

Guidance Needs Disparity in School and College Adolescent



Home Science

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ABSTRACT

Guidance is a process of assisting the individual in developing body, mind, personality and character and also to help him in making maximum educational, vocational and personal or psychological adjustments. It is felt that there is a need to understand the minds of these young people, to analyze the dynamics of their behavior, to help them to grapple with their ever changing life styles so that a correct appreciation of their potential, promise and problem could be made. For the present study Hisar city of Haryana state was purposively selected. I.C.College of Home Science (COHS) and College of Agriculture (COA) from CCS HAU Hisar were purposively selected. Out of the total adolescents admitted in first year 25 each from both the colleges were randomly selected. Two Govt. Schools, one each admitting males, Govt. Senior Secondary School (GSSS) and females, Govt. Girls Senior Secondary School (GGSSS) were randomly selected, further randomly selecting 25 students, each from both the selected schools. The total sample for the present investigation was 100 adolescents. Guidance Needs Inventory, developed by Grewal (1982) was used to identify the type and intensity of guidance needs. Z test was used to see the differences against institutions. The data indicated that the adolescents from two institutes differed significantly from each other in physical, social, psychological and total guidance need, whereas, no differences were found in educational and vocational guidance needs. Mean comparison revealed that school adolescents had higher need on the entire aspects i.e. physical, social, psychological, educational vocational and total guidance against college adolescent.

INTRODUCTION

Family is the basic and universal social structure of human society. The birth of a child, his development is influenced markedly by the family so as a child grows up he is guided directly or indirectly by his society comprising of parents and caretakers for his proper growth and development. Guidance is the process of helping a person develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept with satisfaction to himself and benefit to society (National Vocational Guidance Association). Constant guidance and support serves as a stimulus for an individual to achieve the developmental milestones of childhood as well as of adolescence. Adolescence is a developmental period characterized by physical, cognitive, socio- emotional and contextual changes (Morris and Steinberg 2001). Guidance by parents or elders at home, during this stage of life will help him in smooth and quick transition from childhood to adulthood with minimum psychological damage. Generally speaking, guidance is essential for everybody at every stage of life but during adolescence in particular since adolescence is the period of transition from a child to an adult on whose shoulders lies the responsibility of fortifying the society and taking the nation to new heights. The new millennium in which these dynamic adolescents live is characterised by astonishing growth of information of all sorts – censored and uncensored. Ravichandran and Sasikala (2002) showed that most significant changes brought in behaviour of children are by the technological revolution. Migration and urbanisation has further worsened the situation. It has presented new challenges viz. break up of joint families, emergence of dual income and distant relationship families, disintegration of families wherein parents have limited time, energy and growth of information of all sorts – censored and uncensored.

Guidance and counseling plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among school students. As a vital component of any type and any level of education the absence of non utilization of these services in the present day school system has led to the unprecedented rise in the crime wave, violence among students, severe value erosion, wrong career choice, and wrong subject combination among other issues. Mutie and Ndambuki (2004) assert that counselling service is the brain and heart of the guidance programme. Thus counselling represents a part of the to-

tal process of guidance which is helping individuals, achieve the self- understanding and self- direction necessary to make the maximum adjustment in a particular environment.

Adolescence is a stage of turmoil and turbulence of stress and strain. It is the time when adolescent children need maximum attention and care of their parents. They need someone to share their problems and needs. They need proper guidance regarding their fundamental needs. The study will help the parents and teachers in becoming aware of the needs of their adolescents in different spheres of their life. On the other hand, it will help the adults in their environment to becoming aware of the importance of their concern, approval, encouragement and effective relationship in developing the personality of their children, which plays a very important role in day to day life. It will also equip the guidance workers, teachers, counselors with the knowledge of relationship of child's personality with parental encouragement.

Methodology

Hisar city of Haryana state was purposively selected to get the sample for present study.

Sample: Two type of sample was required to meet the objective of the study. For first group of sample two colleges i.e. I.C.College of Home Science (COHS) and College of Agriculture (COA) from CCS HAU Hisar were purposively selected as these two institutes admit students after 10th for professional degree programme. Out of the total adolescents admitted in first year which is equivalent to 11th class, 50 students i.e. 25 each from both the colleges were randomly selected. To make a comparative group, two Govt. Schools, one each admitting males Govt. Senior Secondary School (GSSS) and females Govt. Girls Senior Secondary School (GGSSS) were randomly selected, further randomly selecting 50 students, 25 each from both the selected schools. The total sample for the present investigation was 100 adolescents.

Tools: For personal and socio-economic characteristics self structured performa was used.

