

**IDENTIFICATION OF GUIDANCE NEEDS AMONG HIGHER
SECONDARY SCHOOL STUDENTS OF KERALA**

FINAL REPORT

ON

MINOR RESEARCH PROJECT

SUBMITTED TO

UNIVERSITY GRANTS COMMISSION

PRINCIPAL INVESTIGATOR

DR. SEEJA.K.R.

CO-INVESTIGATORS

Dr. RINU.V.ANTONY.

SNM TRAINING COLLEGE, MOOTHAKUNNAM

2015

CHAPTER – I

INTRODUCTION

1.1 Introduction

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 set ups 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 the significant variables that have a great effect on the development and efficiency. 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.

Guidance means the help, assistance, and suggestions for progress and showing the way. In that sense guidance is a lifelong process. Man needs guidance throughout his life. He needs it even from his infancy. When a child is born, the world for him is big, buzzing, blooming confusion and he knows nothing. He learns everything from the society. The society guides the individual to learn, to adjust oneself to the physical and social

environment. To sum up we may say that guidance is a personal help rendered by the society to the individual so as to enable him to adjust to the physical and social environment and to solve the problems of life. Guidance is an integral part of education and is centered directly on this function. Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choices is not innate but, like other abilities, must be developed.

Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal, non-formal, informal and vocational etc., which aims to adjust the individual in his environment in an effective way. There are usually three connotations attached to the word guidance :

1. Guidance as a Specialised Service whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;
2. Guidance as a General Service and is considered to be synonymous with education and educational processes; and
3. Guidance as a Sub-Process of education in which developmental needs of the learners are considered the basic points.

1.2 The concept of Guidance

The root word of guidance is “guide”. Literary meanings of guidance are “to direct”, “to point out or to show the path”. According to the Oxford dictionary, guidance means the

“help or advice that is given to somebody especially somebody older or with more experience”. It is the direction provided by an older person to an individual seeking assistance. Lester.D. Crow and Alice Crow (1962) in “An Introduction to Guidance”, have aptly stated that “Guidance is not giving directions. It is not the imposition of one person’s point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life. Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden”.

Guidance covers the whole process of education which starts from the birth of the child. Guidance is a general term which means helping people to make wise choices so as to solve their educational, vocational or personal problems. It is a process which enables individuals to understand their own abilities, aptitudes, interests, perceptions, their own strengths and also weaknesses. Guidance provides the individual information not only about himself but also about the world around him. These two sets of information help the individual to develop maturity so as to adjust to the outer situation.

Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self understanding (understanding one’s strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one’s own). It is used in the meanings of provision of assistance, aid, or information by a more experienced person to a less experienced. It is also used in the sense of steering a person’s thought or action in the right direction by helping him or her to identify what is right and appropriate direction to solve his or her problems.

Guidance is a general label, an umbrella term that covers all the means whereby an institution identifies and responds to the individual needs of students and thereby helping to develop maximum potential. Guidance is that sort of assistance, which creates the power of self- direction in an individual in order to achieve some goals in life.

According to Arther J.Jones (1970) Guidance is the help given by one person to another in making choices and adjustments and in solving problems, guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. It helps every individual to help himself to recognize and utilize his inner potentialities and capabilities.

Bhatnagar and Gupta (1999) define guidance as a process of helping the individual find solutions to his/her own problems and accept them as his own

S. K. Kochhar (2006) quoted the words of Mathewson; “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 himself more satisfactorily to social requirements and opportunities in accord with social and moral values.”

The UNESCO module on guidance and counselling (2000a) also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors.

According to Strang (1966)“Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities”. He gave four important characteristics of guidance:

- (1) It is a process of gaining understanding of one’s self
- (2) It is a process of gaining understanding of one’s relationship to other people

(3) it is the process of gaining understanding of solving personal problems,

(4) it is a process of gaining understanding of making decisions.

Downing (1964) attempted to define guidance in operational terms in two parts :

(i) Guidance is an organised set of specialised services established as an integral part of the school environment designed to promote the development of the students and assist them toward a realisation of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.

(ii) Guidance is a point of view that includes a positive attitude towards children and realisation that it is the supplement, strengthen and make more meaningful all other phases of a youngster's education.

According to the Secondary Education Commission (1964-66) : "Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. "

If we analyse the above definitions of guidance, we will find the following elements in it:

- Guidance programme is organised; it has a structure, system and personnel.
- It is an integral part of the school system.
- It consists of specialised services of testing, counselling, educational and vocational information, placement and follow-up scheme.
- Its major aim is the promotion of student development.
- It helps children to develop and promote their ability to deal with their own problems.
- It provides for the identification and development of talents and potentialities.

The above discussion is enough to clarify the concept of guidance. Definition is presenting not only the salient features of guidance but it points out that guidance is neither direction nor dictation, it is rather friendly advice and personal help offered by a competent individual known as guide to one who is in need and commonly known as guidee. It enables a person to understand and overcome these problems by removing the hurdles of his path. Guidance means providing a direction to an individual. It could include helping him make the right choice with regards to important decisions of life. It is the assistance given to an individual in making intelligent choices and adjustments. Guidance is that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs.

1.2.1 Principles of Guidance

Guidance is based upon the following principles.

- Holistic development of individual: Guidance needs to be provided in the context of total development of personality.
- Recognition of individual differences and dignity: Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have an immense potential. The dignity of the individual is supreme.
- Acceptance of individual needs: Guidance is based upon individual needs i.e. freedom, respect, dignity.

- The individual needs a continuous guidance process from early childhood throughout adulthood.
- Guidance involves using skills to communicate love, regard, respect for others.

The following services constitute the usual pattern of activities within a guidance programme and are called ‘basic elements’

I. Pupil Information or Appraisal Service

II. Educational and Vocational Information Service

III. Counselling Service

IV. Placement Service, and

V. Follow-up Service.



Figure 1.1 Basic Elements of a Guidance Programme

1.2.2.Aims of Guidance

The aims of guidance from the individuals point of view are

1. To help the individual, by his own efforts as far as possible to realise his potentialities and to make his maximum contribution to the society.
2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
3. To help the individual to lay a permanent foundation for sound and mature adjustment.
4. To help the individual to live a well-balanced life in all aspects- physical, mental, emotional and social.

From the point of view of the institution the aims of guidance can be stated as follows:

- (i) the guidance programme should encourage and stimulate teachers towards better teaching.
- (ii) The programme should aim at providing assistance to teachers in their efforts to understand their students.
- (iii) It should provide teachers with systematic technical assistance and in-service training activities.
- (iv) It should contribute to the mutual adjustment of children and school.
- (v) It should provide for referral of students by teachers.

The Kothari Education 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 help pupils to make realistic educational and vocational choices.
- (d) To provide information of educational opportunities.
- (e) To help the pupils in personal and social adjustment.
- (f) To help the school to understand their student.

Thus an effective guidance programme helps the youth to see clearly four things :

- (a) Where he has been,
- (b) Where he is now,
- (c) Where he is going, and
- (d) What he has with which to get there.

1.2.3. Need and Importance of Guidance

Guidance is needed wherever there are problems. The need and importance of guidance are as follows.

- Self understanding and self direction: 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 problem 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
- For national development

Effective guidance programs are based on student needs. Some needs are typical among students of a given age; others are specific to certain individuals in particular regions or schools. In effective guidance programs, teachers, counselors, and administrators listen carefully to what students say, because they know they are expressing either personal or situational inadequacies (Fred 2010). Thus the researcher has decided to assess the guidance needs of the adolescent students using the standardized guidance needs inventory. In this evaluation guidance needs is assessed from the responses of the sample students to the questions asked against the standard guidance need areas. This includes five sub components: a) physical, b) social, c) psychological, d) educational and e) vocational.

1.2.4.Areas of guidance

The areas of guidance are very vast. The following are some of the important areas of guidance.

Personal Guidance: Students face many personal problems related to themselves, their parents and family, friends and teachers, etc. They often have memories related to home or family which creates feeling of disappointment in them. If their parents are expecting too much of them it leaves them with a feeling of incompetence and insecurity leading poor self concept and self esteem. The objectives of personal guidance are to help the individual in his/her physical, emotional, social, rural and spiritual development.

The aims and objectives of personal guidance are:

- To assist the individual in understanding himself/herself.
- To assist the individual involving in their personal problems and to assist the individual into a king independent decisions and judgement.
- To assist the individual to view the world and the social environment in right perspective.
- To assist the individual in making sound adjustments to different problems confronted in life.

Personal guidance is necessary at all stages of life. At the elementary school stage opportunities should be given to students for their self expression. Personal guidance at this stage deals with the problems related to feeling of insecurity, social acceptance, discipline etc. At the secondary stage, the students have more intricate personal problems. During the secondary stage adolescent students due to peculiar physical, emotional and social developments undergo noticeable changes in their attitude and behaviour. Personal guidance at this stage should therefore focus on personal and social adjustment. Personal guidance at the tertiary stage aims at helping them view life in relation to reality. The scope of personal guidance at this stage is very wider.

Educational Guidance: If one closely examines the problems of young pupils in schools and colleges, one would exactly realize the need of educational guidance. Educational problems head the needs of students,, problems. So education is an important guidance area. Educational guidance is related to every aspect of education school / colleges, the curriculum, the methods of instruction, other curricular activities, disciplines etc.

Educational guidance is the assistance given to the individual

- (i) to understand his/her potentialities
- (ii) have a clear cut idea of the different educational opportunities and their requirements
- (iii) to make wise choices as regards to school, colleges, the course : curricular and extra curricular.

Some of the aims and objectives of educational guidance are:

- To assist the pupil to understand him/herself i.e. to understand his/her potentialities, strength and limitations.
- To help the child make educational plans consist with his/her abilities, interests and goals.
- To enable the student to know detail about the subject and courses offered.
- To assist the student in making satisfactory progress in various school/ college subjects.
- To help the child to adjust with the schools, its rules, regulations, social life connected with it.
- To help the child in developing good study habits.

