

## STUDY OF GUIDANCE NEEDS IN SECONDARY SCHOOLS STUDENTS

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### ABSTRACT

A large number of students is going to schools, colleges and universities without perfect planning and guidance. They think of choosing a opportunity after completing their educational courses. Consequently, round pegs are inserted in square holes and square pegs at round holes, resulting in wastage of human services. Carter V. Good has said in Dictionary of Education (1959), while defining guidance, "Guidance is a process of dynamic interpersonal relationships designed to influence the attitudes and subsequent behavior of persons". The main objective of this research is to study guidance need of Hindi and English medium student studying in secondary schools. 180 students (age group 14-19 years) were selected through disproportionate stratified random sampling method. Self made inventory was used to measure the guidance needs among secondary student. Findings of the study revealed that gender has no effect on the guidance needs of secondary school students. Further it was found that these was a significant different between overall guidance needs of students from Hindi and English medium secondary schools students.

**KEYWORDS:** Guidance Need, Secondary School Students.

### INTRODUCTION

A large number of students is going to schools, colleges and universities without proper planning and guidance. Due to this reason it is therefore, necessary to have well-organized guidance program to remove the defect. Society itself, and its demand are continuously changing and it is becoming more and more typical and without any guidance and counseling program. it is really not possible for a schools students to cope up with the changing society. So, the guidance and counseling program is needed for all the studying students in various aspect of their harmonious and sustainable development. National Vocational Guidance Association (1985) has

defined guidance, "Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to him and benefit to the society". Guidance is a continuous process of helping the individual to develop to the maximum of his capacity in the direction, most beneficial to himself and to society. To carry over the burden of an individual is also not guidance is best defined by Crow and Crow (1962) "An introduction to guidance" bears very comprehensive meaning "Guidance is assistance

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made by competent counselor to an individual of any age to help him direct his life, develop his own point of view, make his own decisions and carry his own burden". In the context of dynamic interpersonal relationships, Carter V. Good has said in Dictionary of Education (1959), while defining guidance, "Guidance is a process of dynamic interpersonal relationships designed to influence the attitudes and subsequent behavior of humans". Guidance programs for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students.

### **ORIGIN OF THE STUDY**

In the recent years the Indian society seems to have undergone a total transformation which is characterized by changing roles of women, breakdown of the joint family system, increased competition in schools, increased social mobility of the students, new advances technological, peer and parental pressures resulting in an environment filled with stress and strain for the adolescent students. National Curriculum Framework, 2005 suggests guidance and counseling as a important part of school curriculum. The need for guidance for students emerges from the changes taking place in every area of life. Adolescence is crucial period of transition into adulthood and the world of work. Hence, they have to make judicious decision regarding the career choices and entrance into a competitive carrier word market. The UNESCO module on guidance and counseling (2000), also posited that guidance is a program of services to individuals based on their needs and the influence of environmental factors. National Curriculum Framework for School Education (NCFSE, 2000), mentioned guidance services mainly for providing assistance to students for choice of courses and selection of a suitable career required at school leaving stage and not as an intervention to facilitate holistic development throughout the school years. Rashtriya

Madhyamik Shiksha Abhiyan, (2012), a recent initiative of government of India committed to Universalize Secondary Education at Secondary and Higher Secondary stage lays emphasize on guidance and counseling as one of the important areas to achieve the goals of USE, quality concerns and improvement in education at secondary stage.

### **REVIEW OF RELATED LITERATURE**

Water (2016). A well-organized review of the literature gives the investigator an understanding of the previous work that has been done in the area of problem in order to give an insight needed to understand the problem and to fit its findings into the overall area. Prabhu, (2015). Study found that the higher secondary students have average level of guidance needs. Male and female students did not differ significantly in their guidance needs scores. Punia, & Sanghwan, (2015). Results statistically significant differences for guidance need in various areas i.e. Physical, Social, Psychological, Educational, and Vocational and total guidance needs against type of institute and gender. Sharma, (2015). showed that all the students possessed average level of educational guidance needs. Kannammal, (2014). found that Psychosocial disorders are categorized into substance abuse, internalizing disorders and externalizing disorders and are prevalent in 20-33 % of adolescents. Psychosocial problems may lead to maladjustment to family, school, and peer as well as result in various psychiatric morbidities such as anxiety, depression, personality disorders in adulthood. Rathee, (2014). Revealed that there were significant differences between the adolescent students of working and non-working mothers on the measure of physical, personal, emotional, educational and vocational guidance needs.

### **OBJECTIVES OF THE STUDY**

1. To study the Guidance need of student studying in secondary school students.

2. To study the Guidance need of Hindi and English medium secondary school students.

**HYPOTHESIS OF THE STUDY**

1. There is no significant difference between guidance need of male and female secondary school students.
2. There is no significant difference between guidance need of hindi and english medium secondary school students.

