

Guidance Needs of High School Students: An analytical study

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Introduction

As teachers we may come across youngsters who are confused and indecisive when called upon to take decisions regarding choice of subjects, other activities in school, or interpersonal difficulties with friends or siblings at home. Such problems if not resolved adequately, often create difficulties in studies or otherwise. Need for professional guidance is increasing due to increasing complexities of daily living. Guidance provided by a trained professional involves use of scientific procedures to create, in the individual seeking help, a deep understanding of his/her own self and the situation so that a wise decision is possible. Guidance is based upon a philosophy of human uniqueness, goodness, worth and dignity, all of which can be nurtured. The guidance processes are based on the belief that given certain conditions, an individual's potential to make a choice and make a decision can be utilized for maximum benefit for the individual and society.

In the educational context, guidance means assisting students to select courses of study appropriate to their needs and interests, achieve academic excellence to the best possible extent, derive maximum benefit of the institutional resources and facilities, inculcate proper study habits, and satisfactorily participate in curricular and extracurricular activities.

“Guidance involves the difficult art of helping boys and girls to plan their own futures wisely in the full light of the factors that can be mastered about themselves and about the world in which they live and work”.

Guidance is a process of helping young person's learn to adjust to self, to other and circumstances -
Skinner

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 society

Scope of the study:

This study intended to find out the different types of problems faced by the students studying IX class and find out the differences, if any, between the nature and number of problems of different 'stratification's of students, like boys and girls, so that the study is intended to see whether the problems of students have relation with familial variables like parents education, occupation status size of the family, it is also intended to see whether the level of adjustment of students vary with these variables. The variables studied in this investigation are:

1. Gender Viz., Male and Female
2. Management viz., Government and private

Review of Related Literature

Sahin Kesici (2007) conducted a study on Middle School Students' Guidance and Counselling Needs. While collecting the data, semi-structured interview technique is used as a method of data collection. The study was conducted with 7th and 8th graders at public primary schools in the district of Selcuklu/Konya following themes are established: Educational guidance and counseling, career guidance and counselling, and personal/ social guidance and counselling. 59.4% of the sixth grade students, 75.9% of the seventh grade students, and 56.1% of the eighth grade students pointed out they needed educational guidance and counselling on effective studying techniques. For the second category regarding educational guidance and counselling needs, 52.8% of the sixth grade students, 29.7% of the seventh grade students, and 59.6% of the eighth grade students pointed out they needed educational guidance and counselling on overcoming exam anxieties. For the third category regarding educational guidance and counselling needs, 9.9% of the sixth grade students, 3.3% of the seventh grade students, 6.6% of the eighth grade students pointed out they need educational guidance and counselling on self-motivation techniques.

Ashiq Hussain Dogar (2011) conducted a study on need assessment of Students' Guidance and Counselling to identify the counselling needs of students at secondary level. The study was delimited to Girls secondary schools only. The need assessment questionnaire (NAQ) was constructed which included five areas, i.e. educational, vocational, social, emotional and behavioural problems of students. NAQ was administrated to sixty girls of Grade 9th and 10th class, taken on convenience basis from five schools of Lahore city. Results indicate that matriculation level girls had more problems of carrier choice (i.e.45%) than of emotional nature. (i.e. 40%). So there is a need for vocational and emotional counselling programs for them. Need of vocational guidance is highest (45%) among secondary school students also explore that a majority (40%) of secondary school students have the need of emotional guidance and counselling. This research study explores that 25% students of secondary level have the need of social guidance and counselling. A small portion (15%) of secondary school level students has educational needs.

Sarika Sharma and Pinki Kadian (2012) conducted a study on a comparative study of the Guidance Needs of Adolescent at Secondary School. To study the guidance needs of adolescents regarding their Education, Finance, Health, Personal and Vocational with respect gender and locality of the school. The study was limited to a sample of 100 students; the study was confined only to Govt. schools of Bahadurgarh, Haryana. Survey method is used.

Questionnaire was administered to the sample and the responses were collected. Rural and urban students have no significant difference in their educational guidance needs, health needs, and significant differences exists in financial needs, personal guidance needs and vocational guidance needs.