- To help the child to participate in out of class educational activities in which he can develop leadership and other social qualities

Vocational Guidance: Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, and enter upon it and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career. The purpose behind assisting the youth to choose, prepare, enter and progress in a vocation is the optimum growth of the individual.

Some of the aims and objectives of vocational guidance are:

- Assisting pupil to discover his/her own abilities and skills to fit them into general requirements of the occupation under consideration.
- Helping the individual to develop an attitude towards work that will dignify whatever type of occupation s/he may wish to enter.
- Assisting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations.
- Assisting pupils to secure relevant information about the facilities offered by various educational institutions engaging in vocational training.

Social Guidance: We are social animals. But social relationships constitute a problem area for most of the students. School/educational institution is a miniature society and pupil from different socio-economic status, linguistic and socio - cultural background read there. Students some time may face problems in adjustment and social relationship. It is very important that the students to be helped in acquiring in feeling of security and

being accepted by the group in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance may be provided by Family, religious institutions, Media etc.

Moral Guidance: Moral values occupy an important place in our life. Sometimes due to influence of diverse factors students tell lies and indulge in undesirable practices. Moral guidance helps in bringing these students in to proper track and help in their all round development.

Health Guidance: Health is regarded as the wealth. Total health i.e. preventive and curative is the goal of health guidance. The health guidance may be a cooperative effort of Principal, Doctors, Counsellor/psychologist, Teachers, Students and parents. For promoting preventive care the conditions of school hostel, canteen needs to be checked. Similarly health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance.

Religious guidance:

A guidance that relates particularly to religious affairs is considered as religious guidance.

This type basically helps a person for better character building and moral training, as every religion try to give its best on these issues. Religious practices itself are the major resource of character building, as true and complete knowledge provides inspiration and belief in almighty God. It can protect a person from doing wrong and lead towards the righteous path.

Religious guidance in real sense is a religious education, which aware a person for the

better practices in religion.

Guidance in religious affairs can assist the pupil for the best way towards religious practices. Thus due to religious knowledge, many ethical and moral problems can also be easily solved by guide or counselor. It is just not the duty of parents to provide healthy understanding about religious life to the children and youth but also the responsibility of school.

Leisure time guidance:

This guidance provides assistance for the best utilization of one's leisure time. Spare time does not mean that it will be of no use for an individual. We can make it beneficial for us with the help of proper guidance.

A common definition of leisure says that it is an activity freely pursued without pay which brings an immediate satisfaction. The three major functions of leisure are relaxation, entertainment, and personal development. Many feel that school, along with other institutions; need to take greater responsibility for preparing students for leisure and giving them guidance in its satisfactory use.

Every one gets some spare time in his daily routine but there are selected people who know the better use of it. Leisure time guidance tries to help out young generation to make the best use of it. It highlights the activities of mental relaxation and physical health too.

There is agreement among experts that there are three major components of guidance and counselling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module 2000a). Educational Guidance is mainly concerned with problems of education which are faced by students engaged in the study of different

subjects. Vocational Guidance is given to an individual for the right choice and precise placement in an appropriate vocation. Personal Guidance is the guidance given to an individual to solve his personal problems and Social Guidance is required for developing social competencies.

1.2.5.Guidance needs

Guidance needs in the context of the current study refers to the necessity level of adolescent students for an authentic external support to help them directed towards informed decisions in areas that have direct impact in their development.

Standard components of guidance needs used in current study:

The components of Guidance Needs Inventory (National Psychological Corporation, Agra, India) developed by Grewal (1982) has been used for the current research and they are:

- i. Physical Needs: Satisfactions that can be possibly be brought about by the school or guidance personnel by providing guidance to the students in physical activities such as sports, games, health etc.
- ii. Social Needs: This refers 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.
- iii. Psychological Needs: This refers to those personal wants that are related with an individual's mental or emotional satisfactions that are provided by the school or guidance personnel.

iv. Educational Needs: This refers to the preparation of an individual for living in a 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 individual students in this regard.

v. Vocational Needs: This 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.

1.3. Rationale for the study

In the recent years the Indian society seems to have undergone a total transformation which is characterized by changing roles of women, breakdown of the joint family system, increased competition in schools, increased sociability of the children, immense technological advances, peer and parental pressures resulting in an environment filled with stress and strain for the children.

Within education system of the country it is observed that students encounter different personal, academic and socio-economic problems, which directly or indirectly affect the quality of education. Secondary school students are in the adolescent years of their life during which they encounter a lot of challenges and conflicts, for which they need proper guidance to successfully overcome them. The secondary school stage is a period of personal, social, emotional, academic and intellectual development for the adolescents. Adolescence is a critical period during which remarkable physical and psychological, changes take place. These rapid changes coupled with the absence of authentic information to know, understand and value them, cause anxiety among adolescents who may be pushed into courses of actions without having a chance to think fully of

consequences. This becomes harder and further complicated for the adolescents when there are no supporting services available in the society to meet these challenges in personal life. The problems they come across may adversely affect the overall development of the students which is vital in this stage of life. By resolving difficulties of the students and by helping them understand their strengths and weaknesses; their performance can be improved, their overall development can be enhanced and can be efficiently prepared for future life. Students of secondary level experience great stress in the educational field as they approach the board exams. A student who has satisfied the educational guidance needs can efficiently overcome such difficulties and come out successfully. Secondary school is the period of transition into adulthood and the world of work. Hence they have to make judicious decisions regarding the career choice and entrance into a competitive job market. These students are exposed to personal and social changes as well. For these reasons we need to recognize the ever changing needs of the students, based on which we can plan and adopt appropriate school guidance programs. School setting is very important for adolescents in picking the necessary life skills, where planned interventions are now inclusive in many countries.

Majority schools in Kerala, especially the ones which follow the state syllabus, does not offer any planned inputs or interventions in the area guidance programmes, neither as part of curriculum nor as an additional programme. In the area of guidance services, some schools have school social work setting, some appoint trained counselors, while some others train teachers to handle the issues by themselves. But in Kerala, where educational standards are relatively high, the focus in the area of guidance is really poor. With these points in view in the present investigation it was attempted to study the guidance needs of the Higher secondary school students as perceived by them. A proper need survey will

throw light on the realistic state of affairs of the students which is the only strong foundation on which an efficient and successful school guidance programs can be build. Hence it is imperative to have a clear and systematic understanding about the current situation of the adolescent student population in the state for framing policies or planning programmes. Hence it was attempted to identify the guidance needs of the secondary school students of Ernakulam district of Kerala.

1.4. Operational definitions of the Key Terms:

1.4.1. Guidance Needs

Guidance needs refers to the necessity level of adolescent students for an authentic external support to help them directed towards informed decisions in areas that have direct impact in their development.

Components of guidance needs:

The components of Guidance Needs Inventory (National Psychological Corporation, Agra,India) developed by Dr. Grewal has been adapted for the current research and they are:

i. *Physical Needs:* Satisfactions that can be possibly b brought about by the school or guidance personnel by providing guidance to the students in physical activities such as sports, games, health etc.

ii. *Social Needs:* This refers 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.

iii. *Personal Needs:* This refers to those personal wants that are related with an individual's mental or emotional satisfactions that are provided by the school or

guidance personnel.

iv. *Educational Needs*: This refers to the preparation of an individual for living in a 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 individual students in this regard.

v. *Vocational Needs*: This 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.

1.4.2. Higher Secondary School Students

Adolescents in this study refer to people in the age group of 16 to 19 years (including both age), which is broadly considered as late adolescence. Special reference inclines to those are studying in the 11th and 12th standards of state syllabus higher secondary schools in Kerala.

1.5. OBJECTIVES OF THE STUDY:

The objectives of the study are

1. To assess the overall guidance needs of Higher Secondary School students as perceived by them.
2. To assess the Physical guidance needs of Higher Secondary School students.
3. To assess the Social guidance needs of Higher Secondary School students.
4. To assess the Personal guidance needs of Higher Secondary School students.
5. To assess the Educational guidance needs of Higher Secondary School students.

6. To assess the Vocational guidance needs of Higher Secondary School students.
7. To compare the guidance needs of Higher Secondary School students with respect to
 - Gender
 - Class
 - Subject of study and
 - Type of school management.

1.6. HYPOTHESES OF THE STUDY

2. There will be no significant difference in the overall guidance needs of male and female students of higher secondary schools.
3. There will be no significant difference in the component guidance needs of male and female students of higher secondary schools.
4. There will be no significant difference in the overall guidance needs of higher secondary students studying in class XI and Class XII.
5. There will be no significant difference in the component guidance needs of higher secondary students studying in Class XI and Class XII.
6. There will be no significant difference in the overall guidance needs of higher secondary students studying in government and aided schools.
7. There will be no significant difference in the component guidance needs of higher secondary students studying in government and aided schools.
8. There will be no significant difference in the overall guidance needs of higher secondary students with respect to subject of study.
9. There will be no significant difference in the component guidance needs of higher secondary students with respect to subject of study.

1.7. Methodology

Normative survey method was adopted for the study survey. Survey method of investigation describes and interprets existing and present condition practices trends and effects.

1.7.1 Tools

Guidance Needs Inventory constructed by the investigator

1.7.2. Sample

The study was conducted on representative sample of 460 students of plus one selected from seven higher secondary school of Ernakulum district of kerala.

1.7.3.Statistical techniques used

Percentage, Mean, S.D and t-test were used for the analysis of the data.

1.8. Limitations of the study

- The present study was limited only to students of plus one level.
- The study was conducted only among students of Ernakulam district of Kerala.
- The study was limited only to the schools following state syllabus.
- The study was limited only to Government and Aided schools.
- The study was conducted only in limited number of schools.

1.9. Organisation of the Report

The main body of the research report is divided in to five chapters.

Chapter 1

A brief introduction of the study, its needs and importance statement of the problem, operational definitions of the key terms, objectives of the study, hypotheses, and methodology in brief, scope and limitations of the study and the organizational format of the report are included in this chapter.

Chapter 2

The chapter review of related literature covers theoretical basis of the variables under study and presents a review of the related studies.

