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GUIDANCE NEEDS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SEX AND STREAM

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Abstract:

Today's Child who will become old tomorrow has to pass through various stages of development. He needs guidance in relation to sex and locality at different stages. Especially there is a great need of guidance for Senior Secondary School students in relation to sex and locality so that they could become good citizen in their society. Students at senior secondary school level are passing through a formative period of life. Impressions acquired at this stage lasts for life. In this study we have to evaluate the interest of Senior Secondary School Students in different fields. This study will prove that what do the students want to become? Are they indulging in sexual activities? They are giving attention to their study? The teachers of Government Senior Secondary Schools are giving attention in relation to sex? Are they guiding their students in respect to sex? The study has made an attempt to look into the hidden aspects of Guidance needs among senior secondary school students in relation to their sex and stream of study.

KEYWORDS:

Guidance Needs, Stream, Sex, Senior Secondary School Students.

INTRODUCTION:

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 at 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 personal, educational, vocational, social and professional guidance is felt in the present day society.

Students at senior secondary school level are passing through a formative period of life. Impressions acquired at this stage lasts for life. So the social environment must be conducive and knowledgeable for students' proper development. Experiences and impressions generated at this stage determine the course of the rest of the life of an individual. Vivekananda's encounter with Swami Ram Krishnan Paramhansa at a time when he was passing through his teenage made him one of the greatest saints and philosophers of India. Impression left on the life of M. K. Gandhi by "Sharwan Kumar" and "Harish Chandra" made him a votary of truth and a rare gem among national leaders. Teenage is a period of life when energy and enthusiasm, the vigour and sprit are at their highest ebb. It is a period when emotions are cherished and ideals are formed. All these are nurtured in an environment which surrounds teenager's congenial environment is required to develop qualities and traits among students at this stage. Hence need is to create an environment for fructifications of that which is latent in the head and heart of teenagers.

The concept of formal guidance and counselling initially emanated from the United States of America where after gradually and consistently developing for almost eight decades. It is now visualized in three distinct forms: a discipline a philosophy and as a constellation of helping services. Guidance along with counselling is considered a discipline in its own right with well-developed theories concept, and a philosophy which swamps some assumptions and fundamental principles based predominantly on the

trends of humanistic psychology and democratic ideology that emphasize the dignity and worth of the individual, an unconditional positive regard for him and helping him to realise and actualize his best self. Guidance and counselling services pervade the entire school system as far as the developed countries, particularly the USA, Canada, the United Kingdom, and Australia are concerned, where the discipline took off out of a concern for school leavers and unemployed youth. It stressed the understanding of the psychology of work and the processes involved in career preference choices, adjustment, job satisfaction and vocational success. The initial focus was on understanding the psychology of the working individual rather than the work.

It is interesting to note that guidance, since its emergence in India, has been synonymous with guidance services which are more tangible and intelligible than guidance as a discipline or as a philosophy for a layman and falls in the category of students personnel services in schools category of students personnel services in schools along with the clinical and pupil regulatory services. Orientation, counselling, placement follow-up, research and evaluation activities are subsumed under guidance services. All these services converge in the counselling services and are well known to students, teachers and parents. These services cover the educational, vocational, personal and social aspects of development. They need to be well planned systematically defined and properly organized for helping the students attain total development comprising all these aspects. Thus they should ideally form an indispensable part of the school system in the society.

The development of guidance literature and material was taken up during the early years to support guidance services at the state and school level. However, due to predominantly directive and psychosomatic orientation of the guidance workers at the time, emphasis was more on gathering data about the client. Both testing and non-testing techniques were employed to elicit the requisite information. During this time, therefore, attention was given to development and adaptation of standardized guidance tests/ tools, the major ones being the psychological tests to measure intelligence aptitudes and personality dimensions. The preparation / adaptation of tests was taken up in a big way as big projects by central agencies such as CBEVG, the state bureaus of guidance, other research institutes and by university department of psychology and education.

