

A Study on Guidance Needs among Higher Secondary Students

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I. Introduction

Guidance Needs

We are social beings and, so in some way or other we need help and guidance of others. Mother, father, grand parents, teachers and other elders, home, school and society guide youngsters for successful living. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt in the present day society.

Meaning of Guidance

Literally guidance means 'to direct', 'to point out', 'to show the path'. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc.

Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

Principles of Guidance

Guidance is based upon the following principles.

- (i) Holistic development of individual: Guidance needs to be provided in the context of total development of personality.
- (ii) Recognition of individual differences and dignity: Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have an immense potential. The dignity of the individual is supreme.
- (iii) Acceptance of individual needs: Guidance is based upon individual needs i.e. freedom, respect, dignity.
- (iv) The individual needs a continuous guidance process from early childhood throughout adulthood.
- (v) Guidance involves using skills to communicate love, regard, respect for others.

Need and Importance of Guidance

Guidance is needed wherever there are problems. The need and importance of guidance are as follows.

- Self understanding and self direction: Guidance helps in understanding one's strength, limitations and other resources. Guidance helps individual to develop ability to solve problems and take decisions. Optimum development of individual
- Solving different problem of the individual
- Academic growth and development
- Vocational maturity, vocational choices and vocational adjustments
- Social personal adjustment
- Better family life
- Good citizenship
- For conservation and proper utilization of human resources
- For national development

Guidance is helpful not only for student and teacher in an educational institution but also to the parents, administrators, planners and community members.

Different School Guidance Services

The school is expected to provide more than just teaching and instruction. A school guidance programme includes all those activities other than instructional which are carried out to render assistance to pupils in their educational, vocational, personal development and adjustment. The fundamental aim of guidance programme being the maximum development of the child, all guidance programme must be geared toward attainment of the goal. Guidance services can assist the pupils in knowing themselves-their potentialities and

limitations, making appropriate choices in educational, vocational and other fields. Some of the important guidance services are;

- The orientation services
- Student inventory services
- Career Information services
- Counseling services
- Group guidance services
- Placement services
- Research and evaluation services

Educational Guidance

If one closely examines the problems of young pupils in schools and colleges, one would exactly realize the need of educational guidance. Educational problems head the needs of students' problem. So education is an important guidance area.

Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, disciplines etc. Educational guidance is the assistance given to the individual (i) to understand his/her potentialities (ii) have a clear cut idea of the different educational opportunities and their requirements (iii) to make wise choices as regards to school, colleges, the course : curricular and extra- curricular.

Some of the aims and objectives of educational guidance are:

- To assist the pupil to understand him/herself i.e. to understand his/her potentialities, strength and limitations.
- To help the child make educational plans consist with his/her abilities, interests and goals.
- To enable the student to know detail about the subject and courses offered.
- To assist the student in making satisfactory progress in various school/ college subjects.
- To help the child to adjust with the schools, its rules, regulations, social life connected with it.
- To help the child in developing good study habits.
- To help the child to participate in out of class educational activities in which he can develop leadership and other social qualities.

Review of Related Studies

Sahin KESICI (2007). Middle school student's Guidance and Counseling needs. The purpose of the study is to determine the Guidance and Counseling needs of middle school (i.e., sixth, seventh and eighth grades) students from their points of views by using qualitative research techniques. The study was conducted at public primary schools in the district of Selcuklu/ Konya. The findings of the study reveals that some of the sixth grade students and the majority of the seventh grade and eighth grade students need counseling and domestic problems(parental attitude, problems with siblings and insistence on responsibilities).

Caleb Kangai et. al. (2011). Students' Perceptions on the Quality and Effectiveness of Guidance and Counselling Services at the Zimbabwe Open University. The primary purpose of the present study was to demonstrate how an Open and Distance Learning institution can develop and provide quality and effective guidance and counseling services to its students through the use of a four-step model. Data for the present study was collected from a random sample of 200 students registered at the ZOU for the academic year 2010, through a survey that employed questionnaires and interviews. Major findings of the study were that: Although ZOU has institutionalized guidance and counselling as a key support service for ODL students by setting up a student support service unit (SSSU), the majority of students 80% of whom live and work in the rural areas, needed quality and effective guidance and counselling and general academic support in the following area: distribution of learning materials (modules), management of coursework (assignments), tutorials, processing of examinations, communication, and individualized counselling.

