



A STUDY OF GUIDANCE NEEDS OF ADOLESCENTS STUDENTS

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ABSTRACT:

Education is the powerful and most effective mean/instrument of progress; it is provide in many ways; one of the important ways of education is the guidance which is also effective tool for progress. The present investigation is an attempt to be acquainted with the guidance needs of adolescents as the students face a number of problems which affect their personal, academic and career life; they need guidance to cope with the problems themselves and to step forward on the path of development. The students (male and female) of senior secondary schools from both areas urban and rural of Gohana City of Haryana were selected by using random sampling method for the purpose of the study. The data were collected from the respondents to find out their various guidance needs (educational, financial, health, personal and health) by using descriptive survey and normative survey method. It was evidentially found that there was significant difference between the guidance needs of urban and rural students and male and female students; the students need attention on guidance need as the awareness percentage was found low. The students must be provided guidance at every step of life and at all levels in the schools ; guidance must be an integral part of schools curriculum and time-table.

KEY WORDS: - guidance, guidance needs, adolescents, educational, financial, health, personal and vocational guidance.

INTRODUCTION

Education is the only mean in this universe for all round development of individual, society and a nation. The main aim of education is not only to impart education to the individual but it is more than it. Instruction, training, indoctrination, counseling and guidance are the forms of education but guidance is the most important form of education especially for the adolescents. Mapfumo (2013) stated that guidance is the part and parcel of the total education process. There is rapid sea change in each and every field; if there is development subsequently a number of problems have arisen. People are not able to understand that what to do, where to go, when to do and how to do? Same is the case with the adolescents as they are living in the age of rapid change and advancement in every field and living in the state of dilemma; during this period they are facing or passing through the stage of emotional, psychological, biological and other changes that can be noticeable in their behavior. Anita (2008) stated that there are conditions and situations in the lives of most adolescents, when the strong urges, impulses or ambitions, may stimulate the arousal of severe emotional disturbances. Adolescence is the period when an individual become a good adult or a bad one. Santrock (2007) said that adolescence is considered as a period which begins in biology and ends in society. To a certain extent, adolescents are conscious of the fact that they are approaching adult status; yet at the same time they are bewildered, unsure of themselves and anxious and confused about their role in life and society. So students must be provided guidance in the school. Negi (2017) stated that guidance services must be in the school for the qualitative improvement of education. Qurrat (2012) state that guidance in the

school is chiefly concerned with meeting the physical, social, emotional and educational needs of the children. All the adolescents needs guidance in each and every field so that he may adjust himself in the society and can recognize his potentialities and capabilities and can solve his problem himself. Wazim (2003) described that guidance helps individuals in self direction and understanding to make the maximum adjustment to school, home and community. Guidance enhances the academic achievement of the students and reduces the stress. Bhatnagar and Gupat (1988) found that students showed significantly higher academic achievement after the guidance intervention. Kashoni (2009) also opined that by providing guidance services at schools the retention of students in school could be improved as it reduces the dropout rate, academic achievement of the students could be improved and misbehaviors be was minimized. Guidance makes a person capable that he can solve his problem himself and can choose the right path for his progress and happiness. Prabu (2015) guidance is needed for self understanding and self direction ; it helps in understanding one' s strength, limitations and other resources so that individual can develop his abilities to solve problems and take strength. Adolescence faces diverse challenges and always remains confused in taking decisions and do not know how to face and solve the problems. He needs support and guidance during this age of life to cope with all the problems himself and take right decisions for his betterment in life and can recognize his strength. Shahid (2004) stated that guidance is a joint responsibility of teachers, parents, counselors, specialists and pupils. Anita (2008) said that we and the whole society influence the adolescents and it is our responsibility to guide them. So this investigation is based on the above discussions that adolescents need guidance to cope with the various changes in their life and to develop them. Daigle (2016) stated that the adolescent has a right of effective help form adults.

STATEMENT OF THE PROBLEM

The social environment is changing rapidly and getting complex day by day. The adolescents students are totally confused and in stress due to this exhilarating world. They are facing a number of problems; under stress a number of times they take wrong decisions. These problems and stresses usually affect adolescents all round development. Seeja (2015) stated that today's adolescents are living in a world which has no boundaries for them and they also face serious challenges of adapting themselves to the ever expanding demands of the society. They need special service which can support and make capable them to face the problems themselves and can understanding their strength; guidance serves their purpose; so the investigator attempted to ascertain the guidance needs of adolescents students.

DEFINITION OF OPERATIONAL/KEY WORDS

Guidance: - the UNESCO (2000) stated that guidance is a programme of services to individuals based on their needs and the influence of environment factors. Strang (1966) guidance is a process of helping every individual through his own efforts to discover his potentialities. Hamrin & Erickson (1934) guidance as that aspect of educational program which is concerned specially, with helping the pupil to become adjusted to his present education and to plan his future in line with his interests, abilities and social needs.

Guidance needs: - Seeja (2015) it refers to the necessity level of adolescent students for an authentic external support to help them directed towards informed decisions in areas that have direct impact in their development.