At the secondary stage educational guidance should help the pupils to understand themselves better, to understand different aspects of the school, to select appropriate courses to get information about different educational opportunities, to develop good study habits. The students should be helped to be acquainted with the vocational implications of various school subjects.

REVIEW OF RELATED LITERATURE

Chandna (1990) found in the study that (1) the factor related to predicating the career maturity of boys and girls differed. (2) Parental influences interacted with self-concept in the prediction of career choice attitudes scores and it had greater impact upon the career choice attitudes of girls than that of boys.

Dua (1990) found in the study that (1) Group counselling was found to be an effective method for changing the ASC of low-ASC students of Class IX. This consequently resulted in improvement in school adjustment (greater in the case of girls) and school achievement levels (greater in the case of boys) of these students. (2) During group counselling due to warmth and emotional support from the group and also as they viewed others also having similar problems, the low-ASC students revealed their deeper feelings about their academic selves while others helped them to discuss more about their real selves. Thus they learnt alternative ways of perceiving their own selves and dealing with others. They developed realistic aspirations and goals and a better perception of their academic selves.

Kaur (1992) found in her study that (1) Guidance and counselling services were not a regular feature in most of the schools, except for high/higher secondary classes. (2) There existed no separate fund for guidance purposes. (3) The help extended to students was mainly in the educational area to the neglect of personal and vocational areas. (4) AS regards the differentials in evaluation of the guidance programme in general and specific guidance services, no marked difference was found. (5) The hindrances in the effective implementation of the guidance programme were lack of financial support, provision for full time counsellors, lack of awareness on the part of parents and students about the utility of the programme and professionally ill-equipped guidance workers. Hence, the existing guidance programmes in Punjab and Chandigarh were not fully achieved.

Pennamma (1991) found in his study that (1) School pupils and school leavers differed in their choices of ideal, preferred and actual occupations for the total sample, and for the different sub-samples boys and girls urban and rural pupils, forward and backward scheduled Tribe pupils and also for high and low socio-economic status, family climate, self-esteem and maladjustment groups. (2) Schools pupils and school leavers exhibited similar patterns of relationship between ideal and preferred, ideal and actual and

preferred and actual, occupational choices, and repeated relationship for all sub-samples studied (3) The majority of school pupils and school leavers differed in their reasons for their occupational choices on interest in work and financial reasons, respectively.

Ubom (2001) defined attitude as an individual perception and reaction to a task which is expected to be carried out or executed in a group, institution, school setting or an organisation. Attitude can be said to be positive or high when individual response to the task or programme is favourable and when they show commitment to their duties. It can be negative or low when the students express a nonchalant response, with regard to what is expected of them in the given situation.

Denga (2001) stressed that the Principals who know little about counselling will not in any way appreciate the need for the counsellor to be relieved of heavy teaching load and other co-curricular duties. Such principals will stifle the counsellors' work by withholding budgetary allocation for guidance services.

Edet (2008) on her research with 99 subjects, on parents' and teachers' perception of vocational guidance in secondary schools in Calabar metropolis discovered that teachers' perception/attitude towards vocational guidance services was significantly negative ($\pm = - 4.672$; $p = 0.000$)

Ubana (2008) in her research study on the attitude of secondary school students towards guidance and counselling services in Yakurr local government area of Cross River State came out with the findings that students attitude towards guidance and counselling services was negative and that sex of the student and the geographical location of the school had no significant influence on students' attitudes toward guidance and counselling services.

Fitzpatric and Irannejad (2008) found that students who were more prepared for change have better alliances with their counselors. Counselor – students relationship were a determinant of the success and outcome of counseling process. Working relationships improved when adolescents and counselor formed goals which were personally meaningful to the students.

Whiston and Aricak's (2008) survey which monitors effectiveness of counseling practices found that students who did not meet with their counselors reported fewer career competencies. This study founded on the opinions of senior secondary students with assumption that grade 11 and 12 students would have more invested interest in their past secondary plans. This study asks student to identify specific expectations they have of their counsellors.