Guidance Needs Inventory developed by Dr. J.S. Grewal (1999) was administered to identify the guidance needs of the re-

spondents. It is an instrument developed to identify the type and strength of guidance needs of secondary school students in the five areas, namely, (i) Physical, (ii) Social, (iii) Psychological, (iv) Educational and (v) Vocational. The inventory consists of 65 items. All the 65 items are in the form of positive statements. The test-retest reliability of GNI was estimated to be 0.82. The response options available for the items are: Highly True, Mostly True, Quite true, Least True and Not True which are assigned scores of 0, 1, 2, 3 and 4 respectively. The test was administered in class setting, using small group approach.

Analysis used: After calculating the raw scores Z- test was used to see the differences in guidance needs against institution. Frequencies were calculated for personal, socio economic variables and guidance needs in various areas across various institutions.

Result and discussion

Profile of respondents:

The personal profile of respondents revealed that the adolescents in higher percentage (51.00) were 16 years old followed by 26.00 per cent who were of 17 years of age. Majority of respondents were either 2nd or 3rd born having 2 to 3 siblings (27.00%, 37.00% respectively). Regarding the social variable majority of them (72%) were from nuclear family, having medium sized families (45.00%). Nearing sixty percent respondents had low level of family income, followed by moderate (29.00%). As far as parental variables are concerned, majority of both the parents i.e. 63.00 percent father and 73.00 percent mothers were intermediate and had farming as means of their livelihood. Almost all the mothers (93.00%) were house makers.

Table :1 Level of guidance needs against various institutions

Institutions Guidance needs	College		School		Total N =100
	COA n= 25 f (%)	COHS n = 25 f (%)	Govt. S S School n=25 f (%)	Govt. Girls SS School n=25 f (%)	
Physical					
Low	06. (24.00)	20(80.00)	1(4.00)	4(16.00)	31.00
Moderate	19(76.00)	5(20.00)	23 (92 . 00)	19(76.00)	66.00
High	-	-	1(04.00)	2(08.00)	03.00
Social					
Low	01(04.00)	13(52.00)	03(12.00)	-	17.00
Moderate	22(88.00)	12(48.00)	20(80.00)	17(68.00)	71.00
High	02(08.00)	-	02(08.00)	08(32.00)	12.00
Psychological					
Low	03(12.00)	10(40.00)	03(12.00)	-	16.00
Moderate	22(88.00)	13(52.00)	22(88.00)	18(72.00)	75.00
High	-	2(08.00)	-	07(28)	09.00
Educational					
Low	03(12.00)	11(44.00)	02(08.00)	02(08.00)	18.00
Moderate	21(84.00)	13(52.00)	23(92.00)	17(68.00)	74.00
High	01(04.00)	01(04.00)	-	06(24.00)	8.00
Vocational					
Low	01(4.00)	15(60.00)	2(08.00)	04(16.00)	22.00
Moderate	22(88.00)	8(32.00)	21(84.00)	19(76.00)	70.00
High	02(8.00)	2(08.00)	02(08.00)	02(08.00)	08.00
Overall					
Low	02(08.00)	14(56.00)	02(08.00)	02(08.00)	20.00
Moderate	23(92.00)	10(40.00)	22(88.00)	16(64.00)	71.00
High	-	01(04.00)	01(04.00)	07(28.00)	09.00

Level of guidance needs:

Table 1 portrays the intensity of guidance needs reported by adolescents from various educational institutes. It is clearly indicated from the data that majority of the respondents from College of Agriculture COA (76.00%), Govt. Sr. Sec. School

(92.00%) and Govt. Girls Sr. Sec. School (76.00%) were in moderate category need of physical guidance. In contrast 80 per cent respondents from College of Home Science perceived least need for physical guidance. Extreme physical guidance needs were felt by only 03 per cent respondents in total sample.

Somewhat similar trend , comparatively of slightly less intensity was reported for social guidance need as 88 per cent adolescents from COA followed by 80 and 68 per cent of Govt. Sr. Sec. School and Govt. Girls Ser. Sec. School respectively were in moderate guidance need category. Slightly higher percentage of respondents (12.00%) was in extreme social need category. Further for psychological guidance need, equal percentage of respondents from College of Agriculture and Govt. Sr. Sec. School (88%) of moderate level of guidance, whereas, 52 and 72 per cent of respondents from college of Home Science and Govt. Girls. Sr. Sec. School respectively had moderate psychological guidance need. The extreme need of psychological guidance was reported by girl students only i.e. 8 and 28 per cent from College of Home Science and Govt. Girls Sr. Sec. School. Quite a high percentage of students from College of Home Science reported least level of psychological need (40%) followed by a very small percentage from both COA and Govt. Sr. Sec. School (12 percent each)

Data further indicated that very high percentage (92%) of respondents from Govt. Sr. Sec. School reported to have moderate educational guidance need followed by COA (84%) Govt. Girls Sr. Sec. School (68%) and COHS (52%). Almost 1/4th of the respondents (24%) from Govt. Girls Sr. Sec. School were in critical need of educational guidance against only four per cent each from COA and COHS. Further moderate level of vocational guidance need was reported by 88 per cent respondents from COA 84 per cent from Govt. Sr. Sec. School and 76 per cent from Govt. Girls Sr. Sec. School respondents. The adolescents of COHS perceived least vocational need (60%) and 32 per cent were of the view that they require moderate level of guidance need in vocational area. Similar percentage (8%) of respondents from all the four institutes had critical vocational guidance need.