**METHODOLOGY OF STUDY**

**Research Design-** Descriptive survey method was used for the study. **Research Methodology-** Research methodology involves the systematic procedures by which the researcher started from the initial identification of the problem to its final

conclusions. **Population-** The population of the present study consisted of all secondary Schools situated in srinagar city of Pauri Garhwal District. **Sampling-** In this research the researcher used disproportionate stratified random sampling method. **Sample Selection-** In this research sample for the present study consisted of 180 students studying in secondary schools. **Research Tool-** a self made inventory was used by the researcher to collect data for the present study. **Reliability and Validity-** The test-retest reliability was estimated which was found to be 0.82 by administering it to a group of 50 students over an interval of 4 weeks. Content validity was ensured through method of selection and classification of items. **Statistical Analysis-** In the present study central tendency, standard deviation and 't' test statistical analysis used for data analysis.

**ANALYSIS AND DISCUSSION OF DATA**

**Table 1.1. Represent the Mean, Std. Deviation & t ratio in guidance need of male and female student studying in secondary school**

Dimension	Gender	Mean	SD	't' ratio	'p' value <sup>Sig.</sup>
Guidance Needs	Male	144.31	33.18	0.359	0.001 <sup>NS</sup>
	Female	142.7	44.73		
Physical Guidance Needs	Male	21.36	5.55	0.847	0.496 <sup>NS</sup>
	Female	18.39	6.12		
Social Guidance Needs	Male	37.27	9.7	0.385	0.007 <sup>NS</sup>
	Female	35.78	12.2		
Psychological Guidance Needs	Male	28.31	7.45	0.275	0.001 <sup>NS</sup>
	Female	26.57	9.97		
Educational Guidance Needs	Male	36.9	12.17	0.413	0.009 <sup>NS</sup>
	Female	35.74	14.84		
Vocational Guidance Needs	Male	13.48	4.86	0.374	0.882 <sup>NS</sup>
	Female	13.22	5.61		

