

**A STUDY OF GUIDANCE NEEDS AMONG  
ADOLESCENTS IN JAMMU DISTRICT**



**CLUSTER  
UNIVERSITY  
OF JAMMU**

**A**

**DISSERTATION**

**SUBMITTED TO THE CLUSTER UNIVERSITY OF JAMMU  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE AWARD OF THE DEGREE OF**

**MASTER OF EDUCATION (M.Ed)**

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**2020 - 2022**

## **CERTIFICATE**

This is to certify that Sabya, student of M.Ed. bearing University Roll No. 20051070013 has completed her Dissertation entitled, "**A STUDY OF GUIDANCE NEEDS AMONG ADOLESCENTS IN JAMMU DISTRICT**" under my supervision and guidance. The dissertation is ready for submission to the Govt. College of Education, Canal Road, Jammu in partial fulfilment of the requirement for the degree of Master of Education.

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## ACKNOWLEDGEMENT

I would like to express my deep and sincere gratitude to my research supervisor, Dr. Rajinder Kour, Associate Professor, Govt. College of Education, Canal Road, Jammu for giving me the opportunity to do research and providing invaluable guidance throughout this research. Her dynamism, vision, sincerity and motivation have deeply inspired me. It was a great privilege and honour to work and study under her guidance without which, it would not have been possible for me to complete this piece of work.

I am grateful to Principal **Prof. Aekta Gupta**, Govt. College of Education, Canal Road, Jammu for her favourable and sympathetic attitude during my research work.

I extend my regards to the staff of various schools for their co-operation in collecting the equisetive data for this piece of research.

Last but not the least; I would like to put on record my special and heartfelt thanks to my brother, Father, mother & husband for their support, constant encouragement and motivation whenever I needed.

Sabya  
M.Ed. Student

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# CHAPTER - 1

## INTRODUCTION

Education is growing in a dynamic way and makes it tough to make the appropriate option in life for each school student without the support of the guiding staff. Because of all this the school has appointed counsellor or is running certain type of advisor program for advice that can meet the different demands of the students. Human beings often face some uncommon or unexpected obstacles or issues. You can have good education, fortune and power in life, but it cannot help. To resolve his challenges or to overcome him. In such a critical position, he requires “Guidance”. An elderly person, a more experienced person or a more knowledgeable group termed “Guidance and Counselling” consultancy may help him, without their advice, assistance or direction he cannot come out of his difficulties. The problem face can be physical, mental, emotional or spiritual.

What our education system strives to produce are creative and emotionally intelligent youth who will take our country forward and become a developed country. Instead, what it mostly produces are robots who possess an amazing capacity for storing facts and churning them out at the press of the right button. Qualities like independent thinking, problem-solving ability, initiative, leadership skills and social and emotional competence fall by the way side as getting high grades becomes their only goal. Sadly, these are the very qualities that our youth need to succeed in life. The 'programming' starts early in life, in school itself. The ideal student is one who has the ability to sit quietly for hours, his eyes transfixed on the black-board, never contradicting the teachers. He is one who works neatly, quietly and for long hours. The teachers realizes soon enough that this is all that he needs to excel in school. He has to become obedient and organized, and give up large chunks of his 'idle' time. This precious time which every child deserves to have, time which every child uses to gradually develop his creative and social skills. When a child loiters around playing marbles, 'hanging out', cycling, or just doing 'nothing' he is actually developing leadership and social skills. And when a



child spends time learning extra-curricular skills like swimming, playing the sitar or simply football, he is developing.

Adolescent is widely recognized as a vital stage in human development. It is a phase of transition from childhood to adulthood during which the individual has several worries as he is caught between the roles of a child and an adult. Physical, mental, social, moral, and spiritual well-being of an individual. Along with shifts in their societal perspectives, their viewpoint experiences revolutionary alterations as well as expectations. These changes have far-reaching consequences for an adolescent attitude and deeds. It is a time in life when society entrusts some responsibilities to individuals because he is regarded as mature. It is also a time when adolescent pupils are trying to figure out who they are. When it comes to professional choices and educational goals, people are frequently presented with a problem become the deepest roots in the enumeration of adolescent concerns and difficulties.

It is a stage when societies assign specific duties to the individual as he or she is deemed to be sufficiently mature, and it is moment when teens usually confront a challenge in selecting their professional choices and education- related goals become the core cause of teenage concerns and troubles. At this phase that a teenager becomes conscious of social expectations and begins to plan his or her career in the light of his or her abilities, potential, interests and their like. The failure to make the right decisions often leads individuals to make the wrong decisions in life. A correct selection will provide a teenager satisfaction and contentment and assist adolescents believe they are competent and capable and that their self-esteem is strengthened.

As a result society is facing problems like lower standard of education, corruption in teaching, low achievement of pupils, alienation of students from school and alienation from work among teachers etc. The situation has compelled the educators and the psychologist to think seriously over the Problems and present needs of society as well as individuals. To avoid these educational and social imbalances the safety-valve is elevated as 'guidance Services. It helps pupils to actualize their Potentials and interests Jones believes that guidance is based upon the fact of human needs. Everyone needs assistance at some time in life, some

need it constantly and throughout their entire lives, while others need it only at rare intervals at time of great crisis. Jones feels that especially young are not capable of solving their life problems, so they need sympathetic, understanding from parents and teachers.

Today's young people are living in an exhilarating world. While advancing through the threshold of the new millennium, they confront formidable challenges of adapting themselves to the ever expanding demands of the society. They come across diverse complexities, increasingly varied issues, new technological advancements, expanding array of opportunities and composite struggles. Moreover, in today's circumstances, the social systems, family setup and personal values have been varying continually, that has subsequently led to a stressful state of affairs. These problems usually affect students' personal, social, and academic developments which are significant variables that have a great effect on the development and efficacy. To assist them to confidently confront the challenges and realities they may face in the ever-changing environments, understand themselves, realize their potential and thereby identify the available opportunities in today's world, proper guidance is inevitable.

## **1.1. GUIDANCE**

With fast industrialization, globalization, a changing social structure etc., the contemporary world has grown complex, competitive. To adjust in such situation, the individual needs advice, suggestions and guidance from their teachers, family members and seniors' members of the society, such guidance will help an adolescents as he/she prepares himself/herself for the challenges of the future and making oneself useful in his or her own life as well as for the betterment of the society. It helps every individual to help himself, to recognize himself, to develop his abilities and to set the goal of his life.

The root word guidance is "Guide", literally meaning of guidance is "to direct", "to point out or to show the path". Guidance is the process in which an individual is assisted in guiding himself. It is a method of assisting an individual in making decisions, their lives and careers in order to better adapt to the surrounding and enjoy a temporary worldly life. Guidance is a broad term that includes a program

of activities and services which is aimed at assisting students to make and carry out adequate plans and to achieve satisfactory adjustments in life.

It may also be meant to assist in the formulation of perceptive plans and the attainment of appropriate adjustments dealing with life's difficult challenges. Guidance entails instilling in the individual a sense of self-reliance, allowing him to solve his own difficulties. Guidance refers to information provided for the aim of addressing a difficult problem and is mainly given by someone's authority. It is also seen as steering and directing a certain process or event in a specific manner. It may also refer to the imparting of instructions with the goal of getting something to a specific location. Guidance is the aid provided to an individual in making wise decisions and changes in life.

Guidance is a concept as well as process. As a concept, guidance is concerned with the optimal development. Guidance, as a process, assist the individual in self-understanding one's own strengths, weakness and other resources and the ability to solve problems, make choices and make decisions 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. Guidance programmes are intended to meet the physical, emotional and social, vocational and academic difficulties of adolescent students.

According to Crow and Crow, "Guidance is not direction. It is not making decisions for an individual which he should make for himself. It is not carrying the burden of another's life. Rather, guidance is assistance made available by competent counselors to an individual of any age to help him direct his own life, develop his own point of view make his own decisions, carry his own burdens."

Hamrin and Erickson defines guidance as "that aspect of educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs"

Mathewson believes that, "Guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate him

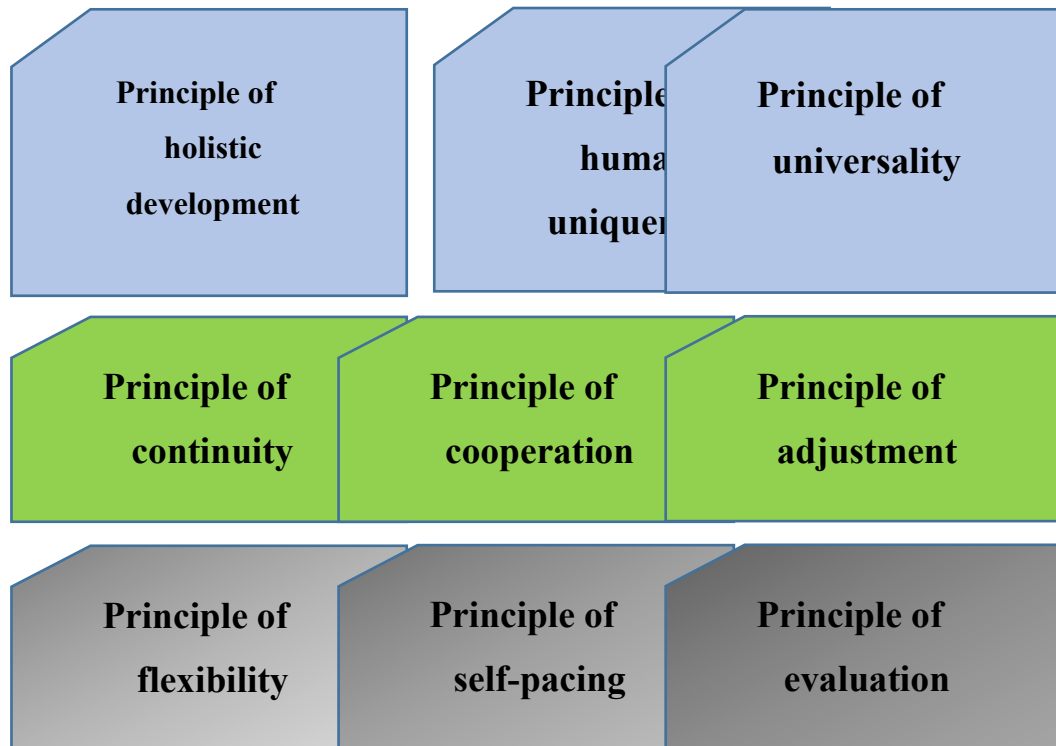
more satisfactory to social requirements and opportunities in accord with social and moral values.”

Skinner defines, “Guidance is a process of helping a young person to adjust to self, to others and to circumstances.”

From the above discussion following characteristics of guidance are found:

- Guidance is an integral part of our life.
- Guidance is a personal assistance which helps a person to recognize his inner recourse, to set goals, to make plans, to work out his own problems of development.
- Guidance is a process of educating the individual to understand himself.
- Guidance is continuous processes of helping an individual develop to the maximum of his capacity, in the direction most beneficial to himself and to the society.
- Guidance is a process of regulating problem and challenges.
- Guidance is an organized service designed to help individuals in making adjustments to the environment.
- Guidance is a systematic process to prepare individuals for their future life.
- Guidance is a service which is needed not only for the students and teachers in an educational institution but also to the parents, administrators, planners and community members.
- Guidance is helpful in adjustment to different situations of life.
- Guidance is possible with co-operation and not compulsion.
- Guidance programme is an organized and a systematic process.

### 1.1.1. PRINCIPLES OF GUIDANCE



### 1.1.2. AIMS OF GUIDANCE

Keeping in view the dynamic role of students in deciding their future, much emphasis must be laid on guidance and hence the following points may be useful in considering the aims and objectives of guidance-

1. To help students recognize his/her strengths and make himself/herself useful and beneficial to the society.
2. To encourage the pupils personal, social and intellectual development.
3. To help students to face challenges and to find solutions and to make proper career choices and adjustments.
4. To instill discipline in the lives of students so as to make them ready for the walks of life ahead.
5. To identify and respond quickly and appropriately to the specific needs of individuals.