Almost same type of results were reported by Valentina and Singh (2014) they highlighted extreme need for physical , educational area and least for psychological and vocational area.

Table 2 Mean differences in guidance needs across Institutions:

Guidance needs	College Mean±SD	School Mean±SD	Z values
Physical	11.92±4.23	16.81±6.41	4.29*
Social	22.92±9.80	28.36±11.63	2.45*
Psychological	19.42±8.384	24.32±7.36	3.09*
Educational	24.88±11.31	29.15±11.81	1.81 NS
Vocational	10.73±12.77	12.17±5.43	1.89 NS
Total	89.90±33.18	110.56±33.81	3.04*

*Significant at 5%level

Means in the same row that do not share superscripts differ at 5% level of significance

Differences in guidance needs against Institutions:

Institute wise mean differences in guidance needs of adolescents have been given in Table 2. The data indicated that the adolescents from two institutes differed significantly from each other in physical, social, psychological and total guidance need as the z calculated was higher than the tabulated values (Z =

4.29,2.45, 3.09 and 3.04 respectively). Further no differences in educational and vocational guidance needs were found as the Z values were statistically non significant. Mean comparison in the table revealed that school adolescents had higher need on all the aspects i.e. physical, social, psychological, educational vocational and total guidance (M= 16.81, 28.36, 24.32, 29.15, 12.77 and 110.56 respectively) against their counter parts (M = 11.92, 22.92, 19.42, 24.88, 10.73 and 89.90 respectively). The reason for school students having more critical need may be that comparatively the school atmosphere is strict, providing less exposure for various extracurricular activities and poor interaction with teachers. In contrast the college environment is more open and full of facilities. Study by Sharma (2014) also pointed out that the govt. school students had higher sense of deprivation and hence pointed towards higher level of guidance needs against adolescents studying in private school and belonging to unreserved category. Similar results were also given by Kalhotra (2011) who reported that Govt. School adolescents had higher need of guidance in all the five areas against private school. Sharma and Kaur (2012) also highlighted significant differences in guidance need on all aspect as well as total guidance needs except educational area among rural and urban adolescents.

Table 3 Rank order of the guidance needs of adolescents

Aspect of guidance need	Mean	SD	Rank order
Physical	14.76	6.082	IV
Social	26.08	11.184	II
Psychological	22.27	8.138	III
Educational	27.36	11.743	I
Vocational	11.92	5.376	V

Rank order for guidance needs:

Table 3 gives the mean score and rank order for guidance needs of adolescents on various aspects irrespective of institutes. The mean comparison within various aspects of guidance need postulate that educational guidance needs emerged as most critical having highest mean (M= 27.36, SD 11.74). The 2nd level of need perceived by adolescent was social need having mean 26.08, SD 11.184. The psychological need (M=22.27) was ranked third as per report of the respondents followed by physical (M=14.76) and vocational (M=11.92). The reason for educational guidance need rated at 1st rank may be that the adolescents in 11th class are at a stage where the career choice is made and due to non availability of proper guidance in schools or in small cities made this need even more critical. Now a day having many available options for further study the adolescent are in a dilemma to decide about their future line of choice in career.

The possible justification for the social guidance need ranked second may be that due to the breakup of the joint family system and having one or two children in family, which provide poor opportunity to learn various pre social skills at early years, hence leading to a conflicting social relation among the peers at later stage. Hence they require guidance in solving their social problem. Social need was followed by psychological need having at third rank. The fast changes in society, family and more competition in educational and career field lead to frustration, anxiety and stress among adolescent. They lack coping skills to meet the demands in various areas which projects critical need for guidance to reduce their stress.

Further the table highlights that physical and vocational needs got the 4th and 5th ranking in adolescents priority of guidance need. Many of the institution offer opportunity for various games and curriculum activities hence meeting the requirement of physical need. Further the reason for vocational need being ranked least critical may be that the adolescents in 11th class still have more emphasis on academic achievements. The study by Valentine and Singh (2014) also found that that educational need was more critical having highest rank order and least need was reported in psychological area.

Conclusion:

It may be concluded from the results that school adolescents had significantly higher need on all the aspects i.e. physical, social, psychological, educational vocational and total guidance. Educational guidance needs emerged as most critical having highest rank followed by social need irrespective of the institution. Vocational need was ranked at the last. So it is suggested that a policy should be made by the Government as there is burning need to have counselors with each school to provide them guidance in deciding their future line of career and also to solve the problems in their day to day life.

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