Manjot Kaur Parhar (2013) conducted an investigation Guidance Needs of Secondary School Students with the main aim was to investigate the guidance needs of secondary school students of Jalandhar District. Normative Survey method was used. Random sampling technique was used and the investigator used the Guidance Needs Inventory (GNI) prepared and standardized by Dr. J.S. GREWAL, 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.

R. Kannammal (2014) conducted a study on guidance needs of urban and rural adolescence in relation to the home environment. The main objective of the study was to study and compare the guidance needs (physical, social, psychological, educational and vocational) of secondary school students on the basis of gender and location of their residence in relation to their home environment. The investigator adopted the quantitative survey method of research to study the guidance needs of students of secondary school level. 300 students from secondary schools were selection for this study. Questionnaire was constructed and all the questions have a focus on “guidance needs of urban and rural adolescence in relation to home environment” of secondary school students, both in English and in Tamil. The main findings of the study were, there was no significant difference between the mean scores of guidance needs of urban and rural adolescence in relation to the home environment with respect to type of family, place of residence, education of parents, location of the school, age, gender and type of management.

Ritu Sharma (2015) made a study of Educational Guidance Needs of Elementary School Students with Learning Disabilities. The present study was conducted on 140 learning disabled students from elementary classes (6, 7, and 8). Sample was taken from rural and urban schools of Shimla district of Himachal Pradesh. A self constructed scale on guidance needs was employed to measure the educational guidance needs of the students. Results showed that all the students possessed average level of educational guidance needs. Students did not vary in their educational guidance needs.

Statement of the problem for present study :

The statement of the problem for present study is concerned with “Guidance Needs of High School Students in respect to their Gender, and Type of Management. The present study is designed to identify the type and strength of guidance needs of individual student in five areas namely 1. Physical, 2. Social, 3. Psychological, 4. Educational, 5. Vocational.

Answers to the questions such as the following were sought to be found:

1. Is there any difference between the guidance needs of boys and girls of high school students?
2. Are differences in management significantly related to the guidance needs of the high school students?

Title of the present study: ***Guidance Needs of High School Students: An analytical study***

Purpose of the study:

As guidance has become more prominent from the educational point of view, this study would have several implications on education. The results of this study show that it may worth for the teachers and guidance workers to try at the first instance to help the students to solve the problems. For the better academic progress and achievement there is every need to provide guidance to each and every student in all the problem areas. Mere impinging of subject matter in the minds of students is not only the task of the teacher to gain in high achievement in their academic area. Guidance services if properly organized help to eliminate wastage and stagnation by developing the curriculum according to the needs and abilities of students. The child’s healthy growth is encouraged. Problems of discipline and delinquency are solved. Individuals differ in physical, mental, social and emotional characteristics. To provide for the maximum development of individuality, guidance is essentially needed. If guidance facilities are made available failures, frustrations, drop outs or stagnation can be minimized (or) considerably avoided.

Variables of the present study:

The dependent variable for the study is the guidance needs of high school students belonging to IXth class. Guidance needs contains 5 dimensions such as physical needs, social needs, psychological needs, Educational needs, and vocational needs form the independent variables. In the present study the gender, and management of the schools, are used as demographic variables. This study is conducted by having the following.

Hypotheses of present study:

1. There is no significant difference between the means of guidance needs of boys and girls of high school students.
2. There is no significant difference between the means of Guidance needs of Government and Private high school students.

Tool selected for the present study and scoring procedure :

Standardized tool-Guidance needs inventory by Dr. J.S Grewal, was adopted for the collection of data in order to study the guidance needs of high school students in SPSR Nellore District of Andhra Pradesh. It is an instrument which can be used to identify the type and strength of guidance needs of individual student in five areas, namely 1. Physical 2. Social, 3. Psychological, 4. Educational, 5. Vocational.

