

## **Guidance Needs of Senior Secondary School Students in Relation to the Home Environment.**

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**ABSTRACT** - *The purpose of the present study was to study the guidance needs of senior secondary school students in relation to the home environment. The objectives were to find out the significance relationship between guidance needs and home environment of senior secondary school students and significant difference between the guidance needs and home environment of male and female senior secondary school students. The sample of the present study consisted of 100 senior secondary students selected randomly from five senior secondary schools of Panchkula . The tools used for data collection were, Family Environment Scale, Moos & Moos (2002) and Self prepared questionnaire based on guidance needs inventory by J.S. Grewal. On the basis of the analysis of data, it was found that the significant relationship exists between guidance needs and home environment of senior secondary school students. Also, no significant difference was found between the guidance needs of male and female senior secondary students and significant difference was found between home environment of male and female senior secondary school students.*

### **INTRODUCTION**

The idea of education is not merely to impart knowledge to the pupil in some subjects but to develop in him those habits and attitudes with which he can successfully face the future. A close perusal of Indian studies indicates that environment has generally been treated at a global level in terms of arbitrarily chosen variables such as area of residence, facilities, socioeconomic status, caste and membership of a working group .The sum of all the external conditions and influence affecting the life, development and ultimately the survival of an organism is called environment.Social environment may mould the behavior and hence guidance needs of the learners.

Apart from the impact of the educational environment, one more aspect may be linked with the proficiency of performance of learners and that is their family setting. A child needs to have a meaningful congruent inner life which helps him build up a positive view about himself to be an optimistic child, one need to have a home, which is full of warmth emotionally, intellectually and socially. Thus, the family environment affects specific school related behaviors.

Family with its physical, individual differences owe their origin mostly (bearing genetic factors) to a number of variables created by home, which may hinder or help the progressive growth of child. No two individuals are exactly alike. Some are bright, some are dull, some are quick, others are slow, some solve problems quickly and directly, some require assistance, and some adapt themselves to new situations easily while others experience difficulty.

Guidance is assistance made available by properly qualified and adequately trained man or woman to an individual of any age to help, manage his own life activities, develop his points of view, makes his own decisions and carry his own burdens.

Guidance covers the whole process of education which starts from the birth of the child. As individuals need help throughout their lives, it is not wrong to say that guidance is needed from the cradle to the grave. Guidance is as old as the human civilization. The atmosphere of the home has much to do with student guidance. The setting should be appealing, with attention given to varying the physical features and the schedule to prevent boredom in both the parents and the children.

### **RELATED STUDIES:**

**Monika Sharma (2014)** The present paper aims to determine the effect of gender and academic anxiety on the guidance needs of students studying in government secondary schools of District Shimla of Himachal Pradesh. Guidance Needs Inventory (GNI) developed by Dr. J.S. Grewal (1999) and Academic Anxiety Scale for Children (AASC) developed by Dr. A.K. Singh & Dr. A. Sen Gupta (1999) were administered on a sample of 160 adolescents selected through random cluster sampling technique from 16 government schools of district Shimla of Himachal Pradesh.

Norm for level of academic anxiety were developed from academic anxiety scores by applying the technique of  $\text{Mean} \pm 1/2\text{SD}$ . Statistical technique of analysis of variance (2x2 factorial design) was used to analyze the guidance need scores of boys and girls having high and low level of academic anxiety. The results indicated that students having high level of academic anxiety have more guidance needs as compared to students having low level of academic anxiety. Moreover a significant difference was found in the guidance needs of boys and girls of secondary schools.

**Khushwinder Kaur and Pushpinder Kaur :** The complex and changing nature of the world of work poses a great challenge to the young learners today. Many students in secondary schools experience difficulties in making decisions due to lack of adequate guidance, which hampers their development. The present study aims to investigate the guidance needs of secondary school students of Jalandhar District. Normative Survey method was used. Random sampling technique was used to collect the data. A sample of 200 male, female, rural and urban students was taken through random sampling technique. 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 school students were more than those of urban secondary school students.

**Laitonjam Valentina and Ritu Singh** The present study is an attempt to assess the guidance needs of senior secondary school adolescents of Imphal districts, Manipur, across type of family. 651 respondents consisting of 272 boys and 379 girls were randomly drawn from 60 schools of Imphal district. Socio-demographic profile of respondents was studied using self-structured performa and their guidance needs was assessed using Guidance Needs Inventory. Results revealed that respondents from both the family types had extreme need for physical, educational and vocational guidance and least need for psychological guidance. Similarly, among the five domains of guidance, respondents from nuclear and joint families expressed need for vocational

guidance on top priority. Guidance needs of respondents in all the domains were observed to be insignificantly related to their type of family.