Chapter 3

A clear explanations of the methodology followed in the study is systematically presented in this part of the theses. The sample and its selection procedure, the tools employed for data collection, the data collection procedure, scoring and consolidation of data, the statistical techniques are presented in this chapter.

Chapter 4

Details of statistical analysis and interpretation of the data and discussion of the results are provided in this chapter.

Chapter 5

This chapter summarizes the whole theses in retrospect and presents the major findings, conclusion and suggestions for further research. The tenability of the hypotheses is also examined and suggestions for further research are also given in this chapter

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature is an important pre requisite to actual planning and execution of any research work. For any worthwhile research in any field, the investigator needs an adequate familiarity, with the literature available in that field of study. Review of empirical literature focuses on factors related to the major themes of the current study as covered in specific studies, reports and intervention programmes, highlighting the common and contemporary trends in the sector.

It not only provides access to the accumulated knowledge but also enable the investigator to carry out his work successfully. Survey of related literature involves locating and evaluating reports of research, as well as reports of casual observation and opinions that are related to the individuals planned research project. Reviewing the literature promote greater understanding of problems and its crucial aspects and ensure the avoidance of unnecessary duplication. So the investigator attempted to collect relevant information related to his work from literature available in the field.

Here the investigator tried to make a careful review of the research journals, books, dissertation and other sources of information on the problem under study. The investigator had gone through the studies related to the area and these are presented under the headings.

2.2. Review of related studies

Prabhu,S.(2015) conducted a Study on Guidance Needs among Higher Secondary Students of Namakkal district, Tamil Nadu and found that the higher secondary students 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 students 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.

Punia,S and Sanghwan,S(2015) conducted a study of contributing variables to Guidance Needs of Adolescents. The study was conducted in Hisar city of Haryana. The total sample for the present investigation was 100 adolescents. Guidance Needs Inventory, developed by Grewal (1982) was used to identify the type and intensity of guidance needs. Duncan Multiple Range Test and Z test were used to see the differences against institutions, gender and structure of family. Results revealed statistically significant differences for guidance needs in various areas i.e. physical, social, psychological, educational, and vocational and total guidance needs against type of institute and gender. Whereas, on the basis of family structure significant differences existed only in social psychological and total guidance needs.

Sharma,R.(2015) conducted a Study of Educational Guidance Needs of Elementary School Students with Learning Disabilities on 140 learning disabled students from

elementary classes (6,7,and 8). Sample was taken from rural and urban schools of Shimla district of Himachal Pradesh. A self constructed scale on guidance needs was employed to measure the educational guidance needs of the students. Results showed that all the students possessed average level of educational guidance needs. Students did not vary in their educational guidance needs.

Kannammal (2014) studied the Guidance Needs of Urban and Rural Adolescence In Relation to the Home Environment and found that adolescents, due to developmental crisis, are prone to face a myriad of psychosocial challenges. Psychosocial disorders are categorized into substance abuse, internalizing disorders and externalizing disorders and are prevalent in 20- 33 % of adolescents. Psychosocial problems may lead to maladjustment to family, school, and peer as well as result in various psychiatric morbidities such as anxiety, depression, personality disorders in adulthood. It is imperative to identify these psychosocial problems and treat appropriately in early phases.

Rathee (2014) studied the Guidance Needs Of Adolescent Boys and Girls of Working and Non-Working Mothers. The study aimed to find out whether the guidance need of adolescent boys and girls of working mothers differ significantly from those of non-working mothers. The study further compared the guidance need of adolescent boys and girls of working and non-working mothers on the basis of five dimensions of guidance needs that are physical, personal, emotional, educational and vocational. The sample of the study consisted of 80 adolescent boys and girls (20 male students of working mothers, 20 female students of working mothers, 20 male students of non-working mothers & 20 female students of non-working mothers) of the age group 13 to 15 years belonging to

rural and urban areas selected randomly from different educational institutions of district Sonapat, Haryana. Guidance Need Inventory constructed by Grewal J. S. was administered to the selected sample to assess their guidance need. The study revealed there were significant differences between the adolescent students of working and non-working mothers on the measure of physical, personal, emotional, educational and vocational guidance needs.

Sharma, M (2014) studied guidance needs of Secondary School Students in relation to Academic Anxiety. The aim of the study was 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. 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

Valentina and Singh (2014) conducted a study titled Guidance Needs of Adolescents: Reflections from their Type of Family with an objective 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.

Prahar and Kaur (2013) conducted a study on the guidance needs of secondary school students of Jalandhar district. The major findings of the study show that there was no significant difference in the between the guidance needs of male and female students. Guidance needs of rural secondary school students were more than those of urban secondary school students.

Sharma,S.(2013) conducted a study of Guidance Needs of Under Graduate Girls and found that there is a significant difference found between arts and science group and arts and commerce group girls in educational, vocational, personal, social, emotional and in total needs. There was no significant differences were found between science and commerce group in their educational, vocational, personal, social, emotional and in total guidance Needs.

Agnihotri,A.(2012) studied the guidance needs of senior secondary school students in relation to sex and stream and found that the girls need less guidance on all aspects of guidance need inventory as compared to the boys of senior secondary schools. The level of vocational guidance needs is least of the five and is almost same for both boys and

girls on guidance need inventory. Both boys and girls need higher level of guidance on educational aspects of the guidance need inventory. Vocational guidance need is higher than other guidance needs whether it is educational or psychological on guidance need inventory. Senior secondary school students need least guidance on educational aspect as compared to other aspects of guidance need inventory. Students from Arts stream have less guidance needs on physical, Social, Psychological and Educational aspects of guidance than the students from Science stream, but have more guidance needs on Vocational aspect of guidance need inventory. Analysing the total sample it is found that boys need serious type of guidance needs as compared to girls.

Sharma and Kaur, (2012) conducted a study entitled Guidance Needs Of Adolescents In Relation To Gender Locale And Type Of School, with an aim to study the guidance needs of adolescents in relation to gender, locale 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 significance of difference between the means. The study revealed no significant difference in guidance needs of adolescent boys and girls while significant difference was found in guidance needs of rural and urban, government and private school adolescents. The students of government and private schools differ significantly for their guidance needs.

Zaidi (2012) conducted a study on the construction of guidance need inventory at graduate level. In this study Guidance Needs Inventory was constructed by the researcher

to assess guidance needs of the students from different streams i.e. Arts, Science and Commerce. The GNI was administered to a sample of 600 students from different streams from Aligarh Muslim University. Mean and standard deviation of students was calculated on five different areas of the GNI. Higher scores indicated more need of guidance whereas low score indicated less need of guidance. Results showed that students need more guidance in personal area compared to other areas.

Kalhotra,S.(2011) conducted a study of guidance needs of adolescents studying in Govt. & Private secondary schools in Jammu District. and the results revealed that Adolescents studying in private secondary schools have less need for guidance than adolescents studying in govt. secondary schools. Students studying arts subjects have less need for guidance than students studying science subjects. Girls have less need for guidance than boys students.

D'Souza and Gururaj (2008) studied the relationship between Shyness and Guidance Needs among Adolescents with an objective to find out the extent of shyness and related guidance needs if any among adolescent students. A total of 260 high school students (131 male and 129 female) served as the subjects for the present study. To assess shyness, Crozier's shyness inventory and to assess guidance needs, inventory developed by Grewal on guidance needs inventory were employed. Results revealed that shyness had a direct relationship with two areas of guidance needs-social and educational, and total guidance needs and as the shyness levels increased, guidance needs were also increased. Shyness did not influence the guidance needs in the areas-physical, psychological, and in

vocational areas. Male and female adolescents also did not differ significantly in their guidance needs.

Kesici (2007) conducted a study on middle school students' guidance and counseling needs. The purpose of this study was to determine the guidance and counseling needs of middle school students from their points of views by using qualitative research techniques. For collecting data, semi-structured interview technique was used as a method of data collection. The study was conducted on grade 7 and grade 8 students from public primary Selcuklu schools in the district Konya of Turkey. Various schemes for educational, career, personal and social guidance counseling were established. Individual or group guidance programmes related to effective learning, exam anxiety, motivation techniques, adaptation 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 professions.

Kaur (1992) studied evaluation of guidance services in the high/higher secondary schools of Punjab and Chandigarh. The sample consisted of 1334 students from 59 schools from Punjab and Chandigarh, 56 guidance workers, 59 educational administrators, teachers, district assistants, guidance officers and assistant employment officers and 118 parents. Sampling was multi-stage random sampling. The data collected with the help of questionnaire, interview schedule and checklist. Major findings were that guidance and counseling services were not a regular feature in many schools. There exists no separate fund for guidance programmes. The hindrance in the effective implementation of

guidance programmes were lack of financial support, lack of provision of full-time counselors, lack of awareness on the part of parents and students about the ability of the programme. Hence the existing guidance programme in Punjab and Chandigarh were not fully achieved.

Bhatnagar and Gupta (1988) studied career maturity of secondary students and effect of guidance intervention programmes. The study aimed to determine if participation in a short term group guidance programme would enable students to move in a positive direction toward the goal to find out sex difference in the career maturity attitudes of adolescents. The sample consisted of 100 students of class 9 (62 boys and 38 girls) randomly selected from 2 engineering, medical and co-educational schools of Delhi. Data was collected with the help of the attitude scale of Crite's Career Maturity Inventory (CMI). Major findings of the study were that all the three groups: boys, girls and combined showed significantly higher after the guidance intervention.

Tripathi (1986) conducted a study on determination of various guidance needs of the pupils of secondary and higher secondary schools. Pupils'problem checklist was developed consisting of 240 items having nine areas: (1) Physical Needs, (2) Familial Needs, (3) Social Needs, (4) Sexual Needs, (5) Personality, (6) Educational, (7) Financial, (8) Future life needs and (9) Religious Needs. The checklist was administered to the sample of 720 pupils from 24 schools situated in different areas in Ahamadabad. Major findings of the study showed a significant relationship between grades of pupils on the social, personality, educational, financial, vocational and religious needs. Pupils coming from low-economical status needed polite treatment from teachers, also female pupils

needed much attention. Fathers' education was highly related with familial, personality, education and financial guidance needs.