Need and Significance of the Study

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 and counseling services, in the education, profession, vocation, social, health, moral, personal and marital areas. Guidance and counseling service is needed to help students deal effectively with the formal developmental tasks of adolescent life situations boldly. The unique problems in changing family, cities in upheaval , conflicts in values, attitudes and moral , economic factors , the new pressure and demands on school and problems of youth all points out the need for the counseling services. Guidance has a challenging role to play in every developing of life. So the present study is need and important.

Statement of the Problem

The problem under taken by the investigator is stated as “A Study on Guidance Needs Among Higher Secondary Students”.

Objectives of the Study

The investigator of the present study framed the following objectives:

1. To find out the level of guidance needs among higher secondary students in Namakkal district, TamilNadu, India.
2. To find out whether there is significant difference between the following sub samples with respect to guidance needs.
 - a) Gender [Male / Female]
 - b) Locality [Rural / Urban]
 - c) Management [Government / Private]
 - d) Subject [Science / Arts] and
 - e) Parents Education [Literate / Illiterate]

Hypotheses of The Study:

The investigator of the present study framed the following hypotheses:

1. There is significant mean difference between male and female students with respect to guidance needs.
2. There is significant mean difference between rural and urban area students with respect to guidance needs.
3. There is significant mean difference between Government and private school students with respect to guidance needs.
4. There is significant mean difference guidance needs between science and arts subject students with respect to guidance needs
5. There is significant mean difference between students whose parent’s education as literate and illiterate level with respect to guidance needs.

The Method: In the present study, the investigator applied normative survey as a method. The normative survey method studies, describes and interprets what exists at present.

Sample: A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. The present study consists of 250 XI standard students studying in higher secondary schools situated in Namakkal District of Tamil Nadu, India. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population.

Tool Used:

The investigator of the present study selected and used the guidance needs inventory was constructed and standardized by ‘Dr.J.S. Grewal’ for data collection.

Description Of Guidance Needs Inventory

One of the important objectives of the present investigation is to find out the level of guidance needs among higher secondary school students for this purpose the investigator used the guidance needs inventory constructed and standardized by Dr.J.S. Grewal. This inventory consists of as many as 65 items and each item has five alternative responses i.e. ‘highly true’, “mostly true”, “quite true”, ”least true” and “not true”. So the scoring to the response given by the students should be like the following

Response	Weightage
Highly True	0
Mostly True	1
Quite True	2
Least True	3
Not True	4

High scores are an indication of less need and low scores on the inventory are an indication of more need.

Statistical Techniques Used:

For the analysis of the data, the following statistical techniques have been used.

- a. Descriptive analysis (Mean & S.D) and
- b. Differential analysis (‘t’ test)

Testing Of Hypotheses

Table - 1
Showing The Mean And Standard Deviation Of Guidance Needs Scores Of Higher Secondary Students

Variable	Sample	N	Mean	S.D	t-value	Significant at 0.05 level
Gender	Male	125	75.02	33.76	1.56	Not Significant
	Female	125	81.36	30.45		
Locality	Rural	162	77.12	32.62	0.72	Not Significant
	Urban	88	80.17	31.62		
Management	Government	110	74.32	28.56	0.81	Not Significant
	Private	140	77.58	35.34		
Subject	Science	157	79.13	31.93	1.10	Not Significant
	Arts	93	74.27	34.76		
Parents Education	Literate	104	80.59	32.40	1.02	Not Significant
	Illiterate	146	76.48	29.52		

Summary of Findings

The following are the main findings of the present investigation.

1. The higher secondary students are having average level of guidance needs and irrespective of sub samples of the higher secondary students are having average level of guidance needs.
2. Male and female students do not differ significantly in their guidance needs scores.
3. Rural and urban area students do not differ significantly in their guidance needs scores.
4. Government and private school students do not differ significantly in their guidance needs scores.
5. Science and Arts students do not differ significantly in their guidance needs scores.
6. The students whose parent’s education as literate and illiterate level do not differ significantly in their guidance needs scores.

II. Conclusion

The present study reveals that the higher secondary students are having average level of guidance needs and irrespective of sub samples of the higher secondary students are having average level of guidance needs. The male students need guidance than their counter part. The rural students need guidance than their counter part. The Government school students need guidance than their counter part. The arts subject students need guidance than their counter part. The students whose parent’s education as illiterate level need guidance than their counter part.

Educational Implications

The result of the study shows that the level of higher secondary students about guidance needs, guidance programmes need to introduce in schools to meet the varied needs of the educational systems, administration and students. Guidance helps the students to have a better self understanding and proper adjustment to self and society. Developing of proper motivation and clarification of goals and ideas to students in conformity with their basic potentialities and social tendencies are important..

References

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