6. To record accurately and disseminate effectively information relevant to the welfare of individual pupils.
7. To help the pupils be aware of their own development and to accept responsibility for it.
8. To foster the development of good relations between teachers and pupils.
9. To develop a climate of trust between pupils and Guidance Staff where information can be discussed in a confidential manner.
10. To help the individual to live a well-balanced life in all aspects i.e. physical, mental, emotional and social.
11. To work in all aspects of the pupil, to provide support within the school in order to promote inclusive education.
12. To motivate and wherever necessary challenge young people in their learning and development.

The Kothari Commission (1964-66) has given the following aims of guidance at the Secondary School Stage:

- a. To help the adolescent pupils to know and develop their abilities and interests.
- b. To help pupils to understand their strengths and limitations and to do scholastic work at the level of their abilities.
- c. To provide information of educational opportunities.
- d. To help pupils make realistic educational and vocational choices.
- e. To help the pupils in personal and social adjustment.

- f. To help the school to understand their students.

In short, guidance will be needed

1. To help in the best use of opportunities for optimum development of the individual.
2. To understand oneself, one's talents, abilities and potential and also limitations.
3. To recognize and develop favourable attitudes and habits and the elimination of undesirable traits.
4. To develop resourcefulness and self-direction in adapting to changes in society.
5. To develop physical attributes so as to enable proper functioning during the growing stage.
6. To help in the balance of physical development alongside the other needs of educational, social, psychological and vocational growth.
7. To select appropriate courses in line with individual needs, interests, abilities and circumstances.
8. To help in the resolving of conflicts as a result of psychological and emotional turmoil.
9. To get information on occupational opportunities and trends and to find suitable employment.
10. To develop an ability to solve problems and take decisions.
11. To help in proper choice of courses and careers.
12. To adjust with situations and develop the ability to face problems and resolve them.

13. To provide all necessary information to the people to choose a better career and to get success in life.
14. To facilitate in development of readiness for choices and changes to face new challenges.
15. To help students recognize different multi career opportunities available in the vast manner at the present society.

### **1.1.3. GUIDANCE NEEDS**

As a constantly changing and evolving society emerges, there is also an urgent needs for guidance for students to assure their overall development, which includes adaptations, choices, decision making, identifying need and responsibilities of others as well as their own. Nobody can accomplish it alone, but such a help must be in the form of proper, systematic guidance and then only strong foundation can be laid on which a future can be built. Guidance also help students in taking care of career related issues as they set foot into their career and to fulfill their needs in the smooth, fruitful, resourceful day to day functioning of life.

Among the many needs that human beings seek to fulfill, need of guidance is the most significant, it guides and nurtures the human potential, especially during growing years, when the foundation of healthy growth and development for a lifetime is laid. It cannot be denied that individuals need help throughout their lives and therefore, guidance is needed for them from- cradle to grave. There are however, distinct stages where more direction is required due to the development and growth process, or making decisions. These stages happen to coincide with the time when children are in school and therefore, the greatest need for the value of guiding is realized at various levels of education.

Adolescents require guidance since their physical, emotional, social, intellectual and motor development is nearly complete at this age. The proper guidance is necessary for the choice of a good career. Many a time adolescents may not able to decide for themselves and may seem confused regarding their career choice. In such a situation, guidance of parents, teachers and other social authorities are of utmost importance. So, to fulfill the diverse needs of adolescents', guidance plays



an important role in increasing their effectiveness and helping themselves to make appropriate decision at the right time. It is a process by which individuals are assisted in making their life and to build a good career for better adaptation to the environment and to enjoy a better life. As a result, there have been an immediate impact on children and youth as there is losses in learning, increased dropout rates, smartphone dependence, and distraction during online learning. Thus, guidance needs is an instrument which can be used to identify the type and strength of guidance needs are individual students in five areas, namely,

1. Physical
2. Social
3. Psychological
4. Educational
5. Vocational

**Defined operationally,**

1. **Physical needs** are the satisfactions that possibly be brought about by the teachers or guidance personnel by providing guidance to the pupils in such activities as physical exercises, games and in regulating hours of study and rest.
2. **Social needs** of guidance refer to the availability of congenial social environment of school consisting of peers and companions, where they meet and work with each other and experience a kind of social achievement
3. **Psychological needs** of guidance refer to those personal wants that are related with an individual's mental or emotional satisfactions that are provided by the school or guidance personnel.
4. **Educational needs** of guidance refer to the preparation of an individual for living in complex world consisting of formal institutions which prepare an individual student for life by bringing

about an all-round development of his personality. The various school personnel, mostly teachers and guidance personnel-provide assistance to the individual student, this regard.

5. Finally, **Vocational needs** of guidance means the need to know about and prepare for the world of work and find a place for oneself in society with a view of achieving self-fulfillment.

## **1.2. ADOLESCENCE**

The stage adolescence is one of the most influential and crucial periods of an individual life. It is often referred to as the spring of human life. The word adolescence comes from the Greek word “adolescence” literally means “to grow to maturity”. It is a period which begins with puberty and ends with general cessation of physical growth. It emerges from the later childhood stage and merges into adulthood. Thus, the essence of the word adolescence is growth, and adolescence is a period of intense growth and change in almost every aspects of a child’s physical, mental, social and emotional life.

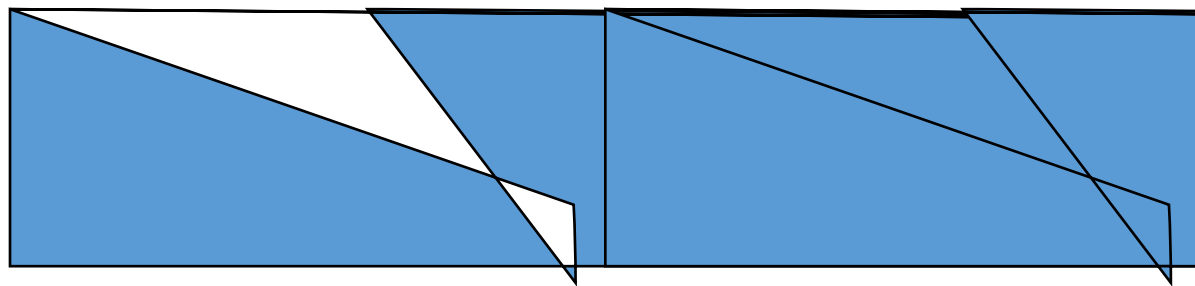
The most important fact about adolescence is that it is a period of transition from childhood to adulthood. There are always some challenges with the transition from one time to another. **Stanley Hall’sname(1904)** is very important in adolescent study as he was the first psychologist who spent much of his time in collecting data on adolescence. He wrote two volumes in 1904 on psychology of adolescence which contributed significantly to the study of adolescents. His groundbreaking adolescence work laid the basis for subsequent child behaviour study. His thoughts about adolescence as- “a period of storm and stress” aptly sum up this stage in an individual’s life as the individual enters a new and powerful phase in his life causing upheavals and turmoils in all aspects of development i.e. physical, mental, social and emotional.

**Jean Piaget (1969)**, a recognized international psychological and cognitive development authority, said that “psychologically adolescence is the age when the individual becomes integrated into society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights.” This integration into adult society has many affective aspects, more or less linked

with puberty. It also includes very profound intellectual changes. Hence intellectual transformations typical of the adolescents thinking enable him not only to achieve his integration into the social relationships of adults, which is in fact, the most general characteristic of this period of development. Adolescence is one of the most critical phase of an individual's life, hence it is important to conduct more careful studies not only with respect to an adolescent but also with respect to develop a better adjustment in society in every aspect of their future life.

### **1.2.1. STAGES OF ADOLESCENCE**

The stages of adolescence is usually divided into two parts:



#### **1. EARLY ADOLESCENCE**

Early Adolescence, which spans the ages of 10 to 14, is marked by the onset of physical changes and the development of secondary sexual characteristics in an individual. These physical changes that occur during this time are known as puberty. In this stages, both boys and girls may be attracted to each other at the same moment, resulting in a source of pleasure and pride as well as a cause of anxiety and self-consciousness, resulting in irritability. Irritability and emotional stress are common symptoms. One of the most important aspects of this stage is the brain's rapid physiological development. At this age, adolescent boys and girls become aware of their gender and make changes to their behaviour and appearance in order to fit in with perceived norms. At this stage, therefore the parents, the school and the community should introduce the younger to more mature experiences and to larger environment with their full support, love and encouragement.

#### **2. LATE ADOLESCENCE**

This stage includes the last few years of adolescence, roughly between the ages of 15 and 19. During this stage, both the body and the brain continue to develop, and mental abilities appear to improve. Although peer groups continue to play an important role in adolescent's life, their influence diminishes as the individual gains confidence in his own identity and opinions. As adolescents experiment with adult behaviour, risk-taking decreases in late adolescence. Adolescents enter the world of employment or further study during this stages, and they choose a career path their own sense of self and worldview, and begin to actively participate in shaping the world around them.

### **1.2.2. PROBLEMS OF ADOLESCENCE**

Adolescents confronts a variety of challenges relating to their home, school/college, and society as a result of several hormonal and emotional stresses and changes. Adolescents' behavioural features deteriorate when their needs are not met. As a result, teenage difficulties are either caused by the adolescent or by the societal environment in which he or she lives. The following are some of the most prevalent issues that adolescents face:

	<b>A. PROBLEMS OF SELF RELATED</b>	
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1. Body image
2. Body Change
3. Complexion
4. Personality
5. Day dreams
6. Eating disorder

	<b>C. PROBLEMS OF HOME RELATED</b>	
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1. Poor rapport with parents
2. Low socio-economic background
3. Lack of communication
4. No conduct atmosphere

	<b>E. PROBLEMS OF SCHOOL RELATED</b>	
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1. Strict teachers
2. Closed school atmosphere
3. Poor marks
4. Long school hours
5. Adjustment

	<b>G. PROBLEMS OF SCHOOL RELATED</b>	
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1. Generation gap
2. Lack of friend, peer group
3. Gender bias, caste, related problems
4. Over expectation

### **1.2.3 ADOLESCENCE AND GUIDANCE NEEDS**

The word adolescence comes from the Greek word “adolescence” literally means “to grow to maturity”. It is a period which begins with puberty and ends with general cessation of physical growth. It emerges from the later childhood stage

and merges into adulthood. Thus, the essence of the word adolescence is growth, and adolescence is a period of intense growth and change in almost every aspects of a child's physical, mental, social and emotional life.

Adolescence can be defined biologically, as the physical transition marked by the onset of puberty and the termination of physical growth, cognitively, as changes in the ability to think abstractly and multi-dimensionally or socially, as a period of preparation for adult roles.

The guidance refers to the process of helping individuals to discover and develop their potential. The needs of guidance is something that cannot be ignored by anyone. Furthermore, guidance helps in the development of educational, vocational, and psychological skills in an individual.

Guidance in the modern age have become escalated needs because of a multiplicity of problems that the individual faces in important domains of life. Guidance helps to encourage students' academic, social, emotional and personal development.

Guidance have become very imperative for adolescents, as at today's time adolescents need guidance to polish their personality and also help to attend to the physical, social, psychological, educational and vocational needs of the schools.

The tendency to make innovative discoveries is more frequent in adolescence as compare to childhood. The principle of guidance needs in school is to make progress in academic achievement, increase acquisitions and promote affirmative study attitudes and behaviour and reduce school dropouts of the children. It is, therefore, very pertinent that student's guidance needs must be known, so that steps can be taken to make available required support services in this regard to them at an adequate level.