Phil (1986) conducted a study on the Guidance needs of gifted children, adolescents, and adults and suggested that counselors should encourage gifted students to keep their career options open well into the college years and should provide alternative career-planning role models that emphasize personal values as the foundation for making tentative career plans.

CHAPTER – III

METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

The method selected should be appropriate to the nature of the problem under investigation and the kind of the data that the problem demands. As the present study aims to find out the relationship between academic anxiety and parenting style of higher secondary school students, normative survey method was found to be appropriate method for the study.

3.2. Normative survey method.

The study was descriptive in nature. Normative survey method was followed. The sample consisted of 460 students selected randomly from class XI and XII of 5 government and Aided Higher Secondary Schools of Ernakulam district of Kerala

The descriptive or normative survey method of educational research is very common. It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, trends, effects, attitudes, and beliefs. It is concerned with the phenomena that are typical of the normal condition. It investigates in to the conditions or relationship that exists, practices that prevail, beliefs points of view or attributes that are held, processes that are going on, influences that are being felt and trends that are developing. It is an organized attempt to analyze interprets, and reports the present status of a social institution group or area.

The word survey indicates the gathering of the data regarding current conditions. The word normative is used because surveys are frequently made for the purpose of ascertaining which is the normal or typical condition or practice.

For the present study this method is used for the collection of data from various schools in Ernakulum district.

3.3. SAMPLE FOR THE STUDY

The study was conducted on representative sample of 460 students of class XI and XII, selected from five higher secondary school of Ernakulum districts. The number of students selected for the study from each of these schools is given in the table 3.1.

Table 3.1. *Details of Final Sample*

Sl. No	Name of the Institution	Type of Management	Sample selected	Percentage
1	S.N.M. H.S.S. Moothakunnam.	Aided	167	36.30%
2	S.N.H.S.S. N. Paravur.	Aided	119	25.87%
3	G.H.S.S. Puthiyakavu.	Government	53	11.52%
4	G. H.S.S. Paliyam.	Government	63	13.70%
5	G.H.S.S. Paravur.	Government	58	12.61%
Total			460	100%

The sample of 460 students were selected from seven higher secondary school of Ernakulum district of Kerala namely, S.N.M H.S.S. Moothakunnam, S.N.H.S.S N. Paravur, G.H.S.S. Puthiyakavu, G.H.S.S.Paliyam , and G.H.S.S. Paravur.

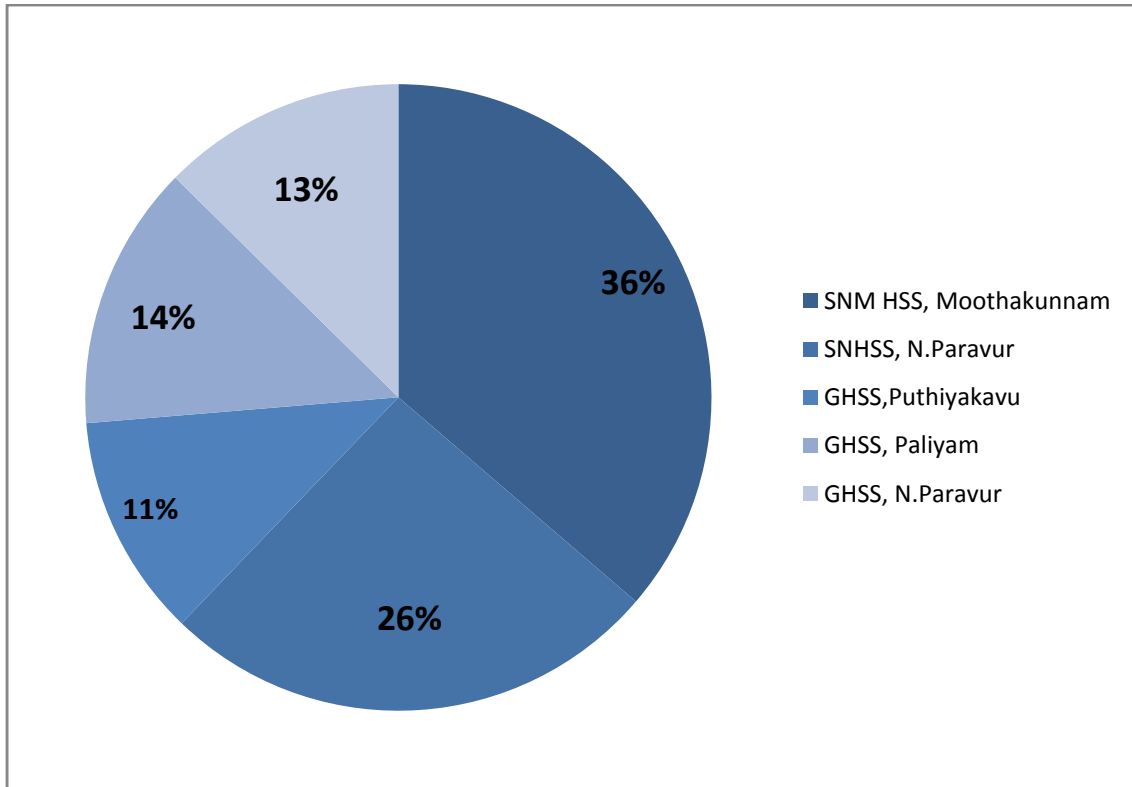


Figure 3.1

Distribution of sample selected from various schools

The sample for the study was selected from different categories like class, subject of study, type of school management and gender. The details of the sample selected from each of these categories are discussed below.

The sample was selected from class XI and XII of five Higher secondary schools of Ernakulam district. The details of sample selected from these classes are given in table

Table3.2. Details of sample selected from various classes

Class	Frequency	Percent
XI	257	55.87%
XII	203	44.13%
Total	460	100%

Table shows the numbers of students from different classes. 257 of them (55.87%) belong to class XI while, 203 (44.13%) were from class XII. The data have been graphically represented in the figure 3.2

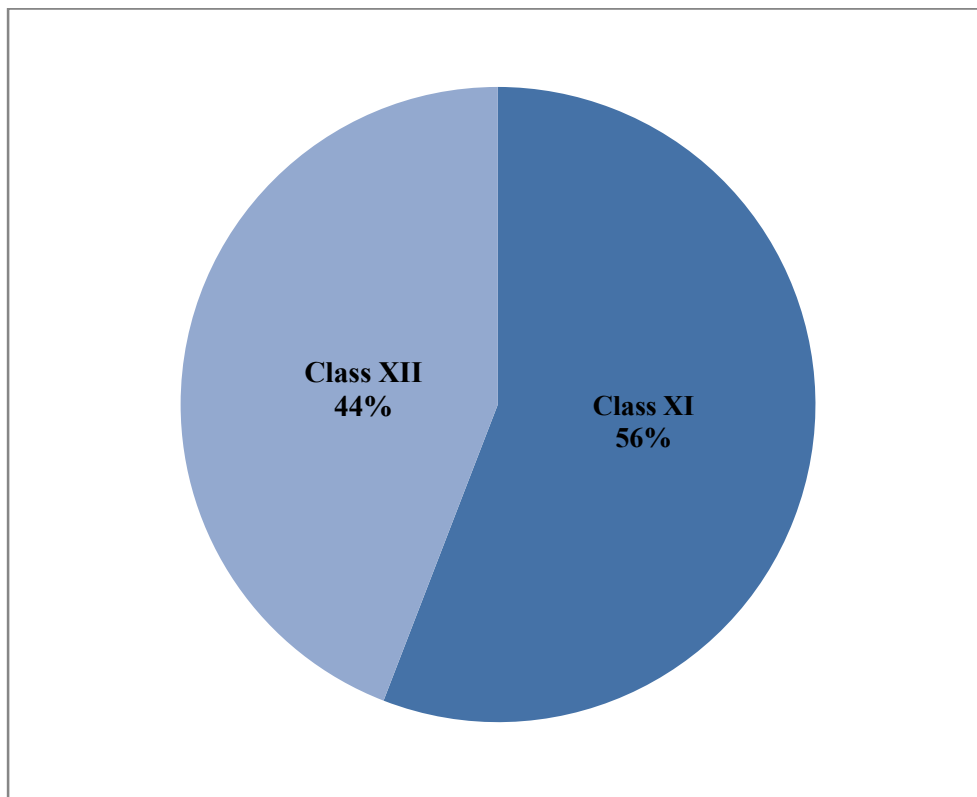


Figure3.2.

Distribution of sample selected from various classes

The sample was selected from three different subjects of study at the Higher Secondary level. The students belonging to Science, Commerce and Humanities classes were considered in the study. The details of sample selected from various subjects of study are given in table 3.3.

Table 3.3 *Percentage of sample selected from various subjects of study*

Subject	Frequency	Percent
Commerce	151	32.83%
Science	190	41.30%
Humanities	119	25.87%
<i>Total</i>	460	100%

Table 3.2 shows the numbers of students from different subjects of study. 151 of them (32.83%) belong to commerce stream while, 190(41.30%) from science and 119 of them (25.87%) were from humanities stream. The data have been graphically represented in the figure 3.3.