Scoring:

Highly true (HT) has weightage of '0', Mostly True (MT) has weightage of '1', Quite true (QT) has weightage of '2' least true (LT) has weightage of '3' and note true (NT) has weightage of '4'. The GNI requires about half an hour for answering its 65 items. All the need items are in the form of positive statements. High scores are an indication of less need and low scores on the inventory are an indication of more need. Theoretically, the total scores that a respondent can obtain range from '0' to '260'.

Reliability and Validity:

The test – retest reliability was estimated 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. The GNI used in research where the scores on five guidance need areas can be treated either separately or collectively. The process of these inventors was through standardization. The reliability and validity of the inventory were also established. The validity was established by using external criteria. Thus the inventory was constructed and standardized with sufficient reliability and validity.

Sample design:

The design employed in the study was basically from two demographic variables i.e, gender, and management of the school, each is divided into two categories. 2x2 factorial design is employed to assess the impact of these variables on Guidance needs of 200 high school students.

Sample for the present study:

Table No-1 : Variable wise details of sample

S. No.	Name of the variable	Category	Size of the sample	Total
1	Gender	Boys	100	200
		Girls	100	
3	Management of the School	Govt.	100	200
		Private	100	

The investigator selected the normative survey research, because it is more suitable and scientific for carrying out the present study. Normative survey method is used for collecting and analyzing data, obtain from larger number of respondents representing specific population collected through highly structured and detailed questionnaire or interviews. Based on this method the investigator made a survey on 200 students of High school students studying in different schools to collect the data related to their guidance needs.

Table No-2: Showing the name of the High Schools and Sample Size

S. No.	Name of the schools & address	Management	Sample size
1	DCRZPP Boys & Girls High school, Nellore	Government	50
2	ZPP High school, Kodurupadu, Nellore, Rural	Government	50
3	Dr.SRK(EM) High school, Maguntalayout, Nellore	Private	50
4.	Seshu(E.M) High School, Buja Buja Nellore	Private	50

Table No – 3: Means and S.D’s and t-values of Guidance needs scores of high school Students in respect Gender

S. No.	Guidance need (Areas)	Variable	N	M	S.D	σ D	t-Value
1	Physical needs	Boys	100	14.21	6.852	1.28	0.41@
		Girls	100	13.69	10.837		
2	Social needs	Boys	100	27.50	11.078	1.58	0.75@
		Girls	100	26.32	11.225		
3	Psychological needs	Boys	100	24.08	9.597	1.292	1.55@
		Girls	100	26.24	8.658		
4	Educational needs	Boys	100	29.77	14.231	1.76	0.04@
		Girls	100	27.94	13.358		
5	Vocational needs	Boys	100	12.63	6.882	0.93	0.41@
		Girls	100	12.25	6.2118		

@ Not significant at 0.05 levels

Table No-3 reflexes that critical ratio t-value between the mean scores of Guidance needs of boys and girls students with respect to physical needs (0.41), social needs (0.75) psychological needs (1.55), Educational needs (0.04) and vocational needs (0.41) is found to be not significant at 0.05 level. ‘t’ value is less than 1.96 at 0.05 level. Hence null hypothesis predicted that “there is no significant difference between the means of all areas of guidance needs of boys and girls is accepted at 0.05 level. The need of guidance as a whole and any particular area is indicated by the lesser score. Higher the score, the lesser is the need of guidance

Figure No-1: Showing the comparison between boys and girls regarding their guidance Needs