SIGNIFICANCE OF THE STUDY

It is very important to understand how sex guidance can work more effectively, what mechanisms are effective and should be used, what benefits can be yielded and what are the expectation and perceptions of the people about the whole process. The above backgrounds, therefore, provides the necessary basis and justification for this research study which primarily intends to evaluate the sex guidance in blocks of Distt. Hamirpur. This study will also serve in the context of sexual and educational needs. The students will learn to adjust their selves in the society and they will give more attention in study than sexual field.

OBJECTIVES OF THE STUDY

The following objectives are formulated in the present study:

1. To study the guidance needs of senior secondary school students as perceived by them in the following areas:
(1) Physical (2) Social (3) Psychological (4) Educational (5) Vocational
2. To study the guidance needs of male Senior Secondary School Students as perceived by them in the following areas:
(1) Physical (2) Social (3) Psychological (4) Educational (5) Vocational
3. To study the guidance needs of Female Senior Secondary School Students as perceived by them in the following areas:
(1) Physical (2) Social (3) Psychological (4) Educational (5) Vocational
4. To study the guidance needs of Arts Senior Secondary School students as perceived by them in the following areas:
(1) Physical (2) Social (3) Psychological (4) Educational (5) Vocational
5. To study the guidance needs of Science Senior Secondary School students as perceived by them in the

following areas:

(1) Physical (2) Social (3) Psychological (4) Educational (5) Vocational

6. To study the difference in the guidance needs, if any, among different groups of Senior Secondary School students (Male v/s Female; Arts v/s Science) with respect to their guidance needs in the following areas.

(1) Physical (2) Social (3) Psychological (4) Educational (5) Vocational

RESEARCH METHOD

Since the aim of study is to study the different aspects of guidance needs as per the guidance needs inventory with respect to sex and stream. The main objective of the present study was to study the different aspects of guidance needs of Govt. Senior Secondary School Students viz. Science and Arts; Boys and Girls in relation to physical, social, psychological, educational and vocational fields. For this purpose, it is needed to collect information about different aspect of guidance in relation to physical, psychological, social, educational and vocational fields of Govt. Senior Secondary Schools Science and Arts; Boys and Girls students of H.P. In other words the focus of the present investigation was to study the existing level of guidance needs present in the sampled students.

Hence in view of the above, descriptive study method of research was used in the present study.

SAMPLE

The objective of the present study is to study the guidance needs of Govt. Senior Secondary School, Science and Arts; male and female students of H.P. in the physical, social, psychological, educational, vocational areas. For this, it is needed to draw a sample of students, studying in +2 classes in G.S.S. Schools of H.P.

Twenty (20=10 male+10 female) students were selected from science and arts stream separately from the conveniently selected Government Senior Secondary Schools of district Hamirpur. Total ten Government Senior Secondary Schools were taken in the study. Thus the final sample consists of 400 students of XII standard of Arts, Science out of which 200 were girls and 200 were boys. The details of the schools wise distribution of sample is given below:

TOOL USED

Since the objectives of the present investigation were to study the guidance needs of Govt. Senior Secondary Schools Science and Arts; male and female students of H.P. in the physical, social, physiology, educational & vocational areas. Therefore, Guidance Need Inventory (GNI) developed by Dr. J. S. Grewal for the students of senior secondary school on different aspects i.e. physical, social, psychological, educational, vocational needs was used.

PROCEDURE

The researcher visited the selected senior secondary schools and collected data from the students of 12th grade science and arts stream. The prior permission was sought from the head of the institution to collect the data. Proper rapport was established with the students so that they may not hesitate to provide necessary information. Now tool was distributed to the selected sample of students. Students were asked to write their names, sex, institution, class etc. on the given tool and necessary instructions were given to the students for filling up the questionnaire. Finally the filled in sheets were collected and scored properly. The scores thus obtained were tabulated for further analysis and interpretation.