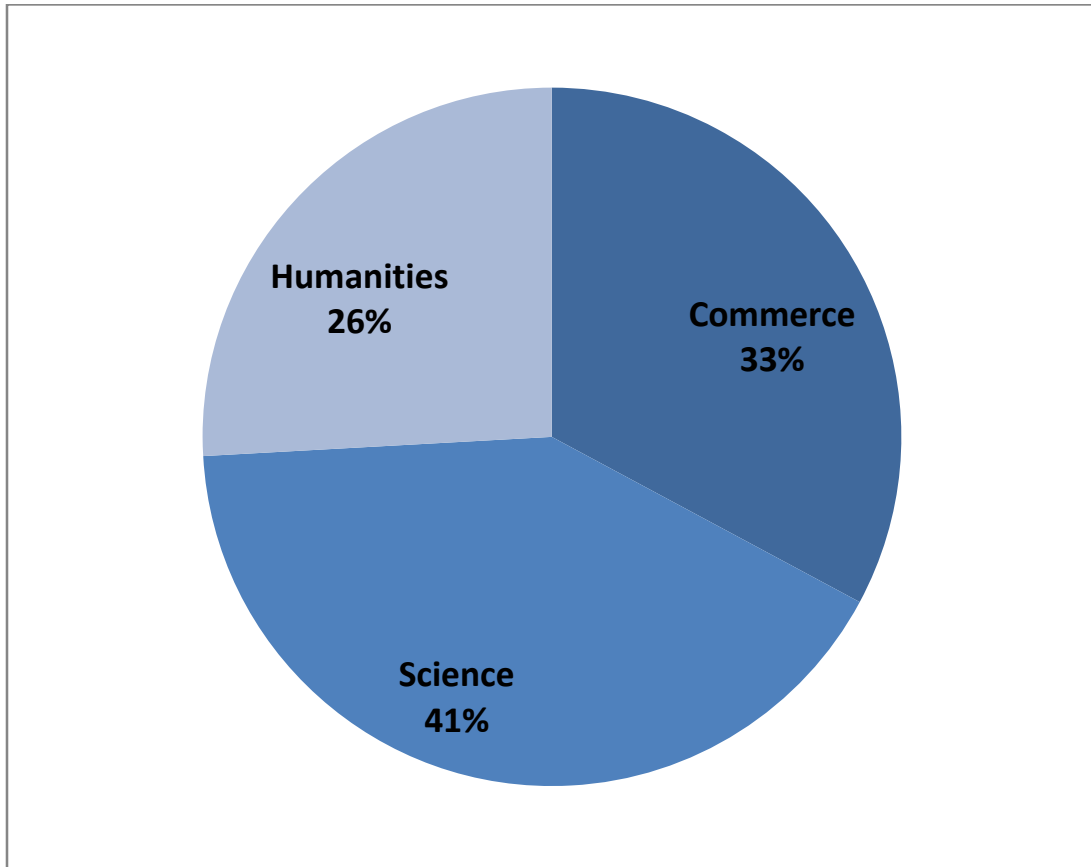


Figure 3.3.

Distribution of sample selected from various subjects of study

The sample consisted of students from aided and government schools. The breakup of the sample from these two types of school management is given in table 3.4.

Table 3.4 Percentage of sample selected from various types of school management

<i>Type of school</i>	<i>Frequency</i>	<i>Percent</i>
Aided	286	62.17%
Government	174	37.83%
Total	460	100%

The table 3.4 reveals that 286(62.17%) students were from aided schools and 174(37.83%) students were from government schools. This was graphically represented in figure 3.4.

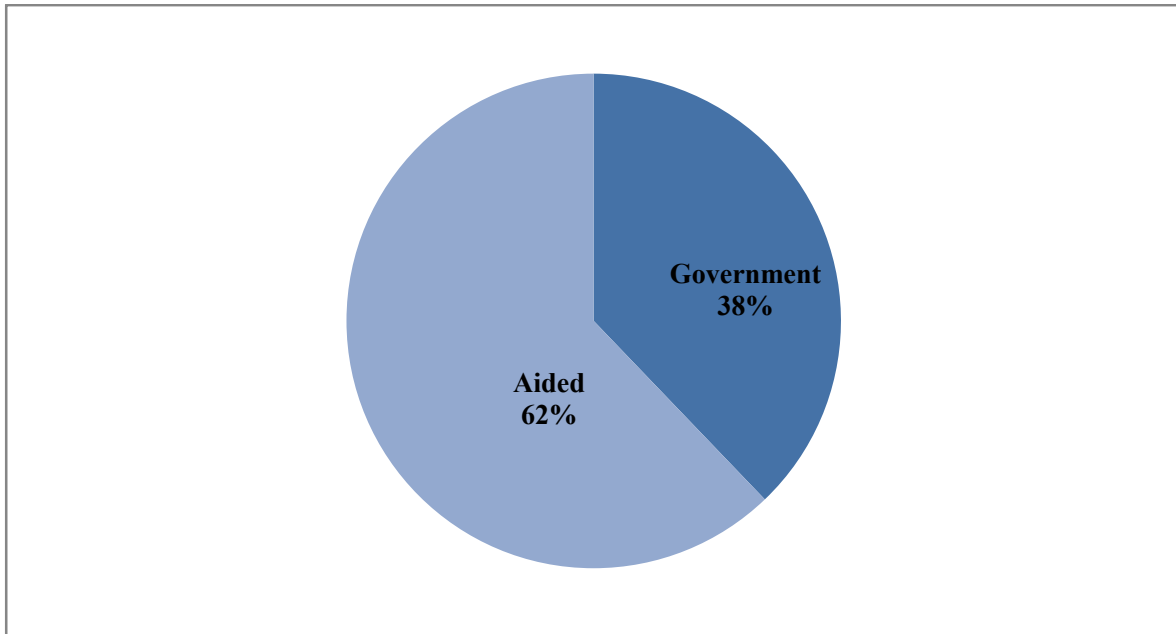


Figure3.4

Distribution of sample selected from various types of school management

The sample consisted of both male and female students. The Percentage of student selected from these two categories is given in table 3.5.

Table 3.5 Percentage of sample selected among female and male students

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
Female	251	54.57%
Male	209	45.43%
Total	460	100%

The sample contains 251 (54.57%) female students and 209(45.43%) male students. The gender wise breakup of the sample is graphically represented in figure 3.5

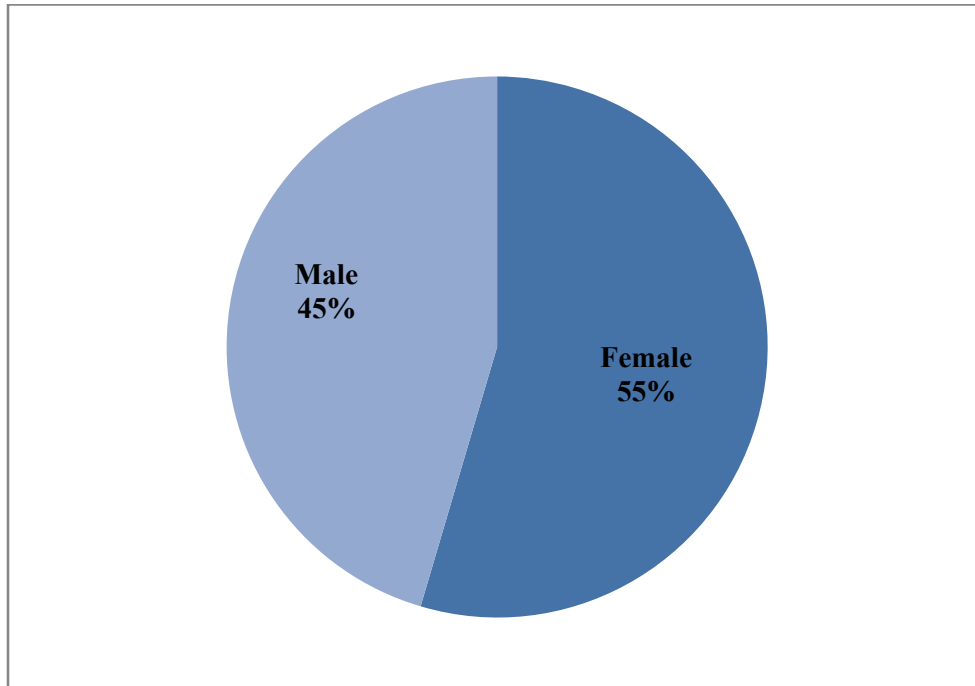


Figure 3.5.

Distribution of sample among male and female students

The Final sample consisted of male and female students of class XI and XII of government and aided higher secondary schools of Ernakulum district of Kerala, who were selected from science, commerce and Humanities streams. The details are summarized in table 3.6.

Table 3.6. *Details of the Breakup of Final sample*

Sl.No.	Particulars	Item	Sample selected	Total
1.	Class	XI	257	460
		XII	203	
2.	Subject	Science	190	460
		Commerce	151	
		Humanities	119	
3.	Type of School Management	Govt.	174	460
		Aided	286	
4.	Gender	Male	209	460
		Female	251	

3.4 TOOLS USED FOR THE COLLECTION OF DATA

To measure guidance needs of the higher secondary school students, "Guidance needs inventory." (GNI) constructed by the investigator has been used. This inventory contains 75 items in English. This inventory gives assessment of needs for guidance falling under Physical, Social, Psychological, Educational and Vocational areas of life.

i. Physical Needs: Satisfactions that can be possibly be brought about by the school or guidance personnel by providing guidance to the students in physical activities such as sports,

games, health etc.

ii. Social Needs: This refers 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.

iii. Personal Needs: This refers to those personal wants that are related with an individual's mental or emotional satisfactions that are provided by the school or guidance personnel.

iv. Educational Needs: This refers to the preparation of an individual for living in a 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 individual students in this regard.

v. Vocational Needs: This 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.

Thus in this inventory every subject can get six scores namely

- (i) Need for guidance score for physical area.
- (ii) Need for guidance score for social area.
- (iii) Need for guidance score for personal area.
- (iv) Need for guidance score for vocational area.
- (v) Need for guidance score for educational area.
- (vi) Need for guidance score for over-all area.

The Guidance Needs inventory was constructed by the investigator by including the five component guidance needs. The investigator first listed all possible statements including both favourable and unfavourable statements in each component of guidance needs. These items were discussed with experts in field at different intervals to determine the relevance of the items to be included in each category in order to avoid replication.

Efforts were made to improve the language and to remove the ambiguity and to make the statements comprehensible to the students. The items collected were thoroughly screened and edited. Thus a total of 80 items on a five-point scale were included in the preliminary form of the inventory.

Each item contained five alternative responses such as Highly True (HT), Mostly True (MT), Quite True (QT), Least True (LT) and Not True (NT). The scoring based on a five point Likert Type Scale designed for positive items weighed a score of 4 for (HT), 3 for (MT), 2 for (QT), 1 for (LT) and 0 for (NT). The summative score of all the items provided Overall guidance needs score.