## **NEED FOR THE STUDY**

Guidance is needed wherever there are problems. Guidance helps in understanding one's strength, limitations and other resources. Guidance helps individual to develop ability to solve problems and take decisions, optimum development of individual, solving different problems of the individual, academic growth and development, vocational maturity, vocational choices and vocational adjustments, social personal adjustment. Better family life, good citizenship, for conservation and proper utilization of human resources. In the modern changing scenario, life has become quite complex specially for the students. So it becomes important to seek systematic information on the significant correlates of guidance. In this context, a significant correlation can be made of students' guidance with role of parents in family respectively. In other words, the class room environment and family environment may amplify each other in promoting learner's accomplishment. The present study would reveal significant trends as to the degree and extent predictability and relationships of home environment of students and with their guidance needs.

## **STATEMENT OF THE PROBLEM**

**Guidance Needs of Senior Secondary School Students in Relation to the Home Environment.**

## **OPERATIONAL DEFINITIONS**

### **HOME ENVIRONMENT –**

Home environment describes the relationship between family members and the type of environment prevailing in the family.

### **GUIDANCE-**

Guidance is assistance made available by properly qualified and adequately trained man or woman to an individual of any age to help, manage his own life activities, develop his points of view, makes his own decisions and carry his own burdens.

### **SENIOR SECONDARY SCHOOL STUDENTS-**

In the present study, Senior secondary students are the students studying in classes 11th and 12th.

### **OBJECTIVES OF THE STUDY**

1. To identify the guidance needs of senior secondary school students.
2. To study the guidance needs (physical, social, psychological, educational and vocational) of senior secondary school students on the basis of gender.
3. To study the relationship between guidance needs and home environment of senior secondary school students.
4. To compare the guidance needs (physical, social, psychological, educational and vocational) of senior secondary school students on the basis of gender.
5. To compare the home environment of senior secondary school students on the basis of gender.

### **HYPOTHESES OF THE STUDY-**

1. There exists significant relationship between guidance needs and home environment of the senior secondary school students.
2. There exists no significant difference between guidance needs of male and female students.
3. There exists no significant difference between home environment of male and female students.

### **SAMPLE OF PRESENT STUDY**

In the present study, a random sample of 100 senior secondary school students from the five senior secondary schools of Panchkula had been taken.

### **TOOLS USED**

In the present study, following tools were used:-

- 1) Family Environment Scale, Moos & Moos (2002)
- 2) Self prepared questionnaire based on guidance needs inventory by J.S. Grewal.

## **METHOD USED**

Keeping in view the objectives of the study the 'Survey Method' was considered to be most appropriate one for understanding this investigation.

## **STATISTICAL TECHNIQUE USED**

- Descriptive Analysis such as mean and standard deviation for comparing average scores of various groups.
- 't'-ratio for finding out the significance of difference between mean across various groups.
- Coefficient of correlation for finding the correlation between home environment and guidance needs.

## **ANALYSIS AND INTERPRETATION**

### **SECTION-1**

Section-1 deals with the descriptive analysis such as mean and standard deviation for comparing average scores of various groups.

**TABLE –**

**Comparison of guidance needs of male and female students**

<b>Guidance Needs Areas</b>	<b>Sub-sample Compared</b>			
	<b>Male</b>		<b>Female</b>	
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
<b>Physical</b>	<b>9.36</b>	<b>3.86</b>	<b>9.52</b>	<b>3.55</b>
<b>Social</b>	<b>18.81</b>	<b>5.92</b>	<b>20.95</b>	<b>5.32</b>
<b>Psychological</b>	<b>17.15</b>	<b>5.46</b>	<b>18.17</b>	<b>4.51</b>
<b>Educational</b>	<b>20.27</b>	<b>6.79</b>	<b>22.99</b>	<b>6.40</b>
<b>Vocational</b>	<b>7.38</b>	<b>5.08</b>	<b>9.15</b>	<b>3.62</b>
<b>Overall</b>	<b>72.95</b>	<b>27.11</b>	<b>80.79</b>	<b>23.14</b>

Table reveals following facts about guidance needs of male and female students:

- 1) Physical area (sports, yoga and physical exercise) females have less need for guidance than males.
- 2) In Social area females have less need for guidance than males.
- 3) In Psychological area (self-confidence, tolerating attitudes) females have less need for guidance than males.
- 4) In Educational area (appropriate study method, recreational activities and educational opportunities) females have less need for guidance than males.
- 5) In Vocational area (vocational preference, knowledge about different vocations) females have less need for guidance than males.

