

## GUIDANCE NEEDS OF SECONDARY SCHOOL STUDENTS

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### ABSTRACT

*The complex and changing nature of the world of work poses a great challenge to the young learners today. Many students in secondary schools experience difficulties in making decisions due to lack of adequate guidance, which hampers their development. The present study aims to investigate the guidance needs of secondary school students of Jalandhar District. Normative Survey method was used. Random sampling technique was used to collect the data. A sample of 200 male, female, rural and urban students was taken through random sampling technique. The findings of the study indicated that there was no significant difference between the guidance needs (physical, social, psychological, educational and vocational) of male and female secondary school students and the guidance needs (physical, social, psychological, educational and vocational) of rural secondary school students were more than those of urban secondary school students.*

*Key Words: Secondary School, Work, Physical Social and Vocational.*

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### INTRODUCTION:

Guidance covers the whole process of education which starts from the birth of the child. As individuals need help throughout their lives, it is not wrong to say that guidance is needed from the cradle to the grave. Guidance is as old as the human civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance - unorganized and informal - in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. The head of the family or leader of the community with a limited knowledge of the changed conditions is hardly competent in providing guidance and counselling to the youth of today. The term guidance is related to all types of education- formal, non-formal and informal,

where the aim is to help the individual to adjust to his/her environment in an effective way. It can also be said that guidance is given to individuals in making appropriate choices and adjustments. Guidance has been defined from different points of view.

Guidance has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu 2004). The UNESCO module on guidance and counselling (2000) also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared towards assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions.

Various studies have been conducted on guidance and its varied needs by many Indian and Western educationists. It is evident from these researches that most of the research work done on guidance and its varied needs has been done in western countries. In India, comparatively less work has been done. From the studies, it is evident that, guidance and counselling leaves a positive effect on the academic achievement of under achievers. Career guidance develops higher career maturity. Guidance needs are influenced by the intelligence level of the students. There is a difference in the vocational interests of the socio-economically advantaged and non-advantaged students. Nicholas (2002) revealed lectures and professional help outside the university as the preferred sources of guidance for first year university students. Wright (2005) identified social class, gender, ethnicity and academic attainment as key factors involved in the complex process of choices that young pupils make during their 14-19 transition. Pius et. al. (2007) highlighted the importance of using assessment instruments to identify students' counselling needs. Giovazolias (2010) revealed that those students who face psychological difficulties had negative attitude towards counselling. Eyo et. al. (2010) revealed that students' attitude at secondary school stage towards guidance and counselling was significantly positive and that the gender and school location significantly influenced students' attitude towards guidance services. Guidance is the bedrock for achieving self-actualization. It is a process of helping individuals to understand themselves by discovering their own needs, interests and

capabilities in order to formulate their own goals and make plans for realizing those goals. An analysis of guidance needs of secondary school students is of paramount importance; hence this study.

Guidance involves the difficult art of helping boys and girls to plan their own futures wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the work of a few specialists, but rather a service in which the entire school staff must co-operate under the guidance of some persons with special knowledge and skill in this particular field. Guidance in this sense is not confined to the vocational only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the co-operative endeavour of understanding parents, teachers, head-masters, principals and guidance officers.

#### OBJECTIVES:

The following objectives were formulated to investigate the guidance needs-

1. To identify the guidance needs of secondary school students.
2. To study the guidance needs (physical, social, psychological, educational and vocational) of secondary school students on the basis of gender and location of their residence.
3. To compare the guidance needs (physical, social, psychological, educational and vocational) of secondary school students on the basis of gender and location of their residence.

#### HYPOTHESES:

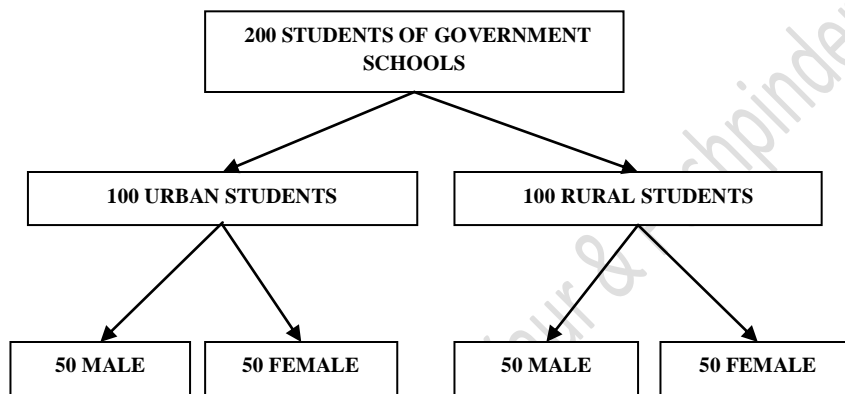
The study used the following hypotheses-

1. There exist varied guidance needs among secondary school students.
2. There exists no significant difference between the guidance needs (physical, social, psychological, educational and vocational) of male and female secondary school students.
3. There exists no significant difference between the guidance needs (physical, social, psychological, educational and vocational) of urban and rural secondary school students.