ANALYSIS AND INTERPRETATION

Since the study was aimed at to study the guidance needs on five aspects of senior secondary school students with respect to sex and stream. To serve this purpose data were analyzed on five different aspects separately. By calculating the mean, standard deviation finally the students with respect to sex and stream were classified on the basis of strength of guidance needs into three categories students via: students need less guidance, students need moderate guidance and students need high guidance.

(1) Sex differences and guidance needs - the mean guidance needs of boys and girls are given in table 3.1

TABLE 3.1

Mean and SD of guidance need scores of boys and girls

Guidance needs	Sub-samples compared			
	Boys(N=200)		Girls(N=200)	
	M	SD	M	SD
1.Physical	17.1200	6.423	19.5350	7.027
2.Social	25.4400	10.083	29.2850	11.066
3.Psychological	23.4000	8.419	27.2900	9.338
4.Educational	29.9000	13.122	33.4300	13.916
5.Vocational	12.0300	7.212	12.5350	6.531
Overall	21.578	9.0518	24.415	9.5756

It is clear from the table 3.1 that the mean guidance need scores of boys is low as compared to mean guidance need scores of girls on all the five aspects of guidance need inventory. This means that girls need less guidance on all aspects of guidance need inventory than the boys of senior secondary schools. The level of vocational guidance needs is least of the five and is almost same for both boys and girls. Both boys and girls need higher level of guidance on educational aspects of the guidance need inventory.

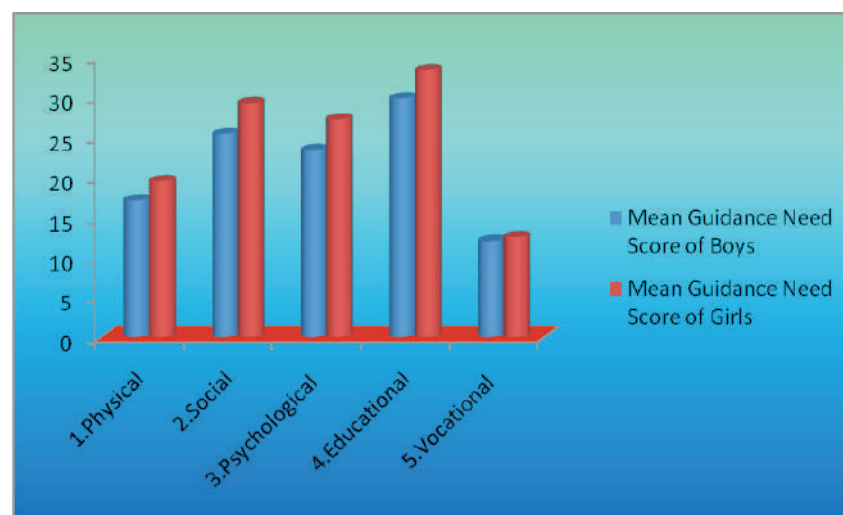


Fig. 3.1: Guidance Needs of Boys and Girls

(2) Total sample and guidance needs - the mean guidance needs for total sample are given in table 3.2

TABLE 3.2

Mean and SD of guidance need scores of total sample

Guidance needs	Total Sample (N=400)	
	M	SD
1.Physical	18.3275	6.8310
2.Social	27.3625	10.7462
3.Psychological	25.3450	9.0902
4.Educational	31.6650	13.6230
5.Vocational	12.2825	6.8757
Overall	22.9965	9.43322

The guidance needs of senior secondary school students as evident from the table 3.2, that students required Guidance in all the five aspects of guidance needs inventory, viz. Physical, Social, Psychological, Educational and Vocational. Vocational guidance need is higher than other guidance needs whether it is educational or psychological. Senior secondary school students need least guidance on educational aspect of guidance need inventory.