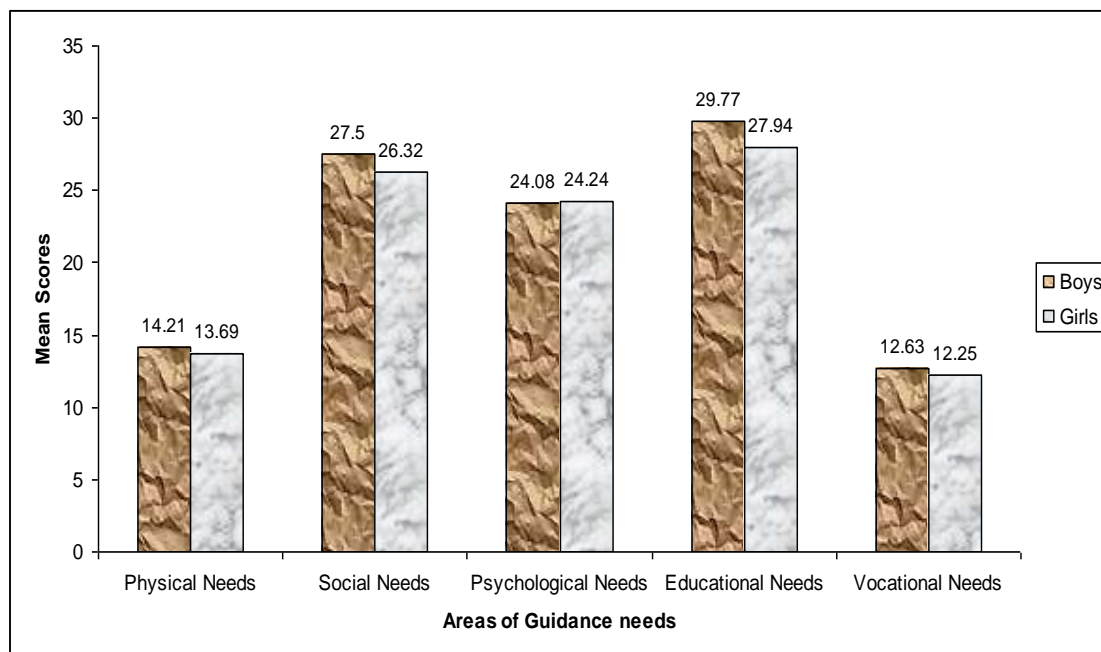


Table No – 4: Means and S.D's and t-values of Guidance needs scores of high school Students in respect type of management.

S.No.	Guidance need (Areas)	Variable	N	M	S.D	σD	t-Value
1	Physical needs	Govt.	100	14.6	7.18	0.94	1.4@
		Private	100	13.3	6.048		
2	Social needs	Govt.	100	24.33	11.03	1.54	3.42**
		Private	100	29.59	10.72		
3	Psychological needs	Govt.	100	23.52	8.962	1.28	2.56*
		Private	100	26.8	9.217		
4	Educational needs	Govt.	100	28.29	14.296	1.97	0.41@
		Private	100	29.10	13.571		
5	Vocational needs	Govt.	100	12.93	6.511	0.92	1.06@
		Private	100	11.95	6.568		

@ - not significant at 0.05 level, *-significant at 0.05 level, ** - significant at 0.01 level

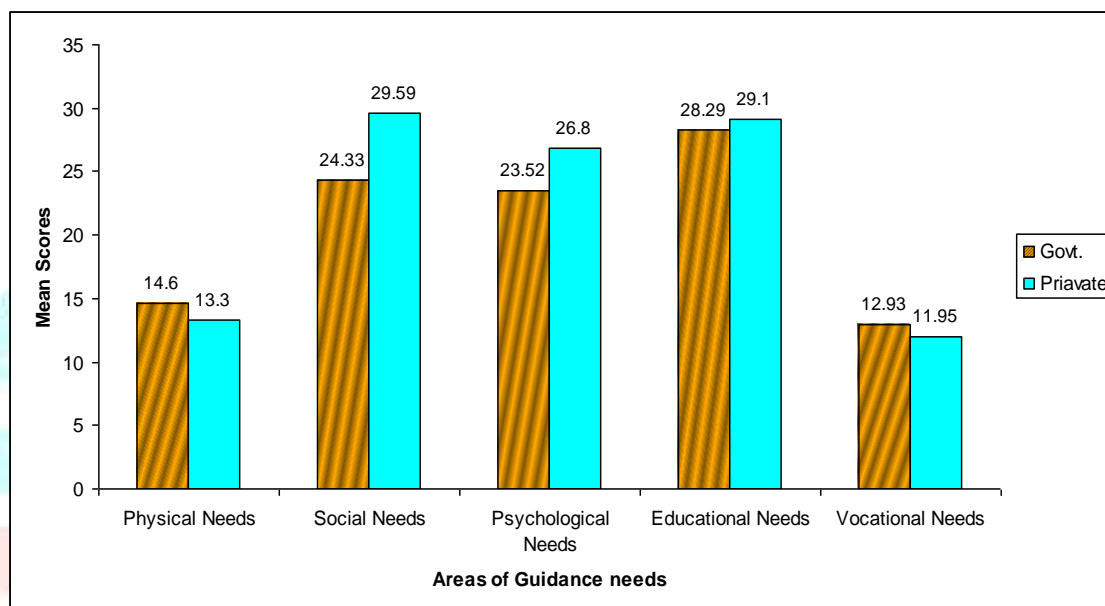
Table No-4 indicates that critical ratio t-value between the mean scores of Guidance needs of Government and Private high school students with respect to physical needs (1.4), Educational needs (0.41) and vocational needs (1.06) of guidance is found to be not significant at 0.05 level. Hence Null hypothesis predicted that “there is no significant difference between the means of guidance needs of government and private high school students with respect to physical needs, Educational needs and vocational needs is accepted at 0.05 level. Whereas significant difference is found in case of remaining two areas of guidance needs namely social needs and psychological needs of guidance.