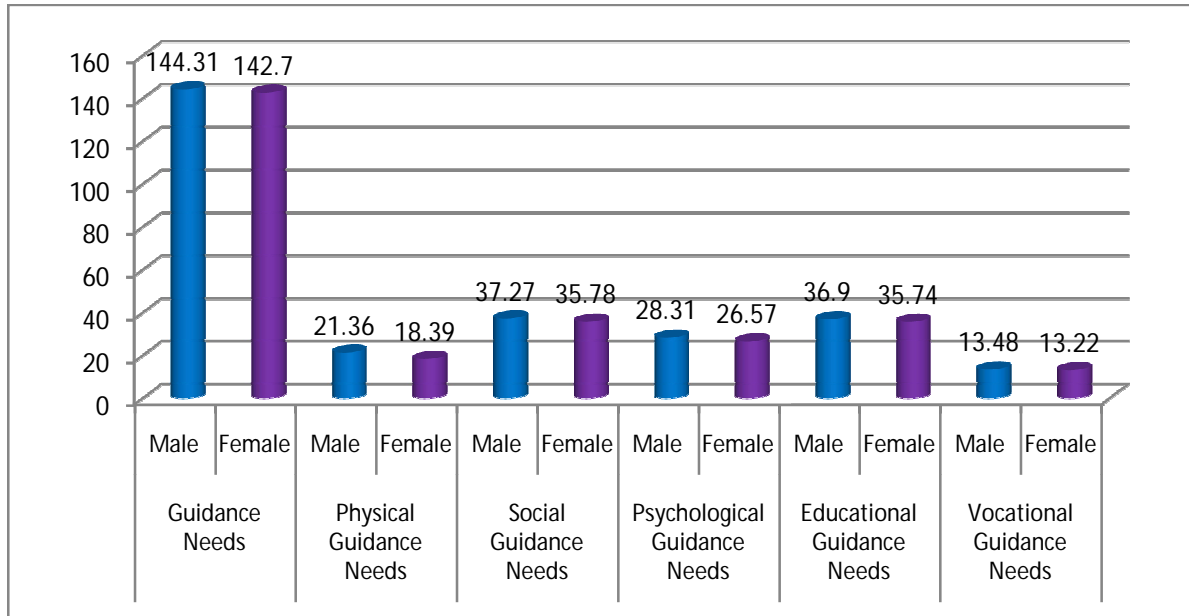


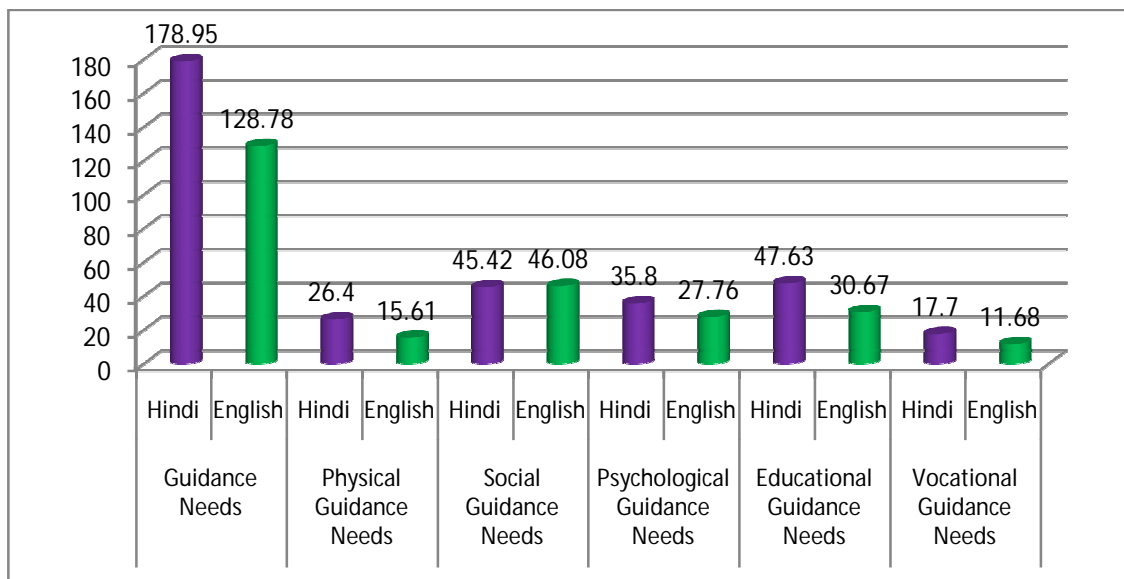
Figure 1.1. Mean score for guidance need of male and female student

Table and figure no 1.1 shows that in case of guidance needs between male and female students t-value (0.359) was found to be insignificant at 0.05 level of significance (1.98) for d.f.178 thus the null hypothesis was accepted at 0.05 level of significance. In Physical Guidance Needs between male and female students t-value (0.847) is found to be insignificant at 0.05 level of significance. In social guidance needs between male and female students t-value (0.385) is found to be insignificant at 0.05 level of significance for

d.f. 178. In psychological guidance needs between male and female students t-value (0.275) is found to be insignificant at 0.05 level of significance. In educational guidance needs between male and female students t-value (0.413) is found to be insignificant at 0.05 level of significance. In vocational guidance needs between male and female students t-value (0.347) is found to be insignificant at 0.05 level of significance for df 178.

Table 1.2. Represent the Mean, Std. Deviation & t ratio of the guidance need of Hindi and English medium secondary school students

Dimension	Medium	Mean	SD	't'-ratio	'p'- value <sup>Sig.</sup>
Guidance Needs	Hindi	178.95	25.39	7.446	0.000 <sup>S</sup>
	English	128.78	37.99		
Physical Guidance Needs	Hindi	26.4	5.22	6.086	0.918 <sup>S</sup>
	English	15.61	4.97		
Social Guidance Needs	Hindi	45.42	5.68	4.959	0.000 <sup>S</sup>
	English	46.08	11.57		
Psychological Guidance Needs	Hindi	35.8	5.81	4.637	0.001 <sup>S</sup>
	English	27.76	8.93		
Educational Guidance Needs	Hindi	47.63	10	7.37	0.007 <sup>S</sup>
	English	30.67	12.62		
Vocational Guidance Needs	Hindi	17.7	4.29	4.498	0.366 <sup>S</sup>
	English	11.68	5		



**Figure 1.2. Mean in guidance need of Hindi and English medium Students**

Table and Figure 1.2 shows that in case of guidance need between Hindi and English medium student, t-value (7.446) was found to be significant at 0.05 level of significance for d.f. 178. In case of physical guidance need between Hindi and English medium student, t-value 6.086) was found to be significant at 0.05 levels. In case of social guidance need between Hindi and English medium student, t-value (4.959) is found to be significant at 0.05 level of significance. In case of Psychological guidance need between Hindi and English medium student, t-value (4.637) was found to be significant at 0.05 level.

In case of Educational Guidance need between Hindi and English medium student, t-value (7.37) is found to be significant at 0.05 level. In case of vocational Guidance need between Hindi and English medium student, t-value (4.498) was found to be significant at 0.05 level of significance for d.f. 178.

**FINDINGS**

- Hypothesis analysis concludes that there exists no significant difference in overall guidance needs of secondary school students with respect to gender. Gender has no influence on the guidance needs of

secondary school students. The result is supported by Prabhu, S.(2015) as they found male and female students do not differ significantly in their guidance need similar result was found in the study of Parhar, K. & Manjot, K. Kushwinder & Kaur, P. (2013) as the result showed that female secondary school student have almost the same guidance need as male secondary school student. While the study of Sharma, M. (2014) disclosed a significant difference in the guidance needs of boys and girls of secondary schools.

- There exists a significant difference between overall guidance needs of Hindi and English medium secondary school student. As it implies that more guidance need required in case of Hindi medium students compared English medium secondary school students.

**CONCLUSION**

The results from the study will help in throwing more light on the various aspects of the guidance needs students studying in government and private secondary school. A large segment of adolescents feel the need for guidance on these aspects, irrespective of institution, gender, class or subject of study.

## EDUCATIONAL IMPLICATIONS

The findings of the present study are very useful for the teachers to know the fact that the teacher's behavior with their students help to improve and fulfill the overall guidance need of student. The knowledge about the problems regarding various guidance need will help the institution to change or modify their guidance services.

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