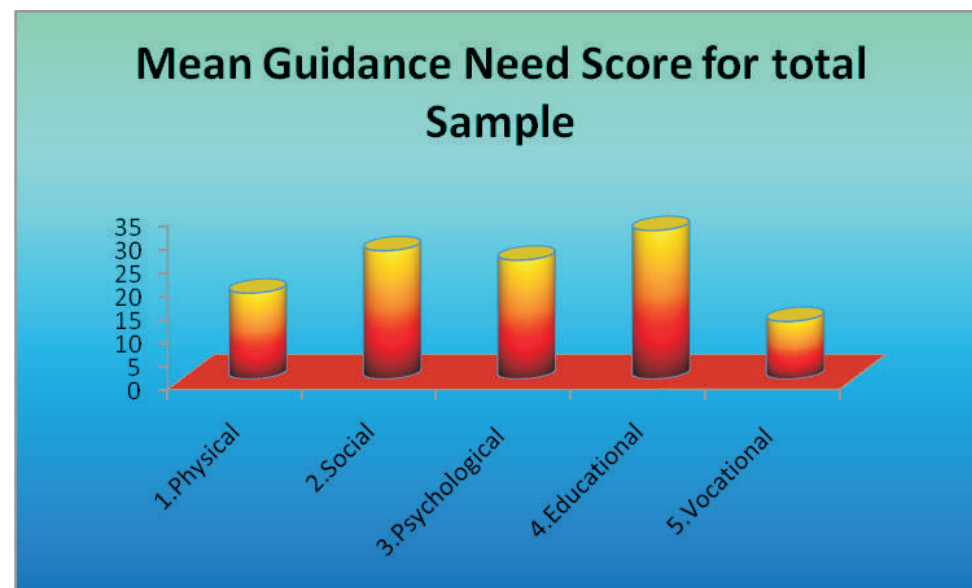


Fig. 3.2: Mean Guidance Need Score for Total Sample

(3) Subjects of study and guidance needs-mean guidance needs scores of students studying arts and science subjects are given in Table 3.3.

TABLE 3.3

Mean and SD of guidance need scores of students Studying Arts and Science subjects

Guidance needs	Sub-samples compared			
	Arts(N=200)		Science(N=200)	
	M	SD	M	SD
1 Physical	19.0100	6.953	17.6450	6.654
2. Social	27.7900	10.122	26.9350	11.345
3. Psychological	25.9350	8.501	24.7550	9.629
4. Educational	32.6700	13.524	30.6600	13.681
5. Vocational	11.9550	6.136	12.6100	7.545
Overall	23.472	9.0472	22.521	9.7708

There is difference in the guidance needs among different groups of Senior Secondary School students (Male v/s Female; Arts v/s Science) with respect to their guidance needs in all the five aspects of guidance needs inventory, viz. Physical, Social, Psychological, Educational and Vocational. Students from Arts stream have less guidance needs on physical, Social, Psychological and Educational aspects of guidance than the students from Science stream, but have more guidance needs on Vocational aspect of guidance.

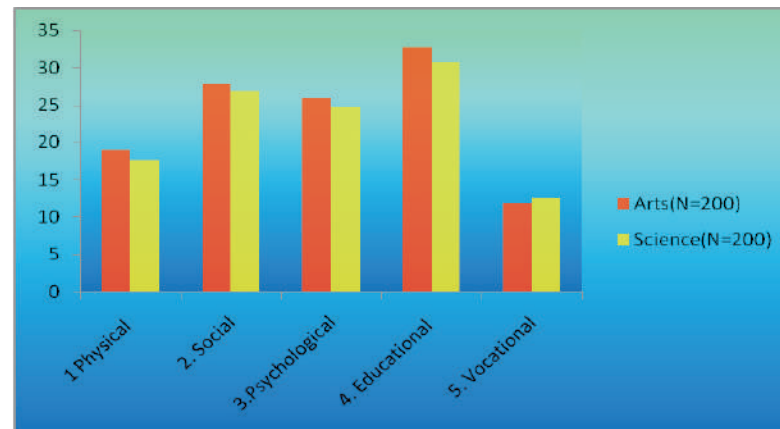


Fig. 3.3: Mean Guidance Need scores of students Arts vs. Science subjects

(4) Sex and guidance needs - the frequency distribution of guidance needs score of boys and girls are given in table 3.4