The mean value obtained by private high school students in social need of guidance is 29.59 greater than the mean value obtained by Government high school students i.e 24.33. This clearly indicates that there is significant difference between the above two categories. As obtained critical ratio value t-value (3.42) is greater than table value 2.56 at 0.01 level. Similarly the mean value obtained by private school

students in psychological needs of guidance 26.8 greater than the mean value obtained by government high school students in psychological needs of guidance i.e 23.52.

This clearly indicates that there is significant difference between the above two categories. As obtained critical ratio t-value is 2.56 is more than 1.96 at 0.05 level and equal to 2.56 at 0.01 level. It is predicted that “there is significant difference between the means of guidance needs of private and government high school students with respect to their social and psychological guidance needs at 0.01 levels. Therefore the predicted second null hypothesis is partially rejected as unwarranted by the results.

Figure No-2: Showing the comparison between the high school students studying in Government and private schools in their guidance needs



Major findings of the present study:

1. There is no significant difference between the mean scores of guidance means of boys and girls of high school students.
2. There is significant difference between the mean scores of guidance needs of Government and private high school students in their social needs and psychological needs and no significant difference between the two categories is found in their physical needs, educational needs and vocational needs of guidance.

Conclusions and discussions:

There is no significant difference between boys and girls in the guidance needs scores of high school students in varied areas like physical needs, social needs, psychological needs, educational needs and vocational needs. It is clear that both the boys and girls of high school students have almost the same guidance needs. More guidance is required in the areas like physical needs, social needs, Educational needs and vocational needs. The possible reasons may be the students with low income group with fewer infrastructures, studying in Government (or) private schools without appropriate faculty, resources, orientation programmes for encouraging their social needs of guidance for adjustment in other areas of guidance too.

There is significant difference between the means of guidance needs of Government and Private high school students in their social needs and psychological needs and no significant difference between the two categories is found in their physical needs, educational needs and vocational needs of guidance. Pupils studying in Government schools require more social and psychological guidance needs when compared to the pupils studying in private schools. More guidance is required in educational needs of government school students when compared to private school students. Educational needs including basic academic skills, test taking skills, improving teacher learner relationship, increase enrolment and not to drop out in the middle, career development activities and get awareness about basic employability skills. Eg. Punctuality, hard work, time management etc and make them engage in group projects at school.

Educational implications of the present study:

As Guidance has become more prominent from the educational point of view, this study would have several implications on education. The results of this study show that it may work for the teachers and guidance workers to try at the first instance to help the students to solve the problems. For better development of academic skills, attitudes, habits, test taking skills, refine critical thinking skills, and decision making, a comprehensive guidance programme can enable students achieve academic success. Character development, skills for facing demands of adolescents, life strategies and skills for violence prevention conflict resolution and substance abuse prevention and enhance personal social development help students to develop an action plan to set and achieve realistic goals.

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