The Guidance Needs inventory thus prepared was tried out on a group of 100 students of standard XI. The students were given specific directions and sufficient time. The responses of the subjects were scored by allotting weightage to the items and item analysis was carried out.

For item analysis, the procedure suggested by Edward (1957) was used. The weighted scores for each item and also for each subject were summed up. The response sheets were arranged in rank order of total scores obtained by them. The scores obtained by the top 27% and bottom 27% were taken as the high group and the low group respectively and the 't' values were calculated. The 't' value or the significant difference between the means indicated how well each item could distinguish between individuals having different dispositions. Only those items with t-value greater than 1.75, that showed significant difference between high and low groups were selected in the final form of the tool. Five items were deleted through item analysis from the initial draft of Guidance Needs inventory to get the final form of the test comprising of 75 items. The maximum score possible was 300 and minimum was 0.

Table 3.7. *Items selected under each component of Guidance Needs*

No.	Components of guidance needs	Item numbers in the test	Total number of items
1.	Physical Guidance Needs	1-15	15
2.	Social Guidance Needs	15-30	15
3.	Personal Guidance Needs	30-45	15
4.	Educational Guidance Needs	45-60	15
5.	Vocational Guidance Needs	60-75	15
Total			75

To establish the face validity, the items of the Guidance Needs inventory were subjected to experts' evaluation. Based on the feedback obtained from them, certain items were modified and some of the items were eliminated from the scale.

The reliability of the scale was established using test–retest method. The coefficient of correlation was calculated using Pearson's Product Moment Correlation. The coefficient of correlation was found to be 0.72.

DATA COLLECTION

After making sufficient copies of the tool and fixing the sample, the investigator contacted the head of the schools proposed and obtained their permission for collecting

the data. The investigator explained the purpose of the study to the school authorities. After receiving the permission, a short explanation of the aim and scope of the study was given to the students and their cooperation was ensured. The rules and procedure were explained stating that no question should be omitted and assuring them that their responses would be kept confidential. The subjects were asked to fill their responses in the appropriate space provided in the tool by putting (✓) mark.

The investigator was able to secure the full support of the students. The response sheets were collected back after the allotted time and were scored in accordance with the predesigned evaluation scheme. The scores obtained by the students were used for further analysis.

SCORING AND CONSOLIDATION OF DATA

Scoring was done according to the scoring scheme of the tool. Each item of the GNI consists of asking the respondents to place a check mark (✓) against one of the five multiple choice answers with a response and scoring pattern given below. Highly True (HT) has weightage of '4'; Mostly true (MT) has weightage of '3'; Quite True (OT) has weightage of '2'; Least True (LT) has weightage of '1'; and not true (NT) has weightage of '0'; The GNI requires about half an hour for answering its 75 items. All the items are in the form of Positive Statements. Thus every subject shall be having five guidance needs score and one over-all guidance needs score to his credit.

STATISTICAL TECHNIQUES USED

The data was analysed using mean and S.D and by techniques like Percentage analysis, t-test.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The main objective of the study was to assess the Guidance needs of Higher Secondary School students of Kerala. As explained in the methodology chapter, the normative survey method was followed to collect data. Both descriptive and inferential statistics were used in data analysis. Descriptive statistics were used to obtain Mean, Median, Mode, Standard deviation. Inferential statistics, t-test was used to compare the Guidance needs of HSS students with respect to gender, type of school management and subject of study. Statistical Package for Social Sciences (SPSS) version 17.0 was used for the analysis of the data and the results of analysis are discussed with tabular displays.

The present chapter which focuses on the analysis of data pertaining to the Guidance needs of HSS students has been categorized under V sections as follows.

Section-I: Analysis of Overall Guidance needs of HSS students.

Section-II: Analysis of Components of Guidance needs of HSS students.

Section-III: Analysis of Guidance needs of HSS students with respect to Class.

Section – IV: Analysis of Guidance needs of HSS students with respect to gender.

Section-V: Analysis of Guidance needs of HSS students with respect to type of school management.

Section-VI: Analysis of Guidance needs of HSS Students with respect to subject of study.

Section-I

4.2. Analysis of overall Guidance needs of Higher Secondary School students

Overall guidance needs is the total of the individual scores achieved in each of the 5 components of guidance needs. The scores in physical, social, personal, educational and vocational areas have been computed to reach this value. The minimum and maximum possible scores are calculated with the formula: Number of questions in each guidance need components x response score. The response scores range in between 0 and 4. Thus the minimum score is 0 (75 x 0) and maximum score is 300 (75 x 4). This value is considered as the overall Guidance needs of the students.

The scores corresponding to the overall guidance needs of HSS students were computed and the values of mean, median, mode and S.D were estimated as given in the table-

Table-4.1 *Mean, Median, Mode and S.D. of overall guidance needs*

Variable	N	Mean	Median	Mode	S.D
Guidance needs	460	167.97	159.83	143.55	79.88

Table 4.1 indicates that that the mean score of guidance needs of students at Higher Secondary level was 167.97 and S.D is 79.88. The maximum obtainable score in the test is 300. The mean score obtained indicated that there exist considerable guidance needs among the secondary school students.

Section-II

4.3. Analysis of Components of Guidance needs of HSS students

The scores of each of the components of guidance needs in physical, social, personal, educational and vocational areas were computed and expressed in table 4.2. These scores were compared with the highest possible score which is 60 for each of the category.

Table 4.2 Mean and S.D of the components of guidance needs.

Category of Guidance need	Physical need	Social need	Personal need	Educational need	Vocational need	Overall Guidance needs
Mean score	22.30	26.11	39.01	42.98	37.63	167.97
S.D	11.77	16.79	19.08	17.97	14.27	79.88

Table 4.2 indicates that the mean values of Educational, Personal and Vocational guidance needs (42.98, 39.01 and 37.63 respectively) were high as compared to that of the physical and social guidance needs (22.30 and 26.11). This indicated that the secondary school students had more needs in educational and vocational guidance among which they expressed more need for educational guidance (mean=42.98). The mean values of the score indicated that the students' guidance needs were in the order educational guidance < personal guidance < vocational guidance < social guidance < physical guidance.

The mean scores of the components of guidance needs of Higher Secondary School students are represented graphically in Figure 4.1.

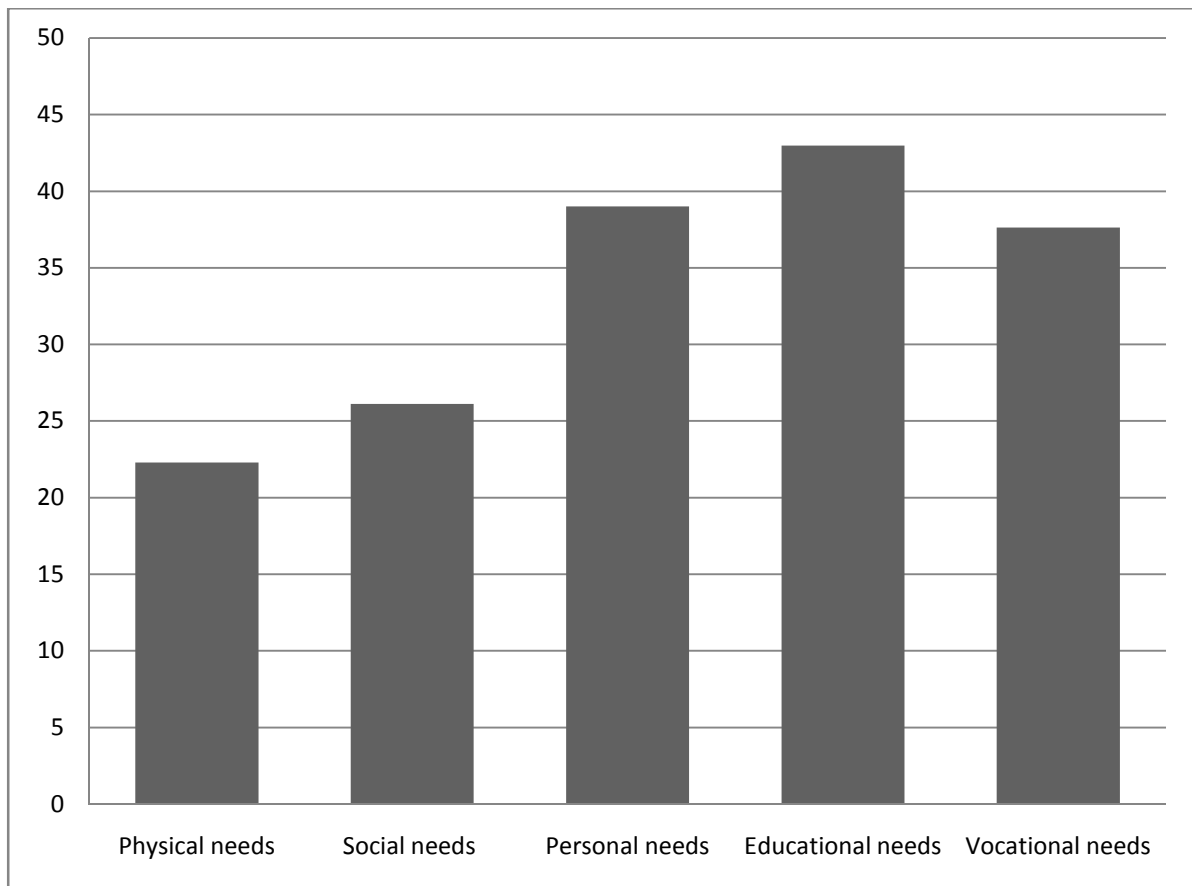


Figure 4.1

Bar diagram showing the distribution of mean scores of components of Guidance Needs

Section-III

4.4. Analysis of Guidance needs of HSS students with respect to Class.

To compare the overall guidance needs as well as the component guidance needs in 5 areas, among students of Class XI and XII, their scores were estimated and tabulated as shown in table 4.3

Table 4.3 *Comparison of Guidance Needs w.r.t. class of study of HSS Students*

Sl.No.	Guidance needs	Class						t-value
		Class XI			Class XII			
		N	M	S.D	N	M	S.D	
1.	Physical needs	257	22.37	12.07	203	22.24	11.46	0.118
2.	Social needs	257	27.81	15.70	203	24.41	17.88	2.135*
3.	Personal needs	257	39.47	20.74	203	38.55	17.42	0.516
4.	Educational needs	257	42.20	17.75	203	43.76	18.18	0.923
5.	Vocational needs	257	38.08	13.66	203	37.18	14.88	0.667
6.	Overall guidance needs	257	169.94	79.92	203	166.14	79.82	0.503

Table 4.3. shows that the t-value for class difference in physical guidance needs is 0.118, which is not significant. It means that there is no significant difference in mean scores of physical guidance needs of students of class XI and XII.