TABLE 3.4

Frequency Distribution of Guidance needs scores of boys and girls

Score	No. of Students	
	Boys	Girls
0-30	0	2
31-60	18	8
61-90	47	32
91-120	72	60
121-150	36	56
151-180	21	27
181-210	4	9
211-240	2	6

It is clear from table 3.4 on frequency distribution of the score of guidance need inventory for boys and girls that only 2 girls scored between (0-30) which means they have high level of guidance needs. But contrary to this only 2 boys and 6 girls scored between (211-240) which means girls (6) have less guidance need than the boys (2). Analysing further it is found that boys have serious type of guidance needs as compared to girls in total.

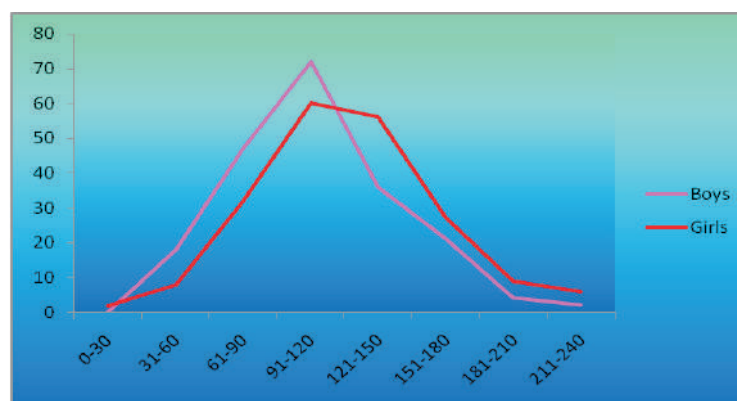


Fig. 3.4: Frequency Distribution of Guidance needs scores of boys and girls

GENERAL CONCLUSIONS

In the light of the analysis and interpretations of data, the following conclusions are laid down:

1. The girls need less guidance on all aspects of guidance need inventory as compared to the boys of senior secondary schools.
2. The level of vocational guidance needs is least of the five and is almost same for both boys and girls on guidance need inventory.
3. Both boys and girls need higher level of guidance on educational aspects of the guidance need inventory.
4. Vocational guidance need is higher than other guidance needs whether it is educational or psychological on guidance need inventory.
5. Senior secondary school students need least guidance on educational aspect as compared to other aspects of guidance need inventory.
6. Students from Arts stream have less guidance needs on physical, Social, Psychological and Educational aspects of guidance than the students from Science stream, but have more guidance needs on Vocational aspect of guidance need inventory.
7. Analysing the total sample it is found that boys need serious type of guidance needs as compared to girls.

EDUCATIONAL IMPLICATIONS

The findings of the present study indicate that male and female students do differ significantly on various aspects of guidance needs inventory. However, the female students of Hamirpur need less guidance than male students of Hamirpur. The study reveals that the students coming from different socio-economic status families enjoy the proper educational facilities and they are satisfied with themselves, teachers and their teaching, school curriculum, text books and school plant, organization and administration etc. The students of senior secondary school are conscious about their career and physical, social, emotional, vocational and psychological needs. Girls are also coming ahead and find their guidance needs satisfied on various aspects of Guidance Need Inventory.

If students are provided with expert and free Guidance at every school by qualified and dedicated teachers, professional irrespective of their caste, socio economic status then they can be made aware about the needs of the society and world at large thereby helping them to be more creative and innovative life.

The schools usually do not cater to the specific needs of the students having lower intelligence. As a result, such students become backward in their studies and start skipping school and consequently turn to be maladjustment in the school and society. The only way to solve this problem is to make the teaching learning process suitable for children and provide timely guidance as per the need of the students. Proper identification of the talents hidden in the students and appropriate guidance by the expert, teacher can save the energy of the young generation and channelized the same in right direction. This may result in making such students improve their academic scores and proves to be better citizens of the country.

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