### **1.3 SIGNIFICANCE OF THE STUDY**

The present research study has been taken to find out guidance needs among adolescents. Adolescence is widely regarded as one of the most formative years of a person's life. It is a phase of transition from childhood to adulthood during which the individual endures various fears and problems. This is a crucial time

for every adolescent when they decide in which field they choose their career according to their options and limitations. An unfavorable decision has a negative impact on their future lives and career. Unfortunately, a lack of sufficient direction frequently leads to wrong decisions in many brilliant brains are lost to oblivion as a result of this way of life.

The complicated and changing nature of the world is a significant obstacle to today's young learner, who requires some type of aid and assistance. Many students in secondary school face difficulties such as losses in learning, increased dropout rates, smartphone dependence, and distraction during online learning and making difficulties in making career oriented decisions due to lack of proper assistance. It is well-known fact that all individuals in a complex society require professional assistance in obtaining timely information about their career and determining them as well as knowing educational and occupational opportunities available in the society and knowing the appropriate ways of behaving and adjusting to various situations. As a result, guidance is intended to be universal process for all.

One of the major significance of guidance at adolescence is to assist in the identification and development of abilities and interest of the adolescent pupils. It is impossible to study without the assistance of school guidance services. Guidance can help them in understanding their own strengths and limitations to do scholastic work at the level of their ability, to gain information about educational and vocational opportunities and requirements, as well as to discover their answers to personal and social challenges.

Guidance assist students in selecting the most appropriate and suitable course to achieve their goal successfully and systematically. Guidance can also assist teachers in better understanding their students as people and in creating learning environments where students can learn more efficiently.

Students in the twenty-first century require effective quality and the capacity to make sound judgments, solve issues, plan effectively, work independently, communicate well, evaluate themselves realistically, and explore new educational and career opportunities. Guidance is needed to help students in choosing,

preparing for and entering into an appropriate career. Guidance gives a platform of available information, scope and prospects about various fields.

Guidance helps students to develop their interest and abilities. Some students struggle with their education, even though they have the ability to do work in another field. There are some children who have some special qualities, talent but due to lack of guidance they could not develop their qualities. Guidance also help each students to achieve a better understanding and acceptance of themselves, it helps them to achieve self-dependence and self- direction for improving their self-concept. It gives an opportunity to test their strength and weakness in a specific field and gives opportunities to modify their weakness.

In this regard, this study is an attempt to analyze the guidance needs among the students of higher secondary school students. It is important to conduct this study so as to find the possible reasons and problems relating to the needs of guidance towards adolescents and also to provide suitable solution to the problems.

#### **1.4 STATEMENT OF THE PROBLEM**

The problem selected for study is precisely stated as under:

**“A STUDY OF GUIDANCE NEEDS AMONG ADOLESCENTS IN JAMMU DISTRICT”.**

#### **1.5 OPERATIONAL DEFINITIONS OF THE KEY TERM USED**

##### **1. Guidance needs: -**

Guidance in present context is a means of helping individuals to understand and use wisely the educational, vocational, and personal opportunities they have or can develop and as a form of systematic assistance.

In the present context, guidance needs refers to the type and strength among secondary and higher secondary school students in five areas namely: physical,



social, psychological, educational and vocational as measured by Guidance needs inventory constructed and validated by Dr. J.S. Grewal.

**2. Adolescents: -**

In the present study, adolescence refer to the students studying in higher secondary school students in the age group of 12 to 14, which is broadly considered as early adolescence and 16 to 19, which is broadly considered as late adolescence.

**3. Gender: -**

In the present context, gender refers to boys and girls of secondary and higher secondary schools located in Jammu district.

**4. Types of schools administration:-**

In the present context, types of schools administration refers to the government and private secondary and higher secondary schools of Jammu District.

## **1.6 OBJECTIVES OF THE STUDY**

The investigator undertook the present study with the following objectives: -

1. To find significant difference in the guidance need among adolescents students belonging to different gender (boys and girls).
2. To find significant difference in the guidance need among adolescents students belonging to different type of institutions (govt. and private).
3. To find significant difference in the guidance need among adolescents students on the interactional effect of gender (boys and girls) and type of institutions (govt. and private) when guidance needs scores taken as dependent variable.

## **1.7 HYPOTHESES OF THE STUDY**

1. There is no significant difference in the guidance need among adolescents students belonging to different gender (boys and girls).

2. There is no significant difference in the guidance need among adolescents students belonging to different type of institutions (govt. and private).
3. There is no significant difference in the guidance need among adolescents students on the interactional effect of gender (boys and girls) and type of institutions (govt. and private) when guidance needs scores taken as dependent variable.

## **1.8**

### **DELIMITATION OF THE STUDY**

1. The present study was confined to adolescents only.
2. The study was confined to the state board schools only.
3. The study was confined to Jammu district only.
4. The sample for the present study was only to only 160 secondary and higher secondary school students.
5. The study was confined to dependent variable i.e. guidance needs and categorical variables i.e. types of schools and gender.
6. Only 6 schools were included in the present study.

## **CHAPTER - 2**

### **REVIEW OF RELATED LITERATURE**

A literature review is a written summary of general articles, books and other documents that describe the historical and current state of knowledge on the issue under study. The literature review is divided into subtopics and documents are required for the planned study. In the most rigorous form of research, educators base this review mainly on research reported in general articles. A good review, on the other hand, may contain additional information obtained from conference papers, books, and government documents. In composing a literature review, both quantitative and qualitative studies are cited.

Why is this review required? There are numerous explanations for this. A literature study conducted by a researcher contributes to the existing literature. A study will not contribute to the literature if it replicates previously published findings. A literature review serves as the foundation for learning new ideas,

sharing the most recent findings with others, and identifying strategies that may improve the educational system. Conducting a literature review also improves library research skills. Reading the literature can also help you discover how other educators construct their research projects and identify relevant examples and models for your own research. Review of related literature is an integral part of entire research process and makes valuable contributions to every operational step. To do a work, one requires direction without which it is like walking in dark only to collide with someone. Review of related literature means locating, studying and evaluating reports of relevant researches, study of published article, going through related portions of encyclopedias and research abstracts, study of pertinent pages out of comprehensive books on the subject and going through related manuscripts if any. Reviewing literature can be time consuming, daunting and frustrating, but it also rewarding. Its functions are-

1. **Bringing clarity and focus to the research problem:** The process of reviewing the literature helps one to understand the subject area better and thus helps in conceptualizing the research problem clearly and precisely. It helps to understand the relationship between the research problem and the body of knowledge in the area.
2. **Improving the methodology:** A literature review helps to select a methodology that is capable of providing valid answers to the research questions. It tells a researcher if others have used procedures and methods similar to the ones that the researcher is proposing, which procedures and methods have worked well for them, and what problems they have faced with them.
3. **Broadening knowledgebase in the research area:** It ensures one to read widely around the subject area in which one intends to conduct the research study. It thus helps to understand how the findings of the study fit into the existing body of knowledge.
4. **Contextualizing the findings:** Review of literature is helpful in placing one's findings in the context of what is already known in that particular field of enquiry.

Although conducting a literature review follows no prescribed path, if researcher plans to design and conduct a study, typically has to go through five interrelated steps:

1. Identify key term to use in your search for literature.
2. Locating literature about the topic by consulting several types of materials and data bases.
3. Critically evaluate and select the literature for review.
4. Organize the literature you have selected by abstracting or taking notes on the literature.
5. Write a literature review that reports summary of the literature.

## **2.1 STUDIES RELATED TO GUIDANCE NEEDS**

**Amanada (2005)** explored a study on assessment of the guidance and counseling needs at risk students in an alternative school .The purpose of this study was to gain a better understanding of the career, academic and personal-social needs of at risk youth attending a career school. The findings revealed that students benefit from the programs implemented by guidance counselors. It was recommended that additional research be done on the guidance and counseling needs of students attending charter schools in to better understand the degree of their needs.

**Kesici (2007)** investigated a study to find out the guidance and counseling needs of middle school (i.e. Sixth, seven and eight grades) students according to their opinion. For data collection, semi structured interview techniques was used as a method of data collection. The study was conducted on grade 7 and 8 students from public primary Selcuklu schools in the district Konya of Turkey. Various scheme for educational, career, personal and social guidance counseling were established. Individual or group guidance programmes related to effective learning, exam anxiety, motivation techniques, adaption to schools and lack of attention and interests towards lessons should be implemented. School guidance service and counselors should frequently present introductory information to

students about variety of profession. The findings of the study revealed that as student get older, their counseling and guidance needs not only increase, but also change in context. In order to determine the context of their counseling and guidance needs sixth, seven and eight grade student's needs were analyzed according to their opinion.

**Eyo et al (2010)** conducted a study to investigate the attitude of secondary school students towards guidance and counseling services. Descriptive research method was used in this study. Three hypotheses were formulated to guide the study. A total of 400 secondary school students were selected from ten schools through stratified random sampling technique. A validated questionnaire vetted by expert in measurement and research was used as an instrument for data collection. Independent t-test statistic was used for data analysis. The study revealed that students attitude towards guidance and counseling services were significantly positive; that gender and school location significantly influenced students' attitude towards guidance services. The result revealed that there are significant differences between attitude of male and female students in rural and urban schools towards guidance and counseling services.

**Manisha (2010)** examined a study on guidance services in private schools. The major findings of the study were perception of guidance and counseling was found to be unclear on part of students and that too different for boys and girls. Most of the boys found it as not helpful because it was arranging more for girl students. Accordingly, to the response of some boys it appeared to be arranged only for girls. Student fined most of these qualities which are required to be a perfect guide for the child such as biasfree and to other seek in their teacher which attracts students to share their problems. In order to seek guidance, the most important characteristics that one wants are to be biasfree, soft spoken and a good listener. Guidance and counseling in schools is primarily considered as problem finding and problem solving activities. One cannot deny this function of guidance and counseling services of a school.

**Hussain et al (2011)** conducted a study on Need assessment of student's guidance and counseling. The study was determined to girl's secondary school students only. The result of the study indicates that matriculation level girls had more

problems of career choice (i.e. 45%) than of emotional nature (i.e. 40%). So, there is a need for vocational and emotional counseling programmer for them.

**Agnihotri (2012)** explored on guidance needs among senior secondary school students in relation to sex and stream. The main objective of the study was to study different aspects of guidance needs of Govt. Senior Schools of district Hamipur. Total ten Government Senior Secondary school was taken in the study. The sample of the study consists of 400 students of xii standard of Arts, Science out of which 200 were girls and 200 were boys. The Guidance Needs Inventory (GNI) developed by Dr. G. S. Grewal was used as a tool for collection of data. The findings of the study indicates there is a significant difference on the guidance needs of male and female senior secondary school students and same in arts and science senior secondary schools students. Girls need less guidance on all aspects of guidance need inventory as compared to boys of senior secondary school.

**Sharma and Kaur (2012)** surveyed a study on Guidance needs of adolescents in relation to gender locale and type of school. The study was aims to study the guidance needs of adolescents in relation to gender, local and type of school. The sample for the study consisted of 200 students of 9th grade of Ludhiana District. Guidance Needs Inventory by J.S. Grewal was used to study the guidance needs of adolescents. The t-test was employed to find out the significant difference between the mean. The study revealed no significant difference was found in guidance needs of adolescent boys and girls while significant difference was found in guidance needs of urban and rural, government and private school adolescents. The student of government and private schools significantly for their guidance needs.

**Zaidi (2012)** examined a study on the construction of guidance need inventory at graduate level. Guidance Needs Inventory was constructed by the researcher to assess guidance needs of the students from different streams i.e. Arts, Science and Commerce. A sample of 600 students from different streams from Aligarh College under Aligarh Muslim University was selected for the study. Mean and Standard deviation of student was calculated on five different areas of the GNI. Higher score indicated more needs of guidance whereas low score indicated less

need of guidance. Findings of the study revealed that students need more guidance in personal area as compared to other area.