### SAMPLE DESIGN:

Random sampling technique was used for the study. The sample consisted of 200 students taken from different rural and urban government secondary schools of Jalandhar District.

### Sample Split – Up



### TOOL USED:

The investigator used the GUIDANCE NEEDS INVENTORY (GNI) prepared and standardized by Dr. J.S. GREWAL, The GNI was used to identify the type and strength of guidance needs of an individual student in five areas, namely, (i) Physical (S. No 1.01 to 1.10), (ii) Social (S. No. 2.11 to 2.25), (iii) Psychological (S. No. 3.26 to 3.38), (iv) Educational (S. No. 4.39 to 4.57), (v) Vocational (S. No. 5.58 to 6.65).

### STATISTICAL TECHNIQUES USED:

In order to testify hypotheses, statistical techniques Mean, S.D and t- test were used.

### ANALYSIS AND FINDINGS:

For the present study, the raw data was collected and organized into tables in order to carryout analysis. In order to testify hypotheses, the data was described statistically. Mean, standard deviation, t-ratio were calculated. The computed values of Mean, Standard Deviation and t-ratio

of guidance needs (physical, social, psychological, educational and vocational) among the students in relation to their location of residence and gender were compared and interpreted.

TABLE 1- Significance of difference in mean scores of guidance needs of male and female secondary school students

AREA	GENDER	N	MEAN	S.D	S.E.D	t- Value	RESULT
PHYSICAL	FEMALE	100	17.01	6.89	0.94	0.99	Not
	MALE	100	16.08	6.37			Significant
SOCIAL	FEMALE	100	23.700	10.19	1.43	0.06	Not
	MALE	100	23.61	10.07			Significant
PSYCHOLOGICAL	FEMALE	100	22.28	8.54	1.21	0.86	Not
	MALE	100	23.32	8.50			Significant
EDUCATIONAL	FEMALE	100	28.96	12.86	1.66	0.17	Not
	MALE	100	28.68	10.46			Significant
VOCATIONAL	FEMALE	100	11.36	5.51	0.77	0.69	Not
	MALE	100	11.89	5.32			Significant
TOTAL (ALL AREAS)	FEMALE	100	103.31	38.41	5.09	0.05	Not
	MALE	100	103.58	33.42			Significant

Table 2- Significance of difference of mean scores of guidance needs of urban and rural secondary school students

AREA	LOCATION	N	MEAN	S.D	S.E.D	t-Value	RESULT
PHYSICAL	RURAL	100	13.94	5.86	0.87	6.03	Significant
	URBAN	100	19.15	6.36			
SOCIAL	RURAL	100	18.13	8.29	1.20	9.22	Significant
	URBAN	100	29.18	8.66			
PSYCHOLOGICAL	RURAL	100	16.73	6.21	0.84	14.38	Significant
	URBAN	100	28.87	5.72			
EDUCATIONAL	RURAL	100	21.14	9.41	1.26	12.31	Significant
	URBAN	100	36.50	8.20			
VOCATIONAL	RURAL	100	9.25	4.48	0.69	6.90	Significant
	URBAN	100	14.00	5.29			
TOTAL (ALL AREAS)	RURAL	100	79.19	27.34	3.75	12.95	Significant
	URBAN	100	127.70	25.66			

From table 1 it was found that-

- t-value for gender difference in physical guidance needs is 0.99, which is not significant. It means that there is no significant gender difference in mean scores of physical guidance needs of secondary school students.
- t-value for gender difference in social guidance needs is 0.06 which is not significant. It means that there is no significant gender difference in mean scores of social guidance needs of secondary school students.
- t-value for gender difference in psychological guidance needs is 0.86 which is not significant. It means that there is no significant gender difference in mean scores of psychological guidance needs of secondary school students.
- t-value for gender difference in educational guidance needs is 0.17 which is not significant. It means that there is no significant gender difference in mean scores of educational guidance needs of secondary school students.

- t-value for gender difference in vocational guidance needs is 0.69 which is not significant. It means that there is no significant gender difference in mean scores of vocational guidance needs of secondary school students.
- t-value for gender difference in all types of guidance needs is 0.05 which is not significant. It means that there is no significant gender difference in mean scores of guidance needs of secondary school students.

In the light of this, the null hypothesis, “there is no significant difference between the guidance needs of male and female secondary school students”, stands accepted.