Adolescents: - it is the transitional stage of development between childhood and adulthood, representing the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. Stanley (1904) described adolescence as a period of "storm and stress". Prem sunder (2018) stated that adolescence comes roughly in between the years from 12 to the early 20, s. in this period; great changes occur in all development dimensions of the individual.

Educational guidance: - includes all the matters to student's academic work (courses, program, curriculum, extra and co- curricular activities, examination, and learning), institution life (peer groups, teachers and infrastrucre) and adjustment with them.

Financial guidance: - it is concerned with helping students regarding fee, scholarships, stipends, educational loan, concessions in fee and availabilities of free or subsidies educational materials.

Health guidance:-Robert, H. Knapp (1945) thinks that an adequate school health program should cover four important areas:- The creation and maintenance of a health and sanitary school environment, an adequate school health instruction program, adequate health services and the provision of recreational and physical education programmes which has its purpose the building of strong bodies and healthy minds.

Personal guidance: - it is concerned with the adjustment of the pupils to themselves, their parents, peer groups, family, friends, teachers, other members of the society and their educational achievement and social adjustment.

Vocational guidance: - it is an assistance given to the students by the experts in choosing their vocation as per his/her interest and capability and how to prepare, adjust and progress in that profession successfully and how to face the challenges.

OBJECTIVES OF THE STUDY

To study and compare the guidance needs of urban and rural students (both male and female) in the following areas: - education, finance, health, vocational and personal.

HYPOTHESES TO THE STUDY

There is no significant difference in the guidance needs of urban and rural students (both male and female) in the following areas: - education, finance, health, vocational and personal.

LIMITATIONS OF THE STUDY

- 1) The study confined only urban and rural areas of Gohana City.
- 2) The study limited to the senior secondary schools from urban and rural areas only.
- 3) The study bounded to urban and rural students from senior secondary schools only.
- 4) The study restricted to male and female students of 12th class only.

METHODOLOGY

Sample: - one hundred students were selected randomly out of which fifty students were from urban area and fifty were from rural students from two senior secondary schools of gohana city one was girls school and one was boys school and two schools from rural area both the schools were co-educational; twenty five were girls students and twenty five were boys students from each area.

Research tool and statistical technique used

Self-made questionnaire consisting one hundred items which were divided in to five dimensions (education, finance, health, vocational and personal) were used to collect pertinent data and in order to analyze the data and see the difference between means of various guidance needs t-test employed.

FINDINGS, DISCUSSION AND CONCLUSIONS

Significance of difference of mean of various guidance needs of students (rural and urban)

S. No	Area of Guidance Needs of students	Rural and Urban Boys					Rural and Urban Girls				
		N=25		N=25		t-Value	N=25		N=25		t-Value
		Mean	S.D	Mean	S.D		Mean	S.D	Mean	S.D	
01	Educational	4.77	1.8	4.00	2.01	0.45 NS	14	6.89	11	4.21	0.75 NS
02	Financial	15.50	7.04	14.86	3.66	1.68*	7.17	2.38	8.42	2.48	2.18*
03	Health	16.39	2.56	15.66	2.97	1.71*	15.58	2.42	18.07	2.11	2.36*
04	Personal	8.42	4.30	6.5	2.89	3.1**	14.04	2.19	13.89	2.75	1.00 NS

05	Vocational	22.89	4.74	21.42	4.32	2.90**	20.31	2.93	18.91	2.03	3.26
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**indicates significant at 0.01 level, *indicates at 0.05 level and NS- not significant

In terms of rural and urban boys; mean scores with respect to educational guidance needs were found to be insignificant. This states that no significant difference was found between the educational guidance needs of both groups which are same and supports the findings of Anita (2008) that there is no significant difference in terms of educational guidance needs of both groups. Ritu (2015) also found that students did not vary in their educational guidance needs. In terms of financial and health guidance needs, was found significant which inferred that both group need high guidance in these areas which supports the findings of Sharma (2009) that students of urban and rural areas are not aware about their financial and health needs so they need guidance in these areas. In terms of personal and vocational guidance needs was found to be significant that rural boys are less aware with their personal and vocational guidance needs which sustains the findings of Meera (2008) that rural students are not much aware about their needs specially in terms of social and vocational needs; they need more guidance in every area in comparison of urban students.

In terms of rural and urban girls; their educational and personal guidance needs was found to be insignificant. This states that both the groups have high guidance needs which support the findings of Kaur (2009) found that girls of all categories need guidance more than their counterparts. In respect to financial and health guidance needs; urban girls show that they have very high needs of financial and vocational guidance which supports the findings of Anita (2008) and in terms of vocational guidance the study revealed that the rural girls were high than their counterparts which sustain the findings of Roy (2007) found that rural girls need more guidance related to their vocational choices as they have lack of mass-media to be aware.