**Hassan and Farah (2013)** explored a study on Guidance and Counseling Needs of Secondary Schools Students from their point of view/Feedback in Khartoum State Sudan. The aim of the study is to determine the guidance and counseling needs of secondary schools students according to their options. Self-constructed questionnaire was used as a tool for collecting data. Study group selected from secondary schools students about 215 students by using random sampling techniques. The data was analyzed by using SPSS program. Result of the study highlighted that guidance and counseling needs connected with school problems were effective studying skills, managing the time better, how to study and listen, the guidance and counseling needs connected with social problems are getting along with family members, getting along with other students better, improving communication, making friends dealing or relationship issue, getting involve in school activities and guidance and counseling needs connected with psychological problems are- reducing test anxiety, concerns about smoking, helping oneself, gaining more self-confidence, stop feeling sad or depressed, stop feeling stressed, dealing with anger etc.

**Kaur et al (2013)** conducted a study on Guidance needs of secondary school students. The study aimed to investigate the guidance needs of secondary school students of Jalandhar District. Normative survey method was used. Random sampling technique was to collect the data. A sample of 200 male, female, rural and urban students was taken through random sampling techniques. The findings of the study indicated that there was no significant difference between the guidance needs (physical, social, psychological, educational and vocational) of male and female secondary school students and the guidance needs (physical, social, psychological, educational and vocational) of rural secondary students were more than those of urban secondary school students.

**Mapfumo and Nkoma (2013)** investigated to determine the guidance and counseling received in high school and that needed in university. A self-constructed questionnaire with mostly closed questions was given to the students for collection of data. Data were analyzed using t-test, chi-square and bar graphs.



Result showed that all former school type agreed to the existence of guidance and counseling, with government, mission and private schools having in class lessons and services well known to their students and were offered in class room based lesson environment.

**Modo et al (2013)** surveyed a study on Guidance and counseling services in secondary school as coping strategies for improved academic Performance of students in Akwalbon State, Nigeria. A sample size of 252 students responded to the instruments. Three null hypotheses were raised and tested for the study. A self-constructed questionnaire tagged Guidance and Counseling services and school academic performance (GCSAPA). The data were analyzed at 0.05 alpha level using t-tests. The result revealed that the performance of students exposed to educational guidance and counseling from those not exposed revealed that those exposed to educational guidance and counseling performed better than those not exposed. The students in the school where vocational guidance and counseling service was provided performed better in their academic performance than those without such provision. Those students in the school with personal-social guidance and counseling and counseling performed better than those without.

**Ondima et al (2013)** conducted a study to analyzing the stakeholders' perception on the effectiveness of guidance and counselling programme in enhancing secondary school students' academic, career and personal competencies in Nyamira District, Kenya. The study used ex-post facto casual comparative design. The samples of the study were 18 head teachers, 18 teacher counselors and 302 students. Random sampling method was used to select student. Purposive sampling method was used to select the head teachers and teacher counsellors. Data was collected by using open and close ended questionnaires and interview schedules. Descriptive and inferential statistics were used to analyze the data. The statistical package for social sciences (SPSS) version 115 was used to estimate the reliability. The findings of the study revealed that secondary school students of Nyamira district perceive guidance and counselling programme as being effective in enhancing their personal, career and academic competencies from teacher counselors and head counsellors.

**Ramakrishnan and Jalajakumari (2013)** examined a study on Significance of imparting guidance and counseling programmes for adolescents' students. The purpose of this study was to provide direction for future guidance and counseling research that meets the goals of internationalizing guidance and counseling. The major findings of the study were most of the schools do not have proper counseling facilities in this area. So these children are forced to turn to their peers or other media for support and guidance or they live with their problems. Under these circumstances it becomes essential that the educational institution should come forward for equipping the children properly for cultivating life skills, molding personality and promoting capacities to choose right vocation according to their aptitude and interest through an organized program of guidance counseling.

**George (2014)** conducted a study on approach to Guidance and Counseling and its Benefits to youth: Kenyan Urban Experience. The aim of the study was to examine the approaches used in guidance and counseling among the youth in one youth vocational training institute in urban set up in Mombasa, Kenya. The study further sought to establish the benefits of guidance and counseling among youth in the institution. Forty students and two counselors were selected for the sample of the study. Random and purposive sampling techniques were used for selection of samples. Questionnaire was used to collect data from the youth counselors. The study revealed that the key approaches used in guidance and counseling among counselors in the in the institution included listening, empathy and unconditional acceptance approaches. The study established that Guidance and Counseling is an important tool for youth empowerment. The study recommended training of more youth counsellors at institutional and community level and promotion of peer guidance and counseling programs which have potentials of building a strong youth counseling foundation upon which many other well-grounded benefits can be realized.

**Kannammal (2014)** adopted quantitative survey method to study guidance needs of urban and rural adolescents in relation to the home environment. 300 secondary school students were randomly selected from selected secondary schools in Rasipuram, Namakkal district for the sample of the study. A self-constructed questionnaire both in English and Tamil language was used for

collecting data for the study. The result of the study revealed that there is no significant difference between the guidance needs of urban and rural adolescents in relation to the home environment with respect to gender.

**Prabu (2015)** examined a study on guidance needs among higher secondary students of Namakkal district, Tamil Nadu and found that higher secondary student are having average level of guidance needs and irrespective of sub samples of the higher secondary students are having average level of guidance needs. Male and female student did not differ significantly in their guidance needs scores. Rural and urban area students did not differ significantly in their guidance needs scores. Government and private school students did not differ significantly in their guidance needs scores. Science and Arts students did not differ significantly in their guidance needs scores.

**Seeja (2015)** conducted a study on identification of guidance needs among higher secondary school students of Kerala. Sample of the study consisted of 460 students of class XI and XII from five higher secondary school of Emakulum district of Kerala. Guidance Needs Inventory (GNI) prepared by Dr. G. S. Grewal was used as a tool for identifying the five guidance areas. The result indicated that there exist considerable guidance needs among secondary school students of Kerala. It was found that educational, personal and vocational guidance needs of higher secondary school students were high as compared to that of physical and social guidance needs. There was no significant difference on overall guidance needs of secondary school students with respect to gender.

**Jumana and Meera (2016)** conducted a study on present day need of guidance and counseling among graduate students. The main aim of the study was to find out the need of guidance and counseling among graduate students. Representative samples of 300 students from various colleges were taken as sample. Survey method was used to collect data. Need assessment Questionnaire on Guidance and counseling was used. The obtained data was subjected to percentage analysis. The result of the study revealed the strong need to Guidance and counseling programme at graduate level.

**Naik et al (2016)** investigated on guidance needs of different dimensions of children's perception of parenting. A sample of 100 secondary school students was selected as sample for the study. Two pre-coded tools were used for data

collections which were children's perception of parenting scale (CPPS) developed by Anand Pyari, Raj Kumari Kalra and Poonam Vasin, Guidance Need Inventory (GNI) by Dr. G. S. Grewal. The findings of the study revealed that there was influence of guidance need on children's perception of parenting.

**Negi (2017)** conducted a study on educational and psychological guidance needs of college students. The sample consisted of 120 students 60 male and 60 female of Government colleges of Himachal Pradesh. ANOVA was used for interpretation of data for the study. Results, shown that college students do not differ on their educational needs and psychological needs with respect to their gender and area. Gender & area had combined effect on educational guidance needs and psychological guidance needs of college students at 0.01 level of significance

**Rawat (2017)** examined a study on the Guidance Needs of Secondary School Students of Delhi. The aim of the study was to determine the guidance needs of secondary school students of Delhi according to their own perspective. A self-constructed questionnaire was used titled as —Discover yourself and applied that on randomly selected school students at secondary level. The percentage analysis was done on the basis of the frequency of the respond of the students. The findings of the study revealed that 64% of the students feel the need of educational guidance, 56% need psychological guidance and 48% of the students felt the need of social guidance.

**Walia (2017)** studied on vocational guidance needs in relation to family climate of adolescents. The objective of the study was to find out the relationship between vocational guidance needs and family climate of adolescents studying in Government Senior Secondary Schools, situated in rural areas of district Ludhina. A total sample of 480 adolescents was selected for study. The standardized tools, for each variable, were used to collect the data from selected sample. Data was analyzed by using different descriptive and inferential statistical techniques. Result of the study revealed that there was significant relationship between variables of Vocational guidance needs and self-concept of adolescents.

**Dhami and Sharma (2019)** conducted a study to assess the guidance needs of male and female adolescents in urban and rural areas. The study was conducted on 200 adolescents (100 urban and 100 rural) of government senior secondary

school of Ludhiana district and further divided into two genders (100 males and females). Grewal guidance need inventory (1997) was used. The result revealed that in rural sample, males and females showed non significant difference in all dimensions of guidance needs. Irrespective of locale, no significant gender difference was found in the dimensions of guidance needs except physical guidance needs, where females displayed more need than males.

**Uniyal and Khanduri (2020)** findings of the study revealed that students have high need of guidance in all five areas i.e. physical, social, psychological, educational and vocational. Male and female students have no significant difference in their guidance needs. Results also showed that government school students need more guidance in physical area as compared to private school students.

**Keshf and Khanum (2021)** study explored several CGC needs identified by undergraduate students of Pakistan, primarily a developing country. Students feel the need to have self-awareness, a clear sense of direction, the ability to make informed decisions, appropriate awareness and information, better emotional management, practical opportunities in addition to theoretical education. Many CGC services can also be found in universities to fulfill the needs. The current study has important implications for the students and CSPs of developing nations. They should be proactive and committed to seeking and offering appropriate services, respectively. Career needs should be understood while crafting, planning, executing, and advancing their services accordingly. Assessment of these needs, provision of relevant services, and necessary utilization can lead to positive outcomes for undergraduates and service providers.

**Egbule (2022)** study showed that male students in senior secondary schools have more guidance needs than their females counterparts. The data analysis showed that there is no difference in the guidance needs of secondary school students. The analysis showed that there is relationship between age and guidance needs of senior secondary school students. the findings also showed that there is relationship between students' subject offering and their guidance needs. Findings of the study this study, some recommendations were made to extent that

functional programme and guidance and counselling services should be established in various secondary schools in Delta state of Nigeria.

### **Conclusion**

The above studies revealed that students do not differ on their educational needs and psychological needs with respect to their gender and area. Educational, personal and vocational guidance needs of higher secondary school students were high as compared to that of physical and social guidance needs.

The key approaches used in guidance and counseling among counselors in the in the institution included listening, empathy and unconditional acceptance approaches. Guidance and Counseling is an important tool for youth empowerment.

Guidance needs connected with school problems were effective studying skills, managing the time better, how to study and listen, the guidance and counseling needs connected with social problems are getting along with family members, getting along with other students better, improving communication, making friends dealing or relationship issue, getting involve in school activities and guidance and counseling needs connected with psychological problems are-reducing test anxiety, concerns about smoking, helping oneself, gaining more self-confidence, stop feeling sad or depressed, stop feeling stressed, dealing with anger etc.

## **CHAPTER - 3**

### **METHODS AND PROCEDURE**

Methodology has to be most important aspect towards any study. Methods are most important in research process. They describe the various steps of the plan to be adopted in solving a research problem. Methodology used in any investigation in fact determines its testing. In research, there are numerous methods and procedure to be applied such as historical method experimental method, survey method and case study method. Out of these methods the survey method was selected which was most appropriate to the problem or project under

investigation. The present study aims to study the guidance needs adolescents. Once the problem has been selected and identified the next step is the collection of data. The collection of data is a paramount importance in the conduct of research. The nature of data mostly depends upon the type of tool and technique used by the researcher for collecting the data. It is necessary to adopt or evolve systematic procedure to collect essential data, relevant data, adequate in quality and quantity should be collected.