## SECTION-2

Under this section coefficient of correlation between the following pairs is analyzed and interpreted-

Home environment and guidance needs.

### 1) TESTING OF HYPOTHESIS-1

There exists significant relationship between guidance needs and home environment of the senior secondary school students.

**TABLE**

<b>INDEPENDENT VARIABLE</b>	<b>DEPENDENT VARIABLE</b>	<b>COEFFICIENT OF CORRELATION</b>
<b>Home Environment</b>	<b>Guidance</b>	<b>0.89</b>

At 0.05 level =0.195

At 0.01 level =0.254

r = 0.89.

Significant at 0.05 and 0.01 level.

**INTERPRETATION:**

The obtained r value 0.89 is greater than the critical value of 0.195 at 0.05 level and 0.254 at 0.01 level. This indicates that there is a significant relationship between guidance needs and home environment of senior secondary school students. Hence the above hypothesis is accepted.

**SECTION-3**

In Section-3, techniques of 't'-ratios were employed to find out whether there is any significant difference in the guidance needs due to sex difference and urban-rural difference.

**2) TESTING OF HYPOTHESIS-2**

There exists no significant difference between guidance needs of male and female students.

**TABLE-**

Difference in guidance needs of male and female students

<b>Gender</b>	<b>No. of respondents</b>	<b>Mean</b>	<b>S.D.</b>	<b>Calculated 't' value</b>	<b>Table Value</b>	<b>Significance at 0.05 level</b>
<b>Male</b>	<b>50</b>	<b>72.95</b>	<b>27.11</b>	<b>1.55</b>	<b>1.98</b>	<b>Not significant</b>
<b>Female</b>	<b>50</b>	<b>80.79</b>	<b>23.14</b>			

$df = N1+N2-2$

$50+50-2=98$

Table value at 0.05 level is 1.98 when df is 98. Calculated value is 1.55.

It is found to be insignificant.

**INTERPRETATION:**

The obtained 't' value 1.55 is lesser than the critical value of 1.98 at 0.05 level. This indicates that there is no significant difference between guidance needs of male and female students. Hence the above hypothesis is accepted.

**3)TESTING OF HYPOTHESIS-3**

There exists no significant difference between home environment of male and female students.

**TABLE-**

Variable	Gender	No. of respondent	Mean	SD	Calculated 't' value	Table value	Significance at 0.05 level
Home Environment	Male	50	28.05	3.14	2.57	1.98	Significant
	Female	50	26.4	3.35			

$df = N1+N2-2$

$50+50-2$

$=98$

Table value at 0.05 level when df is 1.98

Critical value is 2.57 .it is found to be significant at 0.05 level.

**INTERPRETATION:**

The obtained 't' value 2.57 is greater than the critical value of 1.98 at 0.05 level. This indicates that there exists a significant difference between guidance needs and home environment of male and female students. Hence the above hypothesis is rejected.

## **FINDINGS**

- ❖ There is a significant relationship between guidance needs and home environment of the secondary school students.
- ❖ There is no significant difference between guidance needs of male and female secondary school students.
- ❖ There is significant difference between home environment of male and female students.

## **CONCLUSION**

In schools and in wider society there is considerable discussion and anxiety about young peoples' guidance needs academically and non-academically. Many teaching staff and parents are of the opinion that guidance needs of young students has rising up. It is worth looking as some of the factors that may be shaping that perceived change. There is greater realization, too, of the rights of students to be more involved in many of the decisions that involve their lives. In some schools students have been trained as observers to give feedback to staff on their teaching performance. Just imagine the profound change in teacher-student relationships that such a practice involves. So a prime objective of guidance is to be created the positive conditions for a new style of guidance and learning, in which ultimately self-directed learning may flourish. The nature of childhood is changing. The techno-cultural revolution of the last decade has created a society where children and adults share much more of a common culture, so that many of the distinctions between adult and child roles have blurred. On the positive side children are more inclined to question, to be more assertive, and to have a kind of „digital intelligence“ that is not available to the older generation. On the other hand, they can become more individualistic and less inclined to make effort at the behest of an adult. Some children at the extreme end of this spectrum can seem impossible to manage. We need a central concept to help us understand these changes, and to give purpose to guidance. As well as keeping order in our schools and teaching the curriculum, teachers and parents have to face the challenge of teaching and negotiating responsible to social and school guidance needs.

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