The t-value for class difference in social guidance needs is 2.135 which is significant. It means that there is significant difference in mean scores of social guidance needs of secondary school students of class XI and XII.

t-value for class difference in personal guidance needs is 0.516 which is not significant. It means that there is no significant difference in mean scores of personal guidance needs of secondary school students of class XI and XII.

t-values for class difference in educational guidance needs as well as vocational guidance needs are not significant. It means that there is no significant difference in mean scores of educational guidance needs or vocational guidance needs of secondary school students of class XI and XII.

t-value for class difference in overall guidance needs is not significant ($t=0.503$). Thus it was found that there was no significant difference in the overall guidance needs of HSS students of class XI and XII. However it was found that there was a significant difference in the social guidance needs of HSS students of class XI and XII.

The Means score of social guidance needs of students of class XI (27.81) was found to be greater than that of the students of class XII (24.41) which indicated that students of class XI had more Social guidance needs when compared to students of XII.

The mean scores of the overall guidance needs as well as the component needs are represented graphically in figure 4.2.

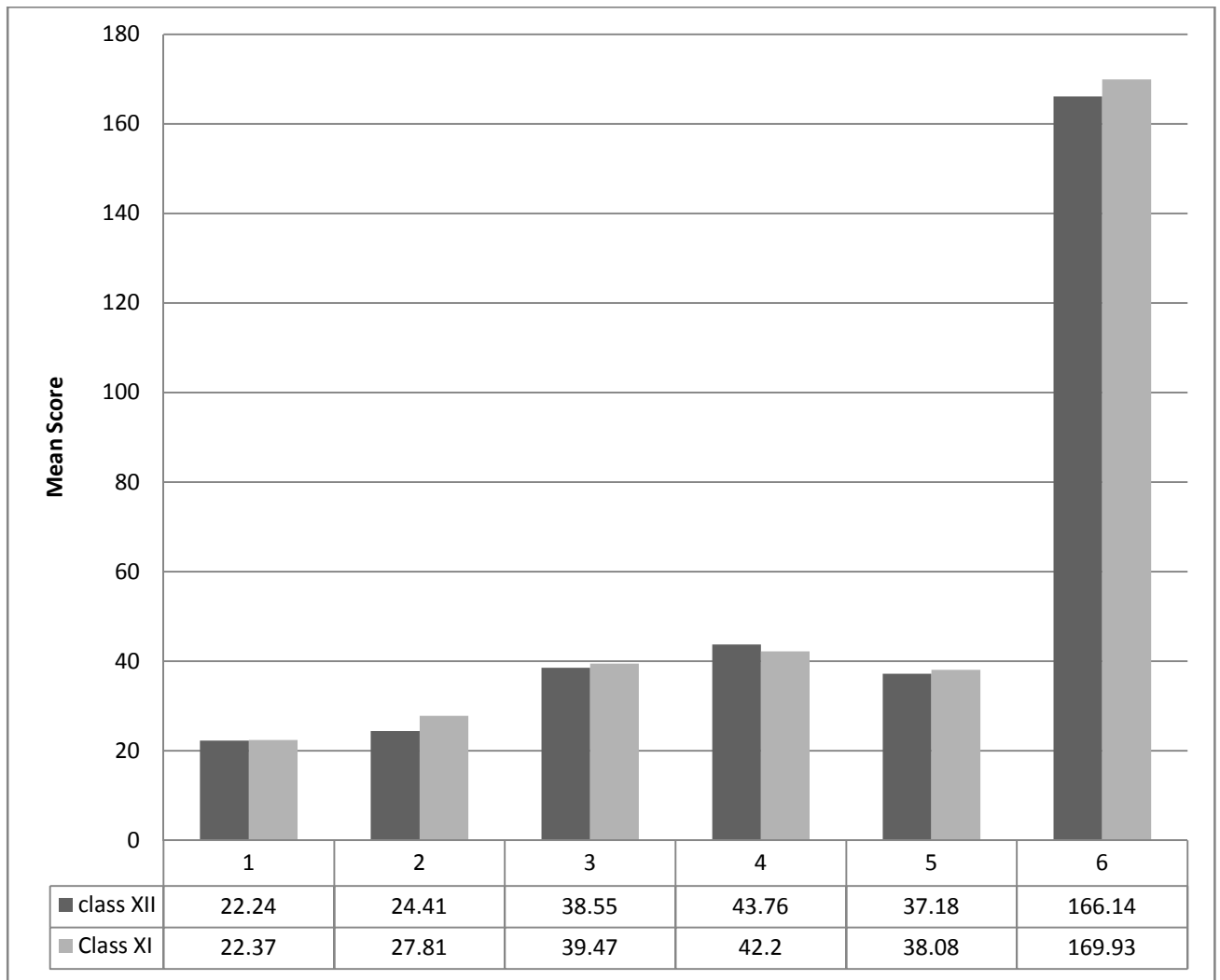


Figure 4.2

Bar diagram showing the distribution of mean scores of Guidance Needs of students of Class XI and XII.

Section-IV

4.5. Analysis of Guidance needs of HSS students with respect to gender.

To compare the overall guidance needs as well as the component guidance needs in 5 areas, among male and female HSS students, their scores were estimated and tabulated as shown in table 4.4

Table 4.4 *Comparison of Guidance Needs w.r.t. gender of HSS Students*

Sl.No.	Guidance needs	Gender						t-value
		Male			Female			
		N	M	S.D	N	M	S.D	
1.	Physical needs	209	23.22	10.97	251	24.10	12.57	1.75
2.	Social needs	209	24.77	15.69	251	27.45	17.89	1.71
3.	Personal needs	209	35.91	17.04	251	42.11	21.12	3.48*
4.	Educational needs	209	41.97	15.95	251	43.99	19.99	1.20
5.	Vocational needs	209	38.37	12.56	251	36.89	15.98	1.11
6.	Overall guidance needs	209	164.24	87.55	251	171.84	72.21	1.00

From table 4.4 it is observed that the t-value for gender difference in physical guidance needs is 1.75, which is not significant. It means that there is no significant gender difference in mean scores of physical guidance needs of secondary school students.

The t-value for gender difference in social guidance needs is 1.71 which is also not significant. It means that there is no significant gender difference in mean scores of social guidance needs of secondary school students.

t-value for gender difference in personal guidance needs is 3.48 which is significant. It means that there is significant gender difference in mean scores of personal guidance needs of secondary school students.

t-values for gender difference in educational guidance needs as well as vocational guidance needs are not significant. It means that there is no significant gender difference in mean scores of educational guidance needs nor vocational guidance needs of secondary school students.

t-value for gender difference in overall guidance needs is not significant($t=1.00$) Thus it was found that there was no significant difference in the overall guidance needs of male and female HSS students. However it was found that there was a significant difference in the personal guidance needs of male and female HSS students.

The Means score of Personal guidance needs of female student (42.11) was found to be greater than that of the male students (35.91) which indicated that female students had more personal guidance needs when compared to male HSS students.

The mean scores of overall guidance needs and the component needs of male and female students of Higher Secondary Schools are represented graphically in figure 4.3.