Research design is the blue print of the procedures that enables the researcher to test hypotheses by reaching valid conclusion about the relationship between dependent and independent variables. It is a plan structure and strategy of research prepares to obtain answers to research questions and to control variances. Before doing the study the researcher has fixed the topic and area because it provides the entire draft of the scheme of research starting from writing of hypothesis, their operational implications to the final analysis of data. The structure of the research needs to be more specific as it provides the outline of the scheme the paradigm of the variables without a plan of study, no scientific study is possible.

Plan and procedure constitute a significant part of a research a well thought out plan of action in advance, followed by a systematic execution brings fruitful results. Finally it also concludes determining the techniques how the data will be analyzed and conclusions reached at.

The order of discussion of the procedure is as under: -

- 3.1 Population
- 3.2 Selection of Sample
- 3.3 Variables to be studied
- 3.4 Selection of tool
- 3.5 Administration of tool
- 3.6 Scoring of tool
- 3.7 Statistical technique used

### 3.1 POPULATION

The population of the study comprised of adolescent students of Jammu district and a representative sample from the population was selected by the investigator.

### 3.2 SELECTION OF SAMPLE

Sampling is the fundamental and basic vital essence of research. Sampling generally refers to the process of selecting a small part of specimen of something in order to determine some qualities or characteristics of the whole. It is very easy to understand the investigator can never collect the data about the whole population in any investigation. One has to selected group of individual who could present the whole population and form the basis for making reference for certain population facts. This is known as sampling. The sampling the sampling has great utility in research. The size of the sample varies form study, methods and nature of population. It is easier, less time consuming and economical to deal with a sample than the whole population. In fact good sample minimizes the error of estimation.

There are many techniques for obtaining a sample, which may be the representative of the whole population. In the present study the sample was randomly selected. For this purpose Investigator made a complete list of secondary and higher secondary school of Jammu district. Each school was allotted a serial number and by lottery method 4 school were selected for the data collection. A sample amount of 160 students including 80 boys and 80 girls studying in government and private schools under J&K board of school education. Simple random sampling basis of Jammu district:

**Table 3.1**

**Number of students selected from different schools**

S.no.	Name of the school	Boys	Girls	Total
1	Govt. girls hr. sec.school, Canal Road	-	20	20
2	Govt. Boys hr. sec. school, Gandhi Nagar	20	-	20



3	Govt. Boys Hr. Sec school Sarwal	20	-	20
4	Tagore Memorial Hr. secondary school, Rani Talab, Digiana	20	20	40
5	Govt. Hr. Sec. School Ranbir (SRML)	20		20
6	Govt. Girls Hr. Sec. School Mubarak Mandi, Jammu	-	40	40
	<b>Grand total</b>	80	80	160

### 3.3 VARIABLES TO BE STUDIED

In the present study there are two independent variables and one dependent variable which are to be studied :-

#### A) INDEPENDENT VARIABLE

- a) **Gender** : Boys and Girls
- b) **Type of Institutions** : Govt. and Private

#### B) DEPENDENT VARIABLE

Guidance Needs Scores

### 3.4 SELECTION OF TOOL

For collecting the data required for the study. One might use various devices or instruments. The instruments thus implied for collection of data are called tools. Keeping in view, the objectives of the study following tool have been used: -

**Guidance Needs Inventory:** - In the present study the researcher used guidance needs inventory developed by Dr. J.S Grewal (1971) in order to quantify guidance needs inventory of higher secondary school students. The guidance needs inventory is a 5 point scale in which the respondents are asked to give their responses for 65 items. They were requested to select the appropriate answer for each question from the given 5 choices i.e. highly true, mostly true, quite true, least true and not true.

**The guidance needs inventory has been appended to appendix A.**

**Reliability:** - The reliability of the tool has been tested by test-retest method on a sample of 50 students and found to be +0.82 over an interval of 4 weeks.

**Validity:** - Content validity was ensured through mode of selection and classification of items.

### **3.5 ADMINISTRATION OF TOOLS**

After deciding the sample and tools to be used the next step was how to administrator the tool to collect the desired data from secondary and higher secondary school students. The investigator first took the permission from the head of the institution and personally visited the schools for collection of data. Personal presence of the investigator would satisfy the curiosity of the students and also purpose of the study could be explained to the students in order to ensure reliable responses copies of guidance needs inventory was supplied to the students simultaneously. After supplying the copies/tools, each student was asked to tick one of the three possibilities of guidance needs inventory.

### **3.6 SCORING OF TOOL**

#### **Scoring of responses in the Guidance Needs Inventory**

<b>Highly true</b>	0
<b>Mostly true</b>	1
<b>Quite true</b>	2
<b>Least true</b>	3
<b>Not true</b>	4

The scores of each respondent was calculated by adding the score values of responses given against the statement in the scale.

### **3.7 SELECTION OF STATISTICAL TECHNIQUE**

In the present study the investigator used following techniques :

In the present study, the statistical technique Two Way ANOVA (2x2) analysis of variance was applied by the investigator to see the effect of main factor gender and type of institutions on the guidance need among adolescents students.

## **CHAPTER – 4**

### **ANALYSIS AND INTERPRETATION OF DATA**

One of the most important step in any research project is the organization of analysis and interpretation of data. The tabulated data has no meaning unless it is analysed and interpreted by some suitable statistical technique so as to arrive at significant conclusion.

Analysis of data means studying the tabulated data in order to determine inherent facts or meanings. It involves the breaking up of the complex factors into simpler parts and putting them together for the purpose of the interpretation. The

interpretation of data helps the investigator to analyse the same problem or the related problem with appropriate statistical techniques without wasting their labour. After the collection of data, it must be carefully edited, systematically analyzed, intelligently interpreted and rationally concluded.

The purpose of interpretation is essentially to know – what do the results show? What do they mean? What is their significance etc. So the interpretation is considered to be the most important step in the total procedure of research.

#### **4.1 ASSUMPTIONS OF ANALYSIS OF VARIANCE**

ANOVA is a powerful statistical technique or tool used to test the homogeneity of several means. It was developed by R.A. Fisher, an English Statistician in 1920's who was also considered to be the father of modern statistics. It is an economical method of testing significant differences between the means of two groups.

In its simplest form, the analysis of variance is used to test the significance of the differences between two or more groups. According to Fisher, "Analysis of variance (ANOVA) is the separation of variance ascribable to our group of causes from variance ascribable to other groups."

Following are the important assumptions of Analysis of variance :-

- 1) **Independence of Groups:-** It is assumed that the groups selected should be made up of randomly selected subjects and are independent.
- 2) **Homogeneity of variance :-** It is assumed that the population from which groups have been selected have equal variances. In symbols, it is presented as ,

$$\sigma^2_1 = \sigma^2_2 \dots\dots\dots \sigma^2_k$$

- 3) **Normality of Distribution :-** The sample selected from the population should have normal distribution.

- 4) **Additivity** : - It has been stated that the total variance is obtained due to sum of two or other sources of variances i.e. variations.

## **4.2 ADVANTAGES OF ANALYSIS OF VARIANCE**

Following are the advantages of ANOVA :-

- 1) Analysis of variance helps to compare all the groups or any number of comparison in a single test.
- 2) It is time saving and also involves less risk of errors i.e. when we reject the null hypothesis at small variance to be significant at .05 level.
- 3) The results obtained through analysis of variance are understandable and interpretable.
- 4) It is a powerful statistical technique for testing significance of mean difference.
- 5) The analysis of variance is useful when there are more than two groups to be compared for testing significance of mean difference.

## **4.3 SELECTION OF THE STATISTICAL TECHNIQUE OF ANALYSIS**

In the present investigation the investigator was interested to find out the study of guidance need among adolescents in different institutions.

In view of this consideration, the technique of Two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

## **4.4 ANALYSIS OF VARIANCE**

In the present study, the Two – way analysis of variance technique is applied to the data of attitude scores with the factorial design as 2x2 factorial matrices with guidance need as criteria, which was studied in relation to gender (male and female) and type of institutions (government & private).

## 4.5 GENERAL COMPUTATIONAL STEPS FOR COMPUTATION OF TWO WAY ANOVA

Following are the general computational steps employed in two way ANOVA

Step I. Correction or  $C = \frac{(\sum X_T)^2}{N_T}$

Step II. Sum of squares for total ( $SS_T$ )

$$SS_T = \sum X_T^2 - C$$

Step III. Sum of squares for A ( $SS_A$ )

$$SS_A = \frac{(\sum A_1)^2}{NA_1} + \frac{(\sum A_2)^2}{NA_2} - C$$

Step IV. Sum of squares for B ( $SS_B$ )

$$SS_B = \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{NB_2} - C$$

Step V. Sum of squares for Between cells ( $SS_{\text{Bet. cells}}$ )

$$SS_{\text{Bet. cells}} = \frac{(\sum A_1 B_1)^2}{N_1} + \frac{(\sum A_1 B_2)^2}{N_2} + \frac{(\sum A_2 B_1)^2}{N_3} + \frac{(\sum A_2 B_2)^2}{N_4} - C$$

Step VI. Sum of squares for Interaction ( $SS_{A \times B}$ )

$$SS_{A \times B} = SS_{\text{Bet. cells}} - (SS_A + SS_B)$$

Step VII. Sum of squares for within ( $SS_W$ )

$$SS_W = SS_T - SS_{\text{Bet. cells}}$$

### Summary of two – way ANOVA

Sources of variance	SS	DF	MS	F	Level of Significance

A ( Columns )					
B (Rows)					
AxB ( Columns & Rows)					
Within					

### COMPUTATION OF TWO WAY ANOVA

In this study, the researcher was interested to study the differences in the guidance need among secondary school belonging to different gender and type of institutions.

**Table 4.1: Showing scores of guidance need among adolescents belonging to different gender and type of institutions**

		GENDER (A)		
		Male (A <sub>1</sub> )	Female (A <sub>2</sub> )	
TYPE OF INSTITUTIONS (B)		106	106	
		103	114	
		131	135	
		99	87	
	B <sub>1</sub>	84	98	

	<b>Govt.</b>	119	120	
		122	115	
		106	98	
		106	98	
		140	91	
		$\Sigma A_1 B_1 = 1116$ $N_1 = 10$	$\Sigma A_2 B_1 = 1062$ $N_2 = 10$	$\Sigma B_1 = 2178$ $NB_1 = 20$
	<b>B<sub>2</sub></b> <b>Private</b>	100	95	
	135	110		
	102	120		
	120	112		
	121	115		
	121	98		
	92	96		
	82	96		
	108	120		
	96	96		
	$\Sigma A_1 B_1 = 1077$ $N_3 = 10$	$\Sigma A_2 B_2 = 1058$ $N_4 = 10$	$\Sigma B_2 = 2135$ $NB_2 = 20$	
	$\Sigma A_1 = 2193$ $NA_1 = 20$	$\Sigma A_2 = 2120$ $NA_2 = 20$	$\Sigma X_T = 4313$ $N_T = 40$	

**Table 4.2: Showing squares of the Scores.**

**GENDER (A)**

<b>TYPE OF INSTITUTIONS (B)</b>		$A_1^2$ (Male)	$A_2^2$ (Female)	
			11236	11236
		10609	12996	
		17161	18225	
		9801	7569	
	$B_1^2$	7056	9604	
	<b>Govt.</b>	14161	14400	



		14884	13225	
		11236	9604	
		11236	9604	
		19600	8281	
		$\Sigma A_1^2 B_1 = 126980$ $N_1 = 10$	$\Sigma A_2^2 B_1 = 114744$ $N_2 = 10$	
	$B_2^2$ <b>Private</b>	10000	9025	
		18225	12100	
		10404	14400	
		14400	12544	
		14641	13225	
		14641	9604	
		8464	9216	
		6724	9216	
		11664	14400	
		9216	9216	
		$\Sigma A_1^2 B_2 = 118379$ $N_1 = 10$	$\Sigma A_2^2 B_2 = 112946$ $N_1 = 10$	
				$\Sigma X_T^2 = 4473049$ $N_T = 40$

