



GUIDANCE NEEDS OF SECONDARY SCHOOL STUDENTS

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ABSTRACT:The aim of this research paper is to study the guidance needs of secondary school students. For this purpose, the sample of 200 male and female students of secondary schools of Guntur district in Andhra Pradesh was selected by applying random sampling method; Standardized tests were administered as a tool for data collection. Mean, SD, Standard Error of Mean and t-ratio were used to analyze the data. The study found that there is no significant difference between gender, locality and type of institutes of guidance needs of secondary school students. There is significant difference between Telugu and English medium students guidance needs of secondary school students.

KEYWORDS: GUIDANCE, SECONDARY SCHOOL, NEEDS.

Introduction:India is a developing country in which people are rapidly adopting and accepting the western culture, leaving behind its own traditional culture and values. There has been a crucial change in the Indian culture and lifestyle. The younger generation tries to break the old living standards and some of them try to adjust to them. All this creates a conflict in the family and society at large. In urban areas, the proportion of unemployed secondary school and university graduates has increased despite literacy. Discotheques, pubs, bars, western eatery trends, obscene dressing etc. have become symbols of fashion.

According to Jones, "Guidance involves personal help given by someone: it is designed to assist a person to decide where he wants to go, what he wants to do or how he can best accomplish his purpose, it assists him to solve problems that arise in his life".

Education Commission of 1953 stressed on the "importance of Guidance to Pupils. The provision of diversified courses of instruction imposes on teachers and school administrators the additional responsibility of giving proper guidance to pupils in their choice of courses and careers. The secret of good education consists in enabling the

student to realize what are his talents and aptitudes and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right types of employment.

1. Educational guidance should receive much greater attention on the part of the educational authorities.
2. In order to broaden the pupil's understanding of the scope, nature and significance of various occupations of industries, films should be prepared to show the nature of the work in various industries and this should be supplemented by actual visits.
3. The services of trained Guidance Officers and Career Masters should be made available gradually and in an increasing measure to all educational institutions.
4. The Centre should take up the responsibility of opening in different regions centers of training for Guidance Officers and Career Masters to which each State may send a number of teachers or other suitable persons for training.

Kothari Education Commission (1964-66) suggested that the functions of higher education are "To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full and cultivate right interests, attitudes, moral and intellectual values". To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions who will also be cultivated individuals, imbued with a series of social purpose. In real sense, these big social approvals be achieved, if the students select their courses of studies having only social approval and monetary objectives rather than based on their interest, mental ability, aptitude and social needs. It is not possible without well organized guidance and counseling services at the colleges and university levels. Guidance and counseling provides assistance in decision making as well as helping student in making realistic choices based on ground level realities.

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The student life is getting complex day by day. Guidance is needed to help the students for optimum achievement and adequate adjustment in the varied life situations. Need analysis of the students in the schools shows the need of Guidance services , in the education, profession, vocation, social, health, moral, personal, and marital areas.

Need of the study:

The progress of a country depends on the maximum exploitation of its human resources. In this context it is of great significance to note that a major party of a country's population ranges between the ages 16 to 18 years. The country's success

therefore in various fields of life depends to a large extent on the proper education, guidance and training of intermediate students.

Need of guidance has been felt at all stages of life span i.e. during infancy, childhood, expected mother hood (Pre-natal stage), puberty, adolescence, adulthood, middle age, senescence and senility. It has also been required for the diseased, family members of the sick with terminal illness like Cancer and AIDS and for the dying too. The ultimate purpose of guidance is to help people so that they can help themselves in terms of better adjustment, happy and fruitful life. Guidance is objective and scientific and experiences show that it effectively facilitates the coping styles of individuals.

Statement of the Problem:

The purpose of the present investigation is to study of guidance Needs of secondary school students as they have been considered the need of the hour.

Objectives of the Study:

1. To find out the need of guidance needs of secondary school students
2. To find out the need of guidance needs of secondary school students level
 - a. Physical
 - b. Social
 - c. Psychological
 - d. Educational
 - e. Vocational
3. To find out the influence of the following variables on guidance needs of secondary school students
 - Gender : Male/ Female
 - Locality : Rural/ Urban
 - Type of institute: Government / Private
 - Medium of Instruction: Telugu / English

Hypotheses of the Study:

1. There would be no significant difference between guidance needs of boy and girl students.
2. There would be no significant difference between guidance needs of rural and urban secondary school students.

3. There would be no significant difference between guidance needs of government and private secondary school students.
4. There would be no significant difference between guidance needs of Telugu and English medium students.

Method of the Study:

As per the present problem can be best be studied by a test and collected data from number of pupils to generalize, survey method is found to be suitable to study the problem. Hence survey method is being used in the present study.

Scope of the study:

The present study covers the area physical, social, psychological, educational and vocational and it also focus the impact of variables gender, Locality, Type of institute and medium of instruction.

