

The Study Guidance Needs of Higher Secondary Students in Vijayapura District

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Abstract

Guidance is a concept as well as 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). It is used in the meaning of provision of assistance, aid, or information by a more experienced person to a less experienced. It is also used in the sense of steering a person's thought or action in the right direction by helping him or her to identify what is right and appropriate direction to solve his or her problems.

Reference to this paper should be made as follows:

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The Study Guidance Needs of Higher Secondary Students in Vijayapura District,

RJPSSs 2017, Vol. 43,
No.2, pp.292-296,
Article No. 40 (RJ1956)

Online available at :
[http://anubooks.com/
?page_id=2012](http://anubooks.com/?page_id=2012)

INTRODUCTION

The root word of guidance is “guide”. Literary meanings of guidance are “to direct”, “to point out or to show the path”. According to the Oxford dictionary, guidance means the “help or advice that is given to somebody especially somebody older or with more experience”. It is the direction provided by an older person to an individual seeking assistance. Lester. D. Crow and Alice Crow (1962) in “An Introduction of Guidance” have aptly stated that “Guidance is not giving directions”.

NEED OF THE STUDY

An analysis of guidance needs of secondary school students is of paramount importance; hence this study. Guidance involves the difficult art of helping boys and girls to plan their own futures wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Naturally, therefore, it is not the work of a few specialists, but rather a service in which the entire school staff must co-operate under the guidance of some persons with special knowledge and skill in this particular field. Guidance in this sense is not confined to the vocational only. It covers the whole gamut of youth problems and should be provided in an appropriate form at all stage of education through the co-operative Endeavour of understanding parents, teachers, head-masters, principals and guidance officers.

OBJECTIVES:

The following objectives were formulated to investigate the guidance needs-

1. To identify the guidance needs of higher secondary school students.
2. To study the guidance needs of higher secondary schools on the basis of gender, locality, and type of institution and medium of the instruction.

HYPOTHESIS:

The study used the following hypothesis-

1. There exist varied guidance needs among higher secondary school students.
2. There exists no significant difference between the guidance needs of male and female higher secondary school students.
3. There exists no significant difference between the guidance needs of rural and urban areas higher secondary school students.
4. There exists no significant difference between the guidance needs of private and government higher secondary school students.
5. There exists no significant difference between the guidance needs of Telugu and English medium higher secondary school students.

SAMPLE DESIGN:

Random sampling technique was used for the study. The sample consisted of 200 students taken from different rural and urban areas higher secondary schools of Vijayapura District Karnataka.

TOOL USED:

The researcher used the GUIDANCE NEEDS INVENTORY (GNI) prepared and standardized by Dr. J.S. GREWAL. The GNI was used to identify the type and strength of guidance needs of an individual student in five areas, namely, (i) Physical (S.No 1.01 to 1.10), (ii) Social (S.No. 2.11 to 2.25) (iii) Psychological (S.No. 3.26 to 3.38), (iv) Educational (S.No. 4.39 to 4.57), (v) Vocational (S.No. 5.58 to 6.65).

STATISTICAL TECHNIQUES USED:

In order to testify hypotheses, statistical techniques Mean, S.D. and the-test were used.

ANALYSIS AND INTERPRETATION

Objective-1

To identify the guidance needs of higher secondary school students.

To test the validity of objective-1 the mean value of the whole sample is calculated.

Guidance needs of higher secondary school students

Sample	Sample size	Mean	Standard Deviation
Whole	200	62.644	27.85

The above table indicates that the mean score of guidance needs of at higher secondary school students level was 62.644 and S.D is 27.85. The mean score obtained indicated that there below average considerable guidance needs of among the higher secondary school students.

Hypothesis-1:

There exists no significant difference between the guidance needs of male and female higher secondary school students.

Male and Female higher Secondary School students

Gender	Sample size	Mean	SD	SED	't' value
Male	100	6.60	4.53	0.36	0.05NS
Female	100	6.58	4.62		

As per the scores obtained above table the mean values of male students is 6.60. Female students are 6.58. The calculated "t" value is 0.05. Which is not significant at 0.05 level.

Hence the hypothesis-1 there exist no significant difference between the guidance needs of male and female higher secondary school students can be accepted.

Hypothesis -2:

There exists no significant difference between the guidance needs of rural and urban areas higher secondary school students.

Rural and urban higher secondary school students

Locality	Sample size	Mean	SD	SED	't' value
Rural	100	6.26	4.53	0.36	1.77NS
Urban	100	6.92	4.66		

As per the scores obtained in the table the mean values of rural higher secondary school students is 6.26 and the urban students is 6.92. The "t" value is 1.77. This is not significant at 0.05 level.

Hence the hypothesis-2 that there exists no significant difference between the guidance needs of rural and urban areas higher secondary school students can be accepted.

Hypothesis-3: There exist no significant differences between the guidance needs of private and government higher secondary school students.

Private and government higher secondary school students

Type of Institution	Sample size	Mean	SD	SED	't' value
Private	100	6.24	4.74	0.36	1.88NS
Government	100	6.95	4.53		

As per the scores obtained above table the mean values of private higher secondary school students is 6.24, and government higher secondary school students is 6.95. The calculated 't' value is 1.88 is not significant at 0.05 level.

Hence the hypothesis-3 that there exists no significant difference between the guidance needs of private and government higher secondary school students can be accepted.

Hypothesis-4:

There exists no significant difference between the guidance needs of Telugu and English medium higher secondary school students.

The guidance needs of Telugu and English medium higher secondary school students

Medium of Instruction	Sample size	Mean	SD	SED	't' value
Telugu	100	6.57	4.55	0.36	0.10NS
Government	100	6.61	4.56		

The table value indicates that the mean values of Telugu and English medium higher secondary school students are 6.57 and 6.61. The "t" value indicates that is 0.10 which not significant at 0.05 level. Hence the hypothesis is accepted.

Findings:

The mean score obtained indicated that there below average considerable guidance needs of among the higher secondary school students.

There exists no significant difference between the guidance needs of male and female higher secondary school students.

There exists no significant difference between the guidance needs of rural and urban areas higher secondary school students.

CONCLUSION

The results from the study will help in throwing more light on the various guidance needs higher secondary school students. A large segment of adolescents feel the need for guidance on various aspects, irrespective of institution, gender, class or subject of study. Educational need was reported to be more critical for the students, followed by Personal and school administrators about their responsibility in providing adequate facilities for guidance services in order that the students receive quality guidance to overcome these issues. It will also reveal the various problematic areas in which secondary school students need guidance for the total development of their potentialities and proper adjustment in various areas of life.

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