Step I : C ( Correction )

$$\begin{aligned}
 C &= \frac{(\Sigma X_T)^2}{N_T} \\
 &= \frac{(4313)^2}{40} \\
 &= \frac{18601969}{40} \\
 &= 465049.225
 \end{aligned}$$

Step II : Sum of Squares for Total (SS<sub>T</sub>)

$$\begin{aligned}
 SS_T &= \Sigma X_T^2 - \frac{(\Sigma X_T)^2}{N_T} \text{ or } C \\
 &= 473049 - 465049.225
 \end{aligned}$$

$$= 7999.775$$

Step III : Sum of Square for A ( $SS_A$ )

$$\begin{aligned} SS_A &= \frac{(\sum A_1)^2}{NA_1} + \frac{(\sum A_2)^2}{NA_2} - C \\ &= \frac{(2193)^2}{20} + \frac{(2120)^2}{20} - 465049.225 \\ &= \frac{4809249}{20} + \frac{449440}{20} - 465049.225 \\ &= 240462.45 + 224720 - 465049.25 \\ &= 465182.45 - 465049.225 \\ &= 133.225 \end{aligned}$$

Step IV : Sum of Square for B ( $SS_B$ )

$$\begin{aligned} SS_B &= \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{N_2} - \frac{(\sum X_T)^2}{N_T} \quad \text{or C} \\ &= \frac{(2178)^2}{20} + \frac{(2135)^2}{20} - 465049.225 \\ &= \frac{4743684}{20} + \frac{4558225}{20} - 465049.225 \\ &= 237184.2 + 227911.25 - 465049.225 \\ &= 465095.45 - 465049.225 \\ &= 46.225 \end{aligned}$$

Step V: Sum of Square for Between ( $SS_{Bet}$ )

$$= \frac{(\sum A_1 B_1)^2}{N_1} + \frac{(A_1 B_2)^2}{N_2} + \frac{(A_2 B_1)^2}{N_3} + \frac{(A_2 B_2)^2}{N_4} - C$$

$$\begin{aligned}
&= \frac{(1116)^2}{10} + \frac{(1062)^2}{10} + \frac{(1077)^2}{10} + \frac{(1058)^2}{10} - 465049.225 \\
&= 124545.6 + 112784.4 + 115992.9 + 111936.4 - 465049.225 \\
&= 465259.3 - 465049.225 \\
&= 210.075
\end{aligned}$$

Step VI : Sum of Square for Interaction (SS<sub>A</sub> + SS<sub>B</sub>)

$$\begin{aligned}
&= 210.075 - (133.225 + 46.225) \\
&= 210.075 - (179.45) \\
&= 210.075 - 179.45 \\
&= 30.625
\end{aligned}$$

Step VII : Sum of within (SS<sub>w</sub>)

$$\begin{aligned}
SS_w &= SS_T - SS_{Bet.} \\
&= 7999.775 - 210.075 \\
&= 7789.7
\end{aligned}$$

**Table 4.3: Showing the Summary of ANOVA for 2x2 factorial design.**

Sources of Variance	SS	df	MS	F	Significance
A (Gender )	133.225	1	133.225	0.61	Not significant
B (Type of Institutions)	46.225	1	46.225	0.21	Not significant

A x B	30.625	1	30.625	0.14	Not significant
Within	7789.7	36	216.38		

**Interpretation:**

The F- ratio for the factor ‘A’ Gender (i.e. Male and Female) came out to be 0.61 and the table value for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1 and 36. It means that there is no significant difference in the guidance need among adolescents belonging to different gender (male and female). Hence, hypothesis 1 stating that there will be no significance differences in the guidance need among adolescents belonging to different gender i.e. male and female stands accepted.

The F-ratio for the factor ‘B’ Type of Institutions (i.e. government and private) came out to be 0.21 and the table values for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1 and 36. It means that there is no significant difference in the guidance need among adolescents. Hence, hypothesis 2 stating that there will be no significance differences in the guidance need among adolescents belonging to different type of institutions, i.e. government and private school stands accepted.

The F-ratio for interactional effect (AxB) has been found to be 0.14. The table value for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against degree of freedom 1 and 36. It indicates that under joint influence of gender and type of institutions there is no significant difference between the guidance need among adolescents. Hence hypothesis 3 of no significant difference is accepted.

## **CHAPTER - 5**

### **CONCLUSIONS, EDUCATIONAL IMPLICATIONS**

### **AND SUGGESTIONS FOR FURTHER RESEARCH**

## **5.1 GENERAL CONCLUSIONS**

In the light of the interpretation of the result of the present investigation as already discussed in the previous chapters. The investigator lays down the following conclusions;

1. There is no significant difference in the guidance need among adolescents students belonging to different gender (boys and girls).
2. There is no significant difference in the guidance need among adolescents students belonging to different type of institutions (govt. and private).
3. There is no significant difference in the guidance need among adolescents students on the interactional effect of gender (boys and girls) and type of institutions (govt. and private).

## **5.2 EDUCATIONAL IMPLICATIONS**

Education is a big investment for future life of both sexes. It is the medium to vanish the disparity which exists in the society towards the boys and girls. Education helps to maintain equality in the society. It is through education that we can maintain adjustment in school society and home Education achievements is based on guidance need. So, there is dire need to understand guidance need in the education process. Guidance need helps to person to take decision in his life regarding education etc. Guidance need is useful in education because it change and improve the quality of education and aware the students about their interest and aptitude regarding education. As we know adolescence stage is very critical and transitional period of life span of a person in that time, adolescent have to cope with their physical, social and psychological changes. This different can also be seemed among boys and girls adolescents '. Every share of our life i.e. health, education, home, family, religious life, moral life, civic awareness, leisure time activities, vocational planning means every activity or whole life has been covered by guidance.

Guidance really helps us to discover our own abilities within us. It introduces a person to him by providing the quality of self-recognition. A child or a person who is the victim of his problems does not know that what he wants to do or where he wants to or what is right for him at mean time. Guidance actually develops the decision making ability, which meets a person to find the root cause of his problem and to vanish it. It does not have to restrict the freedom of an individual; the main purpose of guidance is to create self-confidence and spirit of self-direction in a person so that he does not feel neglected due to any reason. Guidance can help these students to realize their aim in life or in which field they can do well as per their qualification and interest in a particular area. Thus guidance is necessary for both. The findings of the study will be help full to understand the level of guidance need for adolescents. The study would have some applied value and the study would give new knowledge about guidance need for school students. Therefore, this study will help us to provide such information which is very essential for mental health workers, psychologist, sociologist, government as well as teachers to take effective steps to facilitate adolescent guidance need development.

So the present study will be helpful to understand the level of guidance need for adolescents on the part of teachers as well as parents from educational point of view. With the help of presence study teachers and educational planners can take effective steps to facilitate adolescent guidance need development. The study is helpful for the students to remove their problems related to education. The study is helpful for examining the Guidance needs of students in particular area. Teacher can easily detect the social needs of the students and also provide essential guidance related to social needs of the students. The present study also helps in detecting the educational needs of students and provides essential guidance regarding it. With the help of present study teacher can detect the vocational needs of students and provide essential vocational guidance to them. The study is also important to know the guidance needs of boys and girls students.

### **5.3 SUGGESTIONS FOR FURTHER RESEARCH**

The following suggestions may be incorporate for further research:

1. The presents study cannot be called final and comprehensive; more work can be done on different samples of different age group.
2. The present study deals with higher secondary school students, same type of work can be done on high school and college students and thus comparison can be made.
3. A sample of 160 students was taken in the study under investigation. Same study can be done on a large sample with more variables.
4. This study can be undertaken in other districts since it was confined to Jammu district.
5. In order to sex, locality, institution and stream other variables could also be considered.

## **SUMMARY**

### **Supervisor**

Dr. Rajinder Kour  
Associate Professor

### **Investigator**

Sabya  
M.Ed. Student

## **TOPIC: A STUDY OF GUIDANCE NEEDS AMONG ADOLESCENTS IN JAMMU DISTRICT**

### **A) INTRODUCTION**

Education is growing in a dynamic way and makes it tough to make the appropriate option in life for each school student without the support of the guiding staff. Because of all this the school has appointed counsellor or is running certain type of advisor program for advice that can meet the different demands of the students. Human beings often face some uncommon or unexpected obstacles or issues. You can have good education, fortune and power in life, but it cannot help. To resolve his challenges or to overcome him. In such a critical position, he requires "Guidance". An elderly person, a more experienced person or a more knowledgeable group termed "Guidance and Counselling" consultancy may help him, without their advice, assistance or direction he cannot come out of his difficulties. The problem face can be physical, mental, emotional or spiritual.

What our education system strives to produce are creative and emotionally intelligent youth who will take our country forward and become a developed country. Instead, what it mostly produces are robots who possess an amazing capacity for storing facts and churning them out at the press of the right button. Qualities like independent thinking, problem-solving ability, initiative, leadership skills and social and emotional competence fall by the way side as getting high



grades becomes their only goal. Sadly, these are the very qualities that our youth need to succeed in life. The 'programming' starts early in life, in school itself. The ideal student is one who has the ability to sit quietly for hours, his eyes transfixed on the black-board, never contradicting the teachers. He is one who works neatly, quietly and for long hours. The teachers realizes soon enough that this is all that he needs to excel in school. He has to become obedient and organized, and give up large chunks of his 'idle' time. This precious time which every child deserves to have, time which every child uses to gradually develop his creative and social skills. When a child loiters around playing marbles, 'hanging out', cycling, or just doing 'nothing' he is actually developing leadership and social skills. And when a child spends time learning extra-curricular skills like swimming, playing the sitar or simply football, he is developing.

Adolescent is widely recognized as a vital stage in human development. It is a phase of transition from childhood to adulthood during which the individual has several worries as he is caught between the roles of a child and an adult. Physical, mental, social, moral, and spiritual well-being of an individual. Along with shifts in their societal perspectives, their viewpoint experiences revolutionary alterations as well as expectations. These changes have far-reaching consequences for an adolescent attitude and deeds. It is a time in life when society entrusts some responsibilities to individuals because he is regarded as mature. It is also a time when adolescent pupils are trying to figure out who they are. When it comes to professional choices and educational goals, people are frequently presented with a problem become the deepest roots in the enumeration of adolescent concerns and difficulties.

It is a stage when societies assign specific duties to the individual as he or she is deemed to be sufficiently mature, and it is moment when teens usually confront a challenge in selecting their professional choices and education- related goals become the core cause of teenage concerns and troubles. At this phase that a teenager becomes conscious of social expectations and begins to plan his or her career in the light of his or her abilities, potential, interests and their like. The failure to make the right decisions often leads individuals to make the wrong decisions in life. A correct selection will provide a teenager satisfaction and

contentment and assist adolescents believe they are competent and capable and that their self-esteem is strengthened.

## **B) GUIDANCE**

With fast industrialization, globalization, a changing social structure etc., the contemporary world has grown complex, competitive. To adjust in such situation, the individual needs advice, suggestions and guidance from their teachers, family members and seniors' members of the society, such guidance will help an adolescents as he/she prepares himself/herself for the challenges of the future and making oneself useful in his or her own life as well as for the betterment of the society. It helps every individual to help himself, to recognize himself, to develop his abilities and to set the goal of his life.

The root word guidance is "Guide", literally meaning of guidance is "to direct", "to point out or to show the path". Guidance is the process in which an individual is assisted in guiding himself. It is a method of assisting an individual in making decisions, their lives and careers in order to better adapt to the surrounding and enjoy a temporary worldly life. Guidance is a broad term that includes a program of activities and services which is aimed at assisting students to make and carry out adequate plans and to achieve satisfactory adjustments in life.