FIGURE- 1 Graphical representation of the mean scores of guidance needs of secondary school students on the basis of gender

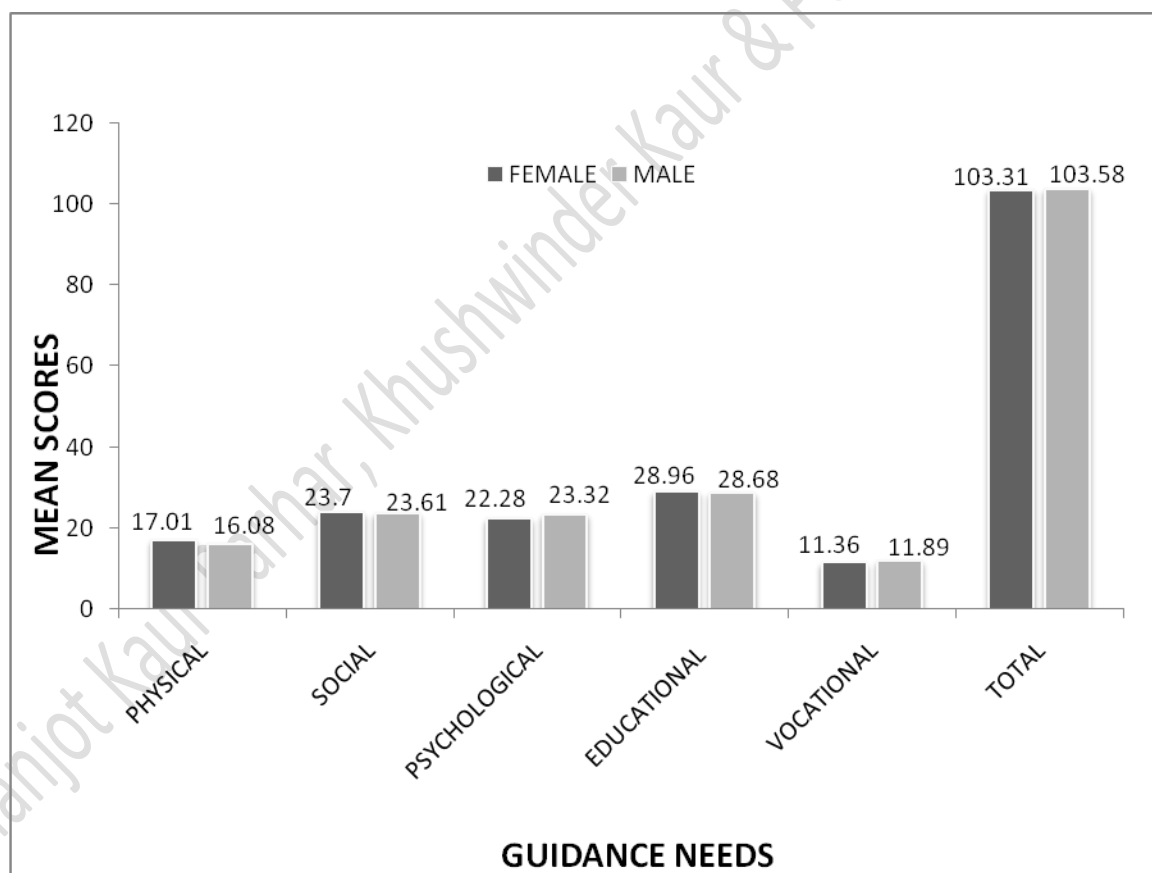


Figure 1

Figure 1 depicts the mean scores of guidance needs of male and female secondary school students in varied areas (physical, social, psychological, educational and vocational). It is clear from the graph that the female secondary school students have almost the same guidance needs as the male secondary school students. There is not much difference in the guidance needs of male and female secondary school students

From table 2 it was found that -

- t-value for location difference in physical guidance needs is 6.03 which is significant at .01 level. Mean score of urban secondary school students on physical guidance needs is significantly more than rural secondary school students. It means that rural secondary school students have significantly more physical guidance needs than urban secondary school students.
- t-value for location difference in social guidance needs is 9.22 which is significant at .01 level. Mean score of urban secondary school students on social guidance needs is significantly more than rural secondary school students. It means that rural secondary school students have significantly more social guidance needs than urban secondary school students.
- t-value for location difference in psychological guidance needs is 14.38 which is significant at .01 level. Mean score of urban secondary school students on psychological guidance needs is significantly more than rural secondary school students. It means that rural secondary school students have significantly more psychological guidance needs than urban secondary school students.
- t-value for location difference in educational guidance needs is 12.31 which is significant at .01 level. Mean score of urban secondary school students on educational guidance needs is significantly more than rural secondary school students. It means that rural secondary school students have significantly more educational guidance needs than urban secondary school students.
- t-value for location difference in vocational guidance needs is 6.90 which is significant at .01 level. Mean score of urban secondary school students on vocational guidance needs is significantly more than rural secondary school students. It means that rural secondary



school students have significantly more vocational guidance needs than urban secondary school students.