Significance of difference of mean of various guidance needs of students (rural and urban)

S. No	Area of Guidance Needs of students	Rural boys and girls					Urban boys and Girls				
		N=25(boys)		N=25(girls)		t-Value	N=25(boys)		N=25(girls)		t-Value
		Mean	S.D	Mean	S.D		Mean	S.D	Mean	S.D	
01	Educational	12.68	3.04	13	2.90	0.38NS	7.88	2.38	9.12	2.34	2.24*
02	Financial	4.5	2.10	5.3	2.16	0.76NS	4.6	2.13	5.4	2.26	0.78NS
03	Health	17	3.23	18.75	3.54	2.22*	7.29	2.69	8.34	2.32	2.07*
04	Personal	12.88	4.15	8.72	2.42	2.88**	17.71	3.54	19.71	4.70	2.01*
05	Vocational	7.87	3.30	4.62	2.23	3.84**	24.48	3.62	26.47	2.71	2.65**

**indicates significant at 0.01 level, *indicates at 0.05 level and NS- not significant

This table indicated that there was no significant difference in terms of educational and financial needs of both group rural boys and girls; which is same and sustains the findings of Anita (2008) and Ritu (2015). This give rise to interpretation that both groups have almost equal educational and financial guidance needs. Regarding health guidance both group were found significant. This give rise to the interpretation that rural girls are less aware to their health guidance needs which supports the findings of Anita (2008) and Trivedi (2008) that rural girls need more guidance on health issues in comparison of rural boys and urban girls. The table inferred that the need of personal and vocational guidance was very high among rural boys are compared to their counterparts.

In terms of urban boys and girls educational, financial and personal guidance needs found significant which supports the findings of Vinutha and Indiramma (2017) that gender does not play a significant role as far as guidance in physical, psychological, educational and vocational aspects. Both the groups have almost equal guidance needs. It can be inferred that urban girls exhibited high needs of these guidance areas. It was

also found that in respect of vocational guidance needs. It revealed that both the groups had high vocational guidance needs but urban girls had substantially high needs as compared to their counterparts which are same and supports the findings of Nayak (2004).

In brief, the present study reveals that both the group has average level of guidance needs. The rural students need more guidance than their counter part which is same and supports the finding of Prabu (2015). In terms of educational guidance both group has almost similar kind of needs and even they are aware about their educational guidance needs. But, it seemed that rural students need more guidance than their counterparts as they have lack of sources which supports the findings of Anita (2008). Health, personal and vocational guidance strategies in rural areas needs major reshuffle. Prahar and Kaur (2013) concluded that rural students have higher guidance needs. Overall, female students need more guidance due to the gender difference in the society. Tripathi (1986) emphasized that female student's need more guidance compared to male students. Vinutha and Indiramma (2017) stated that adolescents need guidance in various aspects for the smooth transition into adulthood. Aghnihotri (2012) said that gender does not play a significant role with the guidance needs of adolescents both need high level guidance. So, it is concluded that students need guidance in every aspects irrespective of gender, sex and locality.

IMPLICATIONS OF THE STUDY

The present study will helpful for all the stake-holders of education to think and decide strategies for understanding and providing guidance needs to their adolescent children. Schools and family will be more conscious about the problems and needs of the children and will provide guidance to them so that they may recognize the problems and can solve problems themselves. The study will promote the dialogue among the stake-holders in solution of the conflicts and problems through guidance. It will provide information and idea to the further researchers to do research in this field which are unknown and untouched; the present study does not give full view of guidance needs on individual. Hence a comprehensive study can be done by using many tools and techniques of guidance in order to know the details of guidance needs of students. The study will also motivate the students to know their guidance needs and potentialities.

RECOMMENDATIONS

The findings of this study are recommended that guidance program must be an integral part of the school curriculum and time- table. All kinds of guidance must be provided in the schools so that students can take right decisions about their study, career and personal life. Elliot (2013) recommended that there is need for streamlining the content and operational mode of the guidance and counseling program in high schools. Guidance and counseling facilities must be provided in the schools. Trained persons should be permanently appointed by the schools for running guidance program in the schools; separate guidance and counseling cell must be established in the schools. Kenneth (2007) suggested that adolescents have to be guided at the school level as it helps them to find suitable education and career later. The government should organize training program, workshops, conferences and seminars for all stake-holders of education that how to recognize the guidance needs of the children and how to provide effective guidance to them. Victor (2016) suggested that it is necessary for the ministry of education to organize in-service training for administration, teachers and guidance and counseling teachers on how guidance and counseling should be used and managed and come up with a functional guidance and counseling department which encourages teachers at all level to be trained and get equipped with guidance and counseling skills'. Kannammal (2014) stated that guidance in the sense is not confined to the vocational only but 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 endeavor of understanding parents, teachers, headmasters, principals and guidance officers. Parents must be aware about their children guidance needs and they should be provided guidance about its techniques. Regular program on guidance must be organized and telecast through mass-media on different issues for the students and others members of the society as individual is the central point of guidance and it is based on

the fact that an individual needs help in particular circumstances. People of lesser age or experience like students feel the necessity of guidance so it must be provided in the schools at all level under high supervision.

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