It may also be meant to assist in the formulation of perceptive plans and the attainment of appropriate adjustments dealing with life's difficult challenges. Guidance entails instilling in the individual a sense of self-reliance, allowing him to solve his own difficulties. Guidance refers to information provided for the aim of addressing a difficult problem and is mainly given by someone's authority. It is also seen as steering and directing a certain process or event in a specific manner. It may also refer to the imparting of instructions with the goal of getting something to a specific location. Guidance is the aid provided to an individual in making wise decisions and changes in life.

Guidance is a concept as well as process. As a concept, guidance is concerned with the optimal development. Guidance, as a process, assist the individual in self-understanding one's own strengths, weakness and other resources and the ability to solve problems, make choices and make decisions 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. Guidance programmes are intended to meet the physical, emotional and social, vocational and academic difficulties of adolescent students.

According to Crow and Crow, “Guidance is not direction. It is not making decisions for an individual which he should make for himself. It is not carrying the burden of another’s life. Rather, guidance is assistance made available by competent counselors to an individual of any age to help him direct his own life, develop his own point of view make his own decisions, carry his own burdens.”

### **C) GUIDANCE NEEDS**

As a constantly changing and evolving society emerges, there is also an urgent needs for guidance for students to assure their overall development, which includes adaptations, choices, decision making, identifying need and responsibilities of others as well as their own. Nobody can accomplish it alone, but such a help must be in the form of proper, systematic guidance and then only strong foundation can be laid on which a future can be built. Guidance also help students in taking care of career related issues as they set foot into their career and to fulfill their needs in the smooth, fruitful, resourceful day to day functioning of life.

Among the many needs that human beings seek to fulfill, need of guidance is the most significant, it guides and nurtures the human potential, especially during growing years, when the foundation of healthy growth and development for a lifetime is laid. It cannot be denied that individuals need help throughout their lives and therefore, guidance is needed for them from- cradle to grave. There are however, distinct stages where more direction is required due to the development and growth process, or making decisions. These stages happen to coincide with the time when children are in school and therefore, the greatest need for the value of guiding is realized at various levels of education.

Adolescents require guidance since their physical, emotional, social, intellectual and motor development is nearly complete at this age. The proper guidance is necessary for the choice of a good career. Many a time adolescents may not able

to decide for themselves and may seem confused regarding their career choice. In such a situation, guidance of parents, teachers and other social authorities are of utmost importance. So, to fulfill the diverse needs of adolescents, guidance plays an important role in increasing their effectiveness and helping themselves to make appropriate decision at the right time. It is a process by which individuals are assisted in making their life and to build a good career for better adaptation to the environment and to enjoy a better life. As a result, there have been an immediate impact on children and youth as there is losses in learning, increased dropout rates, smartphone dependence, and distraction during online learning.

## **D) ADOLESCENCE**

The stage adolescence is one of the most influential and crucial periods of an individual life. It is often referred to as the spring of human life. The word adolescence comes from the Greek word “adolescence” literally means “to grow to maturity”. It is a period which begins with puberty and ends with general cessation of physical growth. It emerges from the later childhood stage and merges into adulthood. Thus, the essence of the word adolescence is growth, and adolescence is a period of intense growth and change in almost every aspects of a child’s physical, mental, social and emotional life.

The most important fact about adolescence is that it is a period of transition from childhood to adulthood. There are always some challenges with the transition from one time to another. **Stanley Hall’s** name (1904) is very important in adolescent study as he was the first psychologist who spent much of his time in collecting data on adolescence. He wrote two volumes in 1904 on psychology of adolescence which contributed significantly to the study of adolescents. His groundbreaking adolescence work laid the basis for subsequent child behaviour study. His thoughts about adolescence as- “a period of storm and stress” aptly sum up this stage in an individual’s life as the individual enters a new and powerful phase in his life causing upheavals and turmoils in all aspects of development i.e. physical, mental, social and emotional.

**Jean Piaget (1969)**, a recognized international psychological and cognitive development authority, said that “psychologically adolescence is the age when

the individual becomes integrated into society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights.” This integration into adult society has many affective aspects, more or less linked with puberty. It also includes very profound intellectual changes. Hence intellectual transformations typical of the adolescents thinking enable him not only to achieve his integration into the social relationships of adults, which is in fact, the most general characteristic of this period of development. Adolescence is one of the most critical phase of an individual’s life, hence it is important to conduct more careful studies not only with respect to an adolescent but also with respect to develop a better adjustment in society in every aspect of their future life.

### **E) SIGNIFICANCE OF THE STUDY**

The present research study has been taken to find out guidance needs among adolescents. Adolescence is widely regarded as one of the most formative years of a person’s life. It is a phase of transition from childhood to adulthood during which the individual endures various fears and problems. This is a crucial time for every adolescent when they decide in which field they choose their career according to their options and limitations. An unfavorable decision has a negative impact on their future lives and career. Unfortunately, a lack of sufficient direction frequently leads to wrong decisions in many brilliant brains are lost to oblivion as a result of this way of life.

The complicated and changing nature of the world is a significant obstacle to today’s young learner, who requires some type of aid and assistance. Many students in secondary school face difficulties such as losses in learning, increased dropout rates, smartphone dependence, and distraction during online learning and making difficulties in making career oriented decisions due to lack of proper assistance. It is well-known fact that all individuals in a complex society require professional assistance in obtaining timely information about their career and determining them as well as knowing educational and occupational opportunities available in the society and knowing the appropriate ways of behaving and adjusting to various situations. As a result, guidance is intended to be universal process for all.

One of the major significance of guidance at adolescence is to assist in the identification and development of abilities and interest of the adolescent pupils. It is impossible to study without the assistance of school guidance services. Guidance can help them in understanding their own strengths and limitations to do scholastic work at the level of their ability, to gain information about educational and vocational opportunities and requirements, as well as to discover their answers to personal and social challenges.

Guidance assist students in selecting the most appropriate and suitable course to achieve their goal successfully and systematically. Guidance can also assist teachers in better understanding their students as people and in creating learning environments where students can learn more efficiently.

Students in the twenty-first century require effective quality and the capacity to make sound judgments, solve issues, plan effectively, work independently, communicate well, evaluate themselves realistically, and explore new educational and career opportunities. Guidance is needed to help students in choosing, preparing for and entering into an appropriate career. Guidance gives a platform of available information, scope and prospects about various fields.

Guidance helps students to develop their interest and abilities. Some students struggle with their education, even though they have the ability to do work in another field. There are some children who have some special qualities, talent but due to lack of guidance they could not develop their qualities. Guidance also help each students to achieve a better understanding and acceptance of themselves, it helps them to achieve self-dependence and self- direction for improving their self-concept. It gives an opportunity to test their strength and weakness in a specific field and gives opportunities to modify their weakness.

In this regard, this study is an attempt to analyze the guidance needs among the students of higher secondary school students. It is important to conduct this study so as to find the possible reasons and problems relating to the needs of guidance towards adolescents and also to provide suitable solution to the problems.

## **F) STATEMENT OF THE PROBLEM**

The problem selected for study is precisely stated as under:

**“A STUDY OF GUIDANCE NEEDS AMONG ADOLESCENTS IN JAMMU DISTRICT ”.**

**G) OPERATIONAL DEFINITIONS OF THE KEY TERM USED**

**1. Guidance needs: -**

Guidance in present context is a means of helping individuals to understand and use wisely the educational, vocational, and personal opportunities they have or can develop and as a form of systematic assistance.

In the present context, guidance needs refers to the type and strength among secondary and higher secondary school students in five areas namely: physical, social, psychological, educational and vocational as measured by Guidance needs inventory constructed and validated by Dr. J.S. Grewal.

**2. Adolescents: -**

In the present study, adolescence refer to the students studying in higher secondary school students in the age group of 12 to 14, which is broadly considered as early adolescence and 16 to 19, which is broadly considered as late adolescence.

**3. Gender: -**

In the present context, gender refers to boys and girls of secondary and higher secondary schools located in Jammu district.

**4. Types of schools administration:-**

In the present context, types of schools administration refers to the government and private secondary and higher secondary schools of Jammu District.

**H) OBJECTIVES OF THE STUDY**

The investigator undertook the present study with the following objectives: -

1. To find significant difference in the guidance need among adolescents students belonging to different gender (boys and girls).
2. To find significant difference in the guidance need among adolescents students belonging to different type of institutions (govt. and private).
3. To find significant difference in the guidance need among adolescents students on the interactional effect of gender (boys and girls) and type of institutions (govt. and private) when guidance needs scores taken as dependent variable.

#### **I) HYPOTHESES OF THE STUDY**

1. There is no significant difference in the guidance need among adolescents students belonging to different gender (boys and girls).
2. There is no significant difference in the guidance need among adolescents students belonging to different type of institutions (govt. and private).
3. There is no significant difference in the guidance need among adolescents students on the interactional effect of gender (boys and girls) and type of institutions (govt. and private) when guidance needs scores taken as dependent variable.

#### **J) DELIMITATION OF THE STUDY**

1. The present study was confined to adolescents only.
2. The study was confined to the state board schools only.
3. The study was confined to Jammu district only.
4. The sample for the present study was only to only 160 secondary and higher secondary school students.



5. The study was confined to dependent variable i.e. guidance needs and categorical variables i.e. types of schools and gender.

6. Only 6 schools were included in the present study.

## **K) VARIABLES TO BE STUDIED**

In the present study there are two independent variables and one dependent variable which are to be studied :-

### **A) INDEPENDENT VARIABLE**

a) **Gender** : Boys and Girls

b) **Type of Institutions** : Govt. and Private

### **B) DEPENDENT VARIABLE**

Guidance Needs Scores

## **L) SELECTION OF TOOL**

For collecting the data required for the study. One might use various devices or instruments. The instruments thus implied for collection of data are called tools. Keeping in view, the objectives of the study following tool have been used: -

**Guidance Needs Inventory:** - In the present study the researcher used guidance needs inventory developed by Dr. J.S Grewal (1971) in order to quantify guidance needs inventory of higher secondary school students. The guidance needs inventory is a 5 point scale in which the respondents are asked to give their responses for 65 items. They were requested to select the appropriate answer for each question from the given 5 choices i.e. highly true, mostly true, quite true, least true and not true.

**The guidance needs inventory has been appended to appendix A.**

**Reliability:** - The reliability of the tool has been tested by test-retest method on a sample of 50 students and found to be +0.82 over an interval of 4 weeks.

**Validity:** - Content validity was ensured through mode of selection and classification of items.

## **M) ADMINISTRATION OF TOOLS**

After deciding the sample and tools to be used the next step was how to administrator the tool to collect the desired data from secondary and higher secondary school students. The investigator first took the permission from the head of the institution and personally visited the schools for collection of data. Personal presence of the investigator would satisfy the curiosity of the students and also purpose of the study could be explained to the students in order to ensure reliable responses copies of guidance needs inventory was supplied to the students simultaneously. After supplying the copies/tools, each student was asked to tick one of the three possibilities of guidance needs inventory.

## **N) SCORING OF TOOL**

### **Scoring of responses in the Guidance Needs Inventory**

<b>Highly true</b>	0
<b>Mostly true</b>	1
<b>Quite true</b>	2
<b>Least true</b>	3
<b>Not true</b>	4

The scores of each respondent was calculated by adding the score values of responses given against the statement in the scale.

## **O) SELECTION OF STATISTICAL TECHNIQUE**

In the present study the investigator used following techniques :

In the present study, the statistical technique Two Way ANOVA (2x2) analysis of variance was applied by the investigator to see the effect of main factor gender and type of institutions on the guidance need among adolescents students.

## **P) ANALYSIS AND INTERPRETATION OF DATA**

**Table A: Showing the Summary of ANOVA for 2x2 factorial design.**

Sources of Variance	SS	df	MS	F	Significance
A (Gender )	133.225	1	133.225	0.61	Not significant
B (Type of Institutions)	46.225	1	46.225	0.21	Not significant
A x B	30.625	1	30.625	0.14	Not significant
Within	7789.7	36	216.38		

**Interpretation:**

The F- ratio for the factor ‘A’ Gender (i.e. Male and Female) came out to be 0.61 and the table value for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1 and 36. It means that there is no significant difference in the guidance need among adolescents belonging to different gender (male and female). Hence, hypothesis 1 stating that there will be no significance differences in the guidance need among adolescents belonging to different gender i.e. male and female stands accepted.