- t-value for location difference in guidance needs is 12.95 which is significant at .01 level. Mean score of urban secondary school students on guidance needs is significantly more than rural secondary school students. It means that rural secondary school students have significantly more guidance needs than urban secondary school students.

In the light of this, the null hypothesis, “there is no significant difference between the guidance needs of urban and rural secondary school students”, stands rejected.

FIGURE- 2 Graphical representation of mean scores of guidance needs of secondary school students on the basis of location

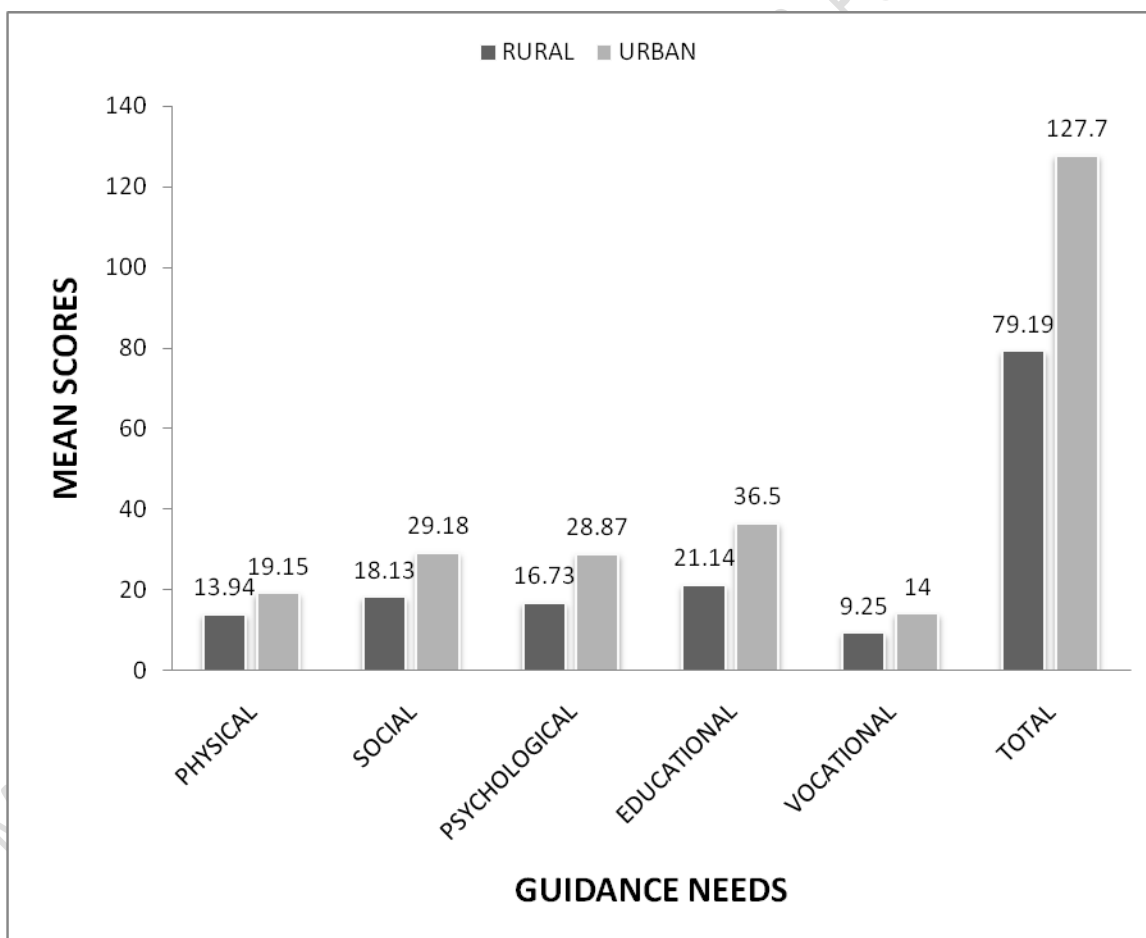


Figure 2

Figure 2 depicts the mean scores of guidance needs of rural and urban secondary school students in varied areas (physical, social, psychological, educational and vocational). It is clear from the graph that the rural secondary school students have comparatively less mean scores of guidance needs than the urban secondary school students. Thus, rural secondary school students have more guidance needs than urban secondary school students.

#### CONCLUSION:

The results from the study will help in throwing more light on the various guidance needs of male and female secondary school students. It will also help in studying the degree or extent of guidance needs of rural and urban secondary school students. In addition, it will provide information to teachers, education planners and school administrators about their responsibility in providing adequate facilities for guidance services in order that the students receive quality guidance. It will also reveal the various problematic areas in which secondary school students need guidance for the total development of their potentialities and proper adjustment in various areas of life.

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