De-limitation of the Study:

1. This study is limited to Guntur district only.
2. The sample is limited to 200 secondary school Students only.
3. The study is limited to gender, location, type of institute only.
4. The study is limited to areas i.e. Physical, social, psychological, educational and vocational guidance only.

Sample and Sampling:

A random sample of 200 secondary school Students were selected from different schools in Guntur district of Andhra Pradesh

Tool :

Guidance needs inventory (GNI) was developed by Grewal for use in a research study conducted to identify the guidance needs of secondary school students.

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 the method of selection and classification of items.

Statistical Techniques to be used:

S.D., Mean and % of mean are to be calculated. To find out they't' values will be computed.

Data Analysis:

Objective – 1: To find out the need of guidance needs of secondary school students

Table 1

Need of guidance for students

Total	Mean	S.D	% of mean	1/5 th of mean
200	29.04	3.366	67.53	5.808

Objective – 2: To find out the need of guidance needs of secondary school students

level

- a. Physical
- b. Social
- c. Psychological
- d. Educational
- e. Vocational

Table 2. Table shows mean, SD , % of mean of each area

Area wise guidance needs of secondary school students

Areas	Mean	SD	% of mean
Physical	9	0.929	22.5
Social	4.455	1.66	24.092
Psychological	8.55	0.51	35.673
Educational	5.025	1.07	19.77
Vocational	6.60	1.54	20.625

Objectives- 3: To find out the influence of the following variables on guidance needs of secondary school students

- Gender : Male/ Female
- Locality : Rural/ Urban

- Type of institute: Government / Private
- Medium of Instruction: Telugu / English

Hypothesis-1: There would be no significant difference between guidance needs of boy and girl students.

Table -3

Mean, SD, 't' value of boys and girls students

Variable	N	Mean	% of mean	SD	S.Ed	't' value
Male	100	29.77	71.825	2.0	1.01	0.722NS
Female	100	29.04	72.60	4.1		

NS= Not significant at 0.05 level

Interpretation:

The calculated t-value 0.722 is less than the table value 1.98 at 0.05 level of significance. There is no significant difference between the guidance needs of male and female secondary school students. Hence the hypothesis is accepted.

Hypothesis-2: There would be no significant difference between guidance needs of rural and urban secondary school students.

Table -4

Mean, SD, 't' value rural and urban students

Variable	N	Mean	% of mean	SD	S.Ed	't' value
Rural	100	29.08	72.7	3.45	0.54	0.72NS
Urban	100	28.69	71.72	4.1		

NS= Not significant at 0.05 level

Interpretation:

The calculated t-value 0.72 is less than the table value 1.98 at 0.05 level of significance. There is no significant difference between the guidance needs of rural and urban area secondary school students. Hence the hypothesis is accepted.

Hypothesis-3: There would be no significant difference between guidance needs of government and private secondary school students.

Table -5

Mean, SD, ‘t’ value government and private students

Variable	N	Mean	% of mean	SD	S.Ed	‘t’ value
Government	100	29.54	73.85	4.15	0.56	0.55NS
Private	100	29.23	70.57	3.95		

NS= Not significant at 0.05 level

The calculated t-value 0.55 which is less than the table value 1.98 at 0.05 level of significance. There is no significant difference between the guidance needs of government and private secondary school students. Hence the hypothesis is accepted

Hypothesis: There would be no significant difference between guidance needs of Telugu and English medium students.

Table -6

Mean, SD, ‘t’ value Telugu and English medium students

Variable	N	Mean	% of mean	SD	S.Ed	‘t’ value
English	96	29.05	72.62	6.55	0.78	2.46 *
Telugu	104	27.13	71.825	4.25		

*= significant at 0.05 level

Interpretation:

The calculated t-value 2.46 which is greater than the table value 1.98 at 0.05 level of significance. There is significant difference between the guidance needs of Telugu and English medium secondary school students. Hence the hypothesis is accepted.

Findings:

- Need of guidance of secondary school students are homogeneous and are very high.
- Most needed guidance of the adolescents sample was found in their psychological life, followed by social life, physical area of life, vocational area of life and the last in educational area of life.
- The variable gender has no significant influence on the guidance needs of male and female secondary school students.

- The variable locality has no significant influence on the guidance needs of secondary school students.
- The variable type of institute has no significant influence on the guidance needs of secondary school students.
- The variable medium of instruction has significant influence on the guidance needs of secondary school students.

Suggestions:

- The existing school guidance should create awareness of the existing guidance services by giving it a wider publicity in rural schools so as to improve student's attitude towards the services.
- Principals should relief guidance of heavy teaching loads so as to allow them to practice effectively.
- The school Counsellors themselves should be prepared to impress on the general public that their services are essential.
- They should be ready to sell their services to the principals, teachers and even parents most of who are yet to fully grasp the role of the guidance within the school system.
- Through these agents students' positive attitude can be developed towards the guidance services

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