The F-ratio for the factor ‘B’ Type of Institutions (i.e. government and private) came out to be 0.21 and the table values for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1 and 36. It means that there is no significant difference in the guidance need among adolescents. Hence, hypothesis 2 stating that there will be no significance differences in the guidance need among adolescents belonging to different type of institutions, i.e. government and private school stands accepted.

The F-ratio for interactional effect (AxB) has been found to be 0.14. The table value for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against degree of freedom 1 and 36. It indicates that under joint influence of gender and type of institutions there is no significant difference between the guidance need among adolescents. Hence hypothesis 3 of no significant difference is accepted.

**Q) GENERAL CONCLUSIONS**

In the light of the interpretation of the result of the present investigation as already discussed in the previous chapters. The investigator lays down the following conclusions;

1. There is no significant difference in the guidance need among adolescents students belonging to different gender (boys and girls).
2. There is no significant difference in the guidance need among adolescents students belonging to different type of institutions (govt. and private).
3. There is no significant difference in the guidance need among adolescents students on the interactional effect of gender (boys and girls) and type of institutions (govt. and private).

## **R) EDUCATIONAL IMPLICATIONS**

Education is a big investment for future life of both sexes. It is the medium to vanish the disparity which exists in the society towards the boys and girls. Education helps to maintain equality in the society. It is through education that we can maintain adjustment in school society and home Education achievements is based on guidance need. So, there is dire need to understand guidance need in the education process. Guidance need helps to person to take decision in his life regarding education etc. Guidance need is useful in education because it change and improve the quality of education and aware the students about their interest and aptitude regarding education. As we know adolescence stage is very critical and transitional period of life span of a person in that time, adolescent have to cope with their physical, social and psychological changes. This different can also be seemed among boys and girls adolescents '. Every share of our life i.e. health, education, home, family, religious life, moral life, civic awareness, leisure time activities, vocational planning means every activity or whole life has been covered by guidance.

Guidance really helps us to discover our own abilities within us. It introduces a person to him by providing the quality of self-recognition. A child or a person who is the victim of his problems does not know that what he wants to

do or where he wants to or what is right for him at mean time. Guidance actually develops the decision making ability, which meets a person to find the root cause of his problem and to vanish it. It does not have to restrict the freedom of an individual; the main purpose of guidance is to create self-confidence and spirit of self-direction in a person so that he does not feel neglected due to any reason. Guidance can help these students to realize their aim in life or in which field they can do well as per their qualification and interest in a particular area. Thus guidance is necessary for both. The findings of the study will be help full to understand the level of guidance need for adolescents. The study would have some applied value and the study would give new knowledge about guidance need for school students. Therefore, this study will help us to provide such information which is very essential for mental health workers, psychologist, sociologist, government as well as teachers to take effective steps to facilitate adolescent guidance need development.

So the present study will be helpful to understand the level of guidance need for adolescents on the part of teachers as well as parents from educational point of view. With the help of presence study teachers and educational planners can take effective steps to facilitate adolescent guidance need development. The study is helpful for the students to remove their problems related to education. The study is helpful for examining the Guidance needs of students in particular area. Teacher can easily detect the social needs of the students and also provide essential guidance related to social needs of the students. The present study also helps in detecting the educational needs of students and provides essential guidance regarding it. With the help of present study teacher can detect the vocational needs of students and provide essential vocational guidance to them. The study is also important to know the guidance needs of boys and girls students.

## **S) SUGGESTIONS FOR FURTHER RESEARCH**

The following suggestions may be incorporate for further research:

1. The presents study cannot be called final and comprehensive; more work can be done on different samples of different age group.

2. The present study deals with higher secondary school students, same type of work can be done on high school and college students and thus comparison can be made.
3. A sample of 160 students was taken in the study under investigation. Same study can be done on a large sample with more variables.
4. This study can be undertaken in other districts since it was confined to Jammu district.
5. In order to sex, locality, institution and stream other variables could also be considered.

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**APPENDIX – A**

 <p style="font-size: small;">T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 DL 13.5.05 <b>Dr. J. S. Grewal (Bhopal)</b></p>	<p><b>Consumable Booklet</b> of <b>G N I-GS</b> (English Version)</p>
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*Please fill up the following informations :-* Date 

--	--	--	--	--	--	--	--

Name \_\_\_\_\_

Father's Name \_\_\_\_\_

Sex \_\_\_\_\_

Class with Section \_\_\_\_\_

Institution \_\_\_\_\_

Date of Birth \_\_\_\_\_

SCORING TABLE						
Guidance Areas	I	II	III	IV	V	Total Test
Raw Scores						
Z-Score						
Grade						

<p><b>Estd. 1971</b></p> <p><b>NATIONAL PSYCHOLOGICAL CORPORATION</b></p> <p>4/230, KACHERI GHAT, AGRA-282 004 (INDIA)</p>	<p>☎:(0562) 2464926</p>
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## INSTRUCTIONS

This inventory contains a catalogue of guidance needs which are felt by the pupils studying in educational institutions. These needs are reflected through the various items of this inventory. Read each item carefully and indicate how you feel about each of these need items. You will find that some of these needs concern you most and others are less applicable in your case. Express your needs on a 5-point scale through five possible answers given against each need item. Choose the answer that best expresses your feelings about each need according to guide-lines given below :

If you think that the statement is *Highly True*, put a circle around the Square  of HT. If you think the statement is *Mostly True*, put a circle around the  of MT. If you think the statement is *Quite True*, put a circle around the  of QT. If you think the statement is *Least True*, put a circle around the  of LT. And, if you think that the statement is *Not True*, Put a circle around the  of NT.

Do this for each statement and be sure not miss out any.

At the end of the inventory some space has been left where you may write any other need about which you feel strongly but has not been included in this inventory.

## AREA I

Sr. No.	STATEMENTS	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)	SCORE
---------	------------	------------------	------------------	-----------------	-----------------	---------------	-------

## I NEED GUIDANCE IN :

- |     |  |                          |                          |                          |                          |                          |                       |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| 1.  | Developing good physique.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 2.  | Inculcating interest in sports.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 3.  | Developing interest in some indoor games.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 4.  | Participating more and more in co-curricular activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 5.  | Encouraging me to learn yoga exercise.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 6.  | Keeping my surroundings neat and tidy.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 7.  | Explaining to me the significance of balanced diet.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 8.  | Regulating my study and sleeping hours.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 9.  | Developing me in the habit of early rising.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |
| 10. | Motivating me or physical exercises.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="radio"/> |

Total Score

## AREA II

Sr. No.	STATEMENTS	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)	SCORE
<i>I NEED GUIDANCE IN :</i>							
11.	Developing in me an understanding of the rights and responsibilities of a citizen of a democratic society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	Developing healthy respect and attitude towards teachers and elders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Developing the habit of working cooperatively with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Participating in group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Securing cooperation from peers and my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	Adjusting with peers and class-fellows in and outside the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	Getting some status in my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Exercising powerful influence over others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	Accepting strong and weak points of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Getting along with others living in our family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Developing affection for my brothers and sisters and being loved by them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	Amusing others with my witty talks and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Motivating my class fellows and others for play and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Getting to know about the methods and significance of religious worship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Maintaining good relations with neighbours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<b>Total Score</b>							<input type="text"/>

## AREA III

Sr. No.	STATEMENTS	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)	SCORE
---------	------------	------------------	------------------	-----------------	-----------------	---------------	-------

*I NEED GUIDANCE IN :*

- |     |   |                          |                          |                          |                          |                          |                      |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 26. | Overcoming hesitation in starting conversations with others.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 27. | Becoming a bit bold in my actions.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 28. | Getting admiration and approval of others.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 29. | Developing self-confidence in me.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 30. | Getting freedom from my parents in taking decisions about my affairs.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 31. | Developing in me the confidence for saying what I feel right.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 32. | Keeping normal relationships with the opposite sex.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 33. | Developing the feeling of being at ease with myself.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 34. | Overcoming conflicts which arise in my mind from time to time.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 35. | Overcoming the feeling of being an unwanted person.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 36. | Tolerating if someone tries to make fun of me.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 37. | Getting sympathy of people older to me.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 38. | Overcoming in me the feelings of being neglected by the teachers of my class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Total Score

## AREA IV

Sr. No.	STATEMENTS	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)	SCORE
<i>I NEED GUIDANCE IN :</i>							
39.	Developing concentration of mind for my class work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	Utilising opportunities to develop my capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	Utilising leisure time properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	Developing in me the ability to analyse right and wrong of a thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	Developing in me the capacity of expressing my thoughts clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	Getting more academic help from the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	Knowing about school rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
46.	Knowing about the methods of study for improving of my performance in studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
47.	Developing in me the habit of hard work to secure good marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48.	Developing more interest in studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
49.	Getting more encouragement from subject teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
50.	Acting with sufficient freedom in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
51.	Dividing my time proportionately for different school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
52.	Enabling me to make progress in learning according to my capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
53.	Securing help for the choice of college/ institution which I want to join after school studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
54.	Securing help for removing my subject matter difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
55.	Securing help for the development of my interests and aptitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
56.	Getting information about educational opportunities beyond school stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
57.	Developing interest in some recreational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<b>Total Score</b>							<input type="text"/>

## AREA V

Sr. No.	STATEMENTS	Highly True (HT)	Mostly True (MT)	Quite True (QT)	Least True (LT)	Not True (NT)	SCORE
---------	------------	------------------	------------------	-----------------	-----------------	---------------	-------

## I NEED GUIDANCE IN :

58. Selecting right type of college courses.
59. Knowing about different vocations.
60. Getting information about part-time and self-employable jobs.
61. Arriving at some tentative vocational preferences for my future.
62. Knowing about different careers open to me after high/higher secondary school.
63. Knowing as to which of the careers will be suitable for me.
64. Knowing about the proper utilization of school holidays.
65. Spending pocket money judiciously.

Total Score



**APPENDIX - B**  
**RAW SCORE OF MALE AND FEMALE**

<b>S.NO.</b>	<b>RAW SCORE</b>
1	106
2	70
3	118
4	137
5	103
6	101
7	89
8	106
9	75
10	131
11	90
12	94
13	101
14	75
15	99
16	77
17	56
18	58
19	88
20	84
21	87
22	73
23	83
24	116
25	119
26	100
27	87
28	107
29	111

30	122
31	92
32	87
33	91
34	88
35	106
36	97
37	72
38	94
39	89
40	106
41	68
42	81
43	84
44	100
45	140
46	122
47	87
48	122
49	116
50	100
51	92
52	79
53	135
54	104
55	100
56	102
57	76
58	132
59	122
60	120

61	101
62	98
63	121
64	84
65	71
66	121
67	82
68	88
69	93
70	92
71	122
72	110
73	85
74	82
75	93
76	128
77	127
78	108
79	76
80	68
81	96
82	94
83	69
84	106
85	75
86	80
87	60
88	114
89	51
90	63
91	61

92	135
93	72
94	74
95	61
96	77
97	87
98	104
99	109
100	74
101	98
102	87
103	103
104	120
105	82
106	118
107	67
108	115
109	96
110	90
111	92
112	98
113	68
114	56
115	73
116	55
117	82
118	98
119	98
120	96
121	107
122	91

123	93
124	132
125	95
126	91
127	82
128	110
129	104
130	114
131	120
132	93
133	104
134	86
135	112
136	115
137	133
138	115
139	78
140	68
141	94
142	104
143	98
144	64
145	145
146	158
147	64
148	96
149	112
150	96
151	128
152	121
153	116

154	102
155	120
156	87
157	73
158	73
159	116
160	96

















