of being stigmatized by those around.

Changing attitudes or opinions involves changing the adolescent's perception of the social influence to which he is exposed. When the young person agrees to be influenced by others out of the desire to be seen in a favorable way, he acquires certain characteristics of other people out of the desire to integrate into the community, and the moment when the adolescent allows to be influenced of collectivity represents the fact that it promotes the same values in which he himself believes.

It should also be noted that there are obstacles to accepting an open attitude towards counseling activities such as: lack of true information about the counseled adolescent, personal emotional problems of the counselor, designing one's own values, beliefs or feelings towards the people with whom contact, prejudice or misinformation about the teenager in question, confusion between acceptance and approval, sympathy and neutrality. Of course, there can be even more serious cases such as loss of respect for the counseled adolescent or self.

Following the analysis of the data, the number one hypothesis according to which: "The better we know the advantages of counseling and career guidance services, the more willing the student will be to use them" was confirmed. It was observed that most students know the advantages of educational counseling and its role in supporting study subjects and that they are willing to use such services, most of them consider it important or very important to know better, to be more informed. regarding the school offer and the world of work, to develop their self-promotion skills and to have support in the decision regarding the choice of the faculty. 79% of adolescents considered it necessary to collaborate with the school counselor at all stages of the educational process, but more than that, 90% of them believe that in case of a disciplinary problem school counseling would have a beneficial effect for that it could help them overcome that stalemate.

Hypothesis number two which assumes : "The more students were involved in school counseling activities, the more determined they will be to do after high school" can be said to have been partially confirmed; thus, regarding the participation in counseling and career guidance activities carried out in school, the participants' answers were balanced (Yes = 36, No / Ns / No = 35). Moreover, the counseling activities carried out consisted mainly in discussions about professions in conducting classes or other disciplines and support for the decision regarding the choice of high school / faculty. There were no significant number of meetings with experts in various fields or internships. One element that supports the hypothesis is that 31 of the answers placed the school counselor as the coordinator of the counseling activity and also the fact that 79% of the students consider that the activities in the field of counseling had a positive impact on the personal level. The most significant impact on this hypothesis is that 29 of the adolescents know that they want to continue their studies, while 33 of them want to continue and get a job. Hypothesis number three: "The more informed the students are about the duties of the school counselor, the more importance I will give to him" was confirmed. It was observed that the students know the attributions that the counselor has in their school and the fact that he is the one who should carry out

mainly the activities related to counseling. Moreover, they believe that the activity of school counseling and guidance is a necessary activity throughout the schooling period. It was also observed that adolescents consider that the existence of a counseling center is beneficial to any school, that it is necessary to carry out guidance and counseling activities in school, that these activities are important for people's success in life. The students claim that the hours intended for counseling should be those of leadership, but also those after school, considering that the absence of the activity of a school counselor would cause difficulties in identifying students who need differentiated education. None of the participants considered the option that counseling programs are not required.

## **7. CONCLUSIONS**

In conclusion, counseling involves three perspectives: psychological, pedagogical and social. Thus, the counselor uses these perspectives to help the adolescent in that type of behavior to guide him to properly solve his own problems through moral development activities supported by the specialist. The roles of counseling activities are to help the young person to understand and clarify uncertainties or misconceptions about their own lives, to learn to achieve their goals, to find solutions to problematic situations and to make a decision based on analysis. appropriate to the resources and possibilities at its disposal.

When discussing the alarming increase in the number of school failures and dropouts, deviant and delinquent behaviors, emotional disturbances among students, we can say that counseling is one of the essential ways in which school becomes a formative, student-centered process. able to value various types of students and skills that meet the needs of the community and infuse society with people competent for social and professional life.

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