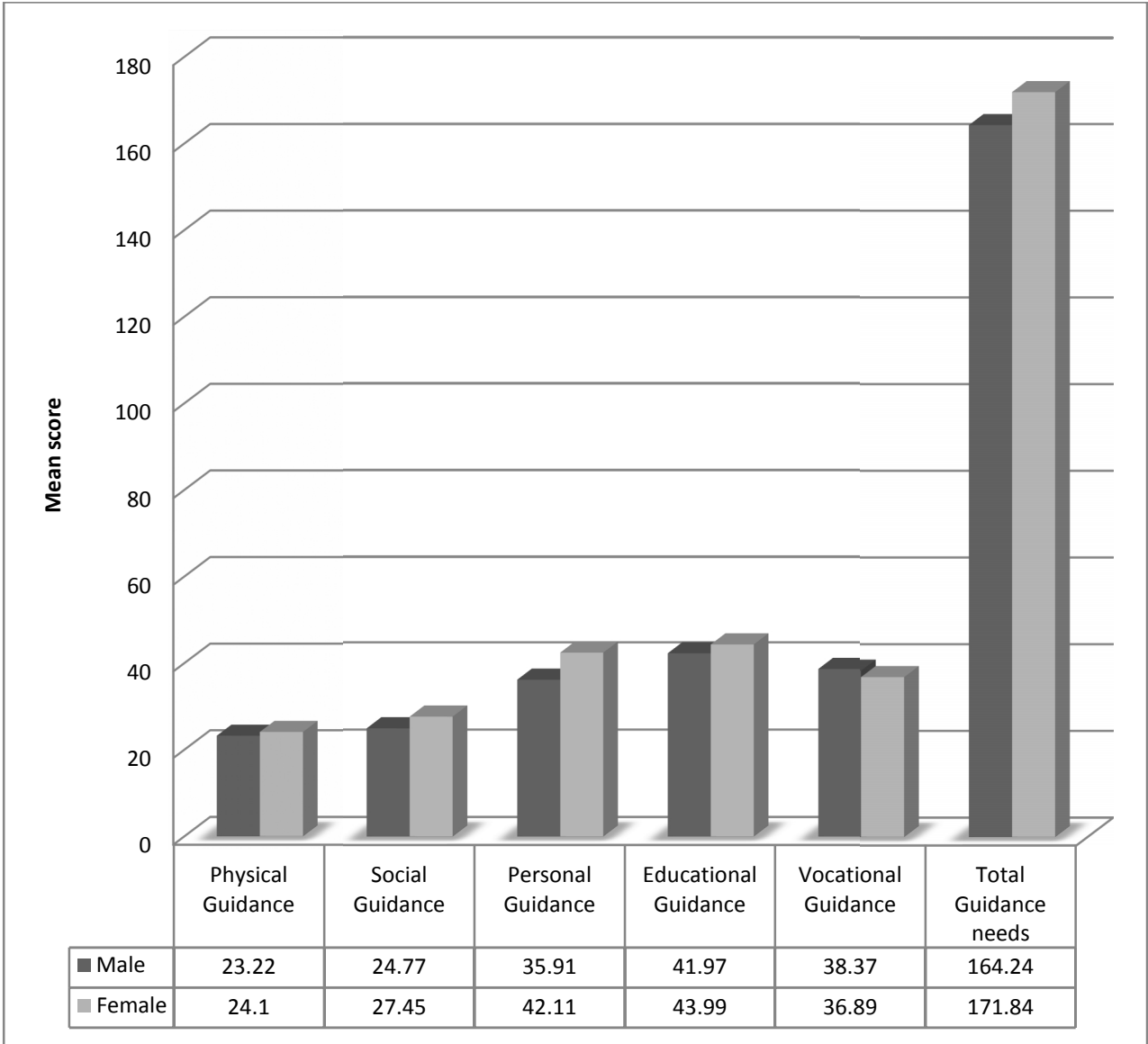


Figure 4.3
 Bar diagram showing the distribution of mean scores of Guidance Needs of Male and Female Students.

Section-V

4.6. Analysis of Guidance needs of HSS students with respect to type of school management

The sample consisted of 286(62.17%) students from aided schools and 174(37.83%) students from government schools. To compare the overall guidance needs as well as the component guidance needs in 5 areas, among these students, their scores were estimated and tabulated as shown in table 4.5.

Table 4.5 *Comparison of Guidance Needs w.r.t. type of school of HSS Students*

Sl.No.	Guidance needs	Type of school						t-value
		Government			Aided			
		N	M	S.D	N	M	S.D	
1.	Physical needs	174	23.3	11.98	286	21.57	11.57	1.53
2.	Social needs	174	24.11	15.61	286	28.11	17.97	2.43*
3.	Personal needs	174	41.05	17.44	286	36.97	20.72	2.171*
4.	Educational needs	174	43.09	17.11	286	42.87	18.82	0.12
5.	Vocational needs	174	38.28	13.73	286	36.98	14.81	0.938
6.	Overall guidance needs	174	169.56	75.87	286	166.5	83.89	0.393

From table 4.5. it is observed that the t-value of mean scores of physical guidance needs of students of Government and aided HSS is 1.53, which is not significant. It means that there is no significant difference in mean scores of physical guidance needs of Students of Government and aided HSS.

The t-value of mean scores of social guidance needs is 2.43 which is significant. It means that there is significant difference in mean scores of social guidance needs of students of Government and aided HSS.

The t-value of mean scores personal guidance needs of students of Government and aided HSS is 2.17 which is significant. It means that there is significant difference in mean scores of personal guidance needs of students of Government and aided HSS.

t-values mean scores of educational guidance needs as well as vocational guidance needs (0.12 and 0.93 respectively) are not significant. It means that there is no significant difference in mean scores of educational guidance needs nor vocational guidance needs of students of Government and aided HSS.

t-value of mean scores of overall guidance needs of students of Government and Aided HSS is not significant ($t=0.393$). Thus it was found that there was no significant difference in the overall guidance needs of students of Government and aided HSS. However it was found that there was a significant difference in the Social Guidance needs and personal guidance needs of students of Government and Aided HSS.

The Means score of Social guidance needs of students of Aided HSS (28.11) was found to be greater than that of the students of Government HSS (24.11) which indicated that students of Aided HSS had more guidance needs when compared to students of Government HSS.

The Means score of Personal guidance needs of students of Government HSS (41.05) was found to be greater than that of the students of Aided HSS (36.97) which indicated that students of Government HSS had more personal guidance needs when compared to students of Aided HSS.

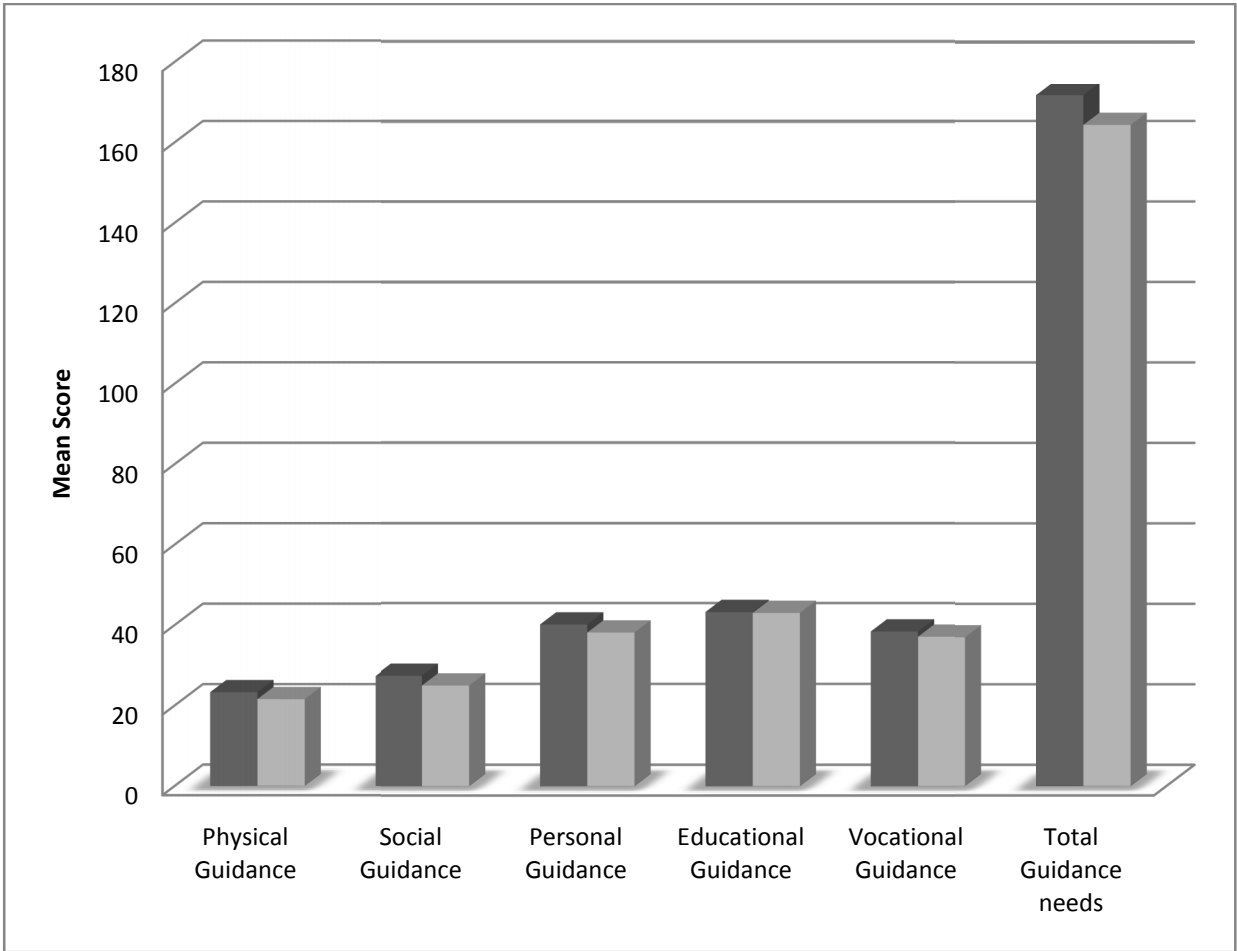


Figure 4.4

Bar diagram showing the distribution of mean scores of Guidance Needs of students of Government and aided Higher Secondary schools

Section-V

4.7. Analysis of Guidance needs of HSS Students with respect to subject of study.

The sample of the study consisted of 151 students from commerce stream, 190 students from science and 119 of them from humanities stream. To compare the overall guidance needs as well as the component guidance needs in 5 areas, among these HSS students, their scores were estimated and tabulated as shown in table 4.6.

Table 4.6 *Comparison of Guidance Needs w.r.t. subject of study of HSS Students*

Sl.No.	Guidance needs	Subject						t- value
		Science			Commerce			
		N	M	S.D	N	M	S.D	
1.	Physical needs	190	20.79	11.79	151	22.93	11.66	1.67
2.	Social needs	190	27.51	16.30	151	25.81	17.19	0.92
3.	Personal needs	190	42.89	19.09	151	38.08	17.97	2.39*
4.	Educational needs	190	43.42	19.13	151	41.05	17.04	1.20
5.	Vocational needs	190	38.32	15.21	151	35.53	13.61	1.78
6.	Overall Guidance needs	190	172.93	81.52	151	163.4	77.47	1.10
	Guidance needs	Subject						t- value
		Science			Humanities			
		N	M	S.D	N	M	S.D	
7.	Physical needs	190	20.79	11.79	119	23.17	11.87	1.71
8.	Social needs	190	27.51	16.30	119	25.02	16.88	1.27
9.	Personal needs	190	42.89	19.09	119	36.04	20.18	2.64*

10.	Educational needs	190	43.42	19.13	119	44.41	17.74	0.46
11.	Vocational needs	190	38.32	15.21	119	39.02	14.01	0.41
12.	Overall Guidance needs	190	172.93	81.52	119	167.66	80.68	0.55
	Guidance needs	Subject						t- value
		Commerce			Humanities			
		N	M	S.D	N	M	S.D	
13.	Physical needs	151	22.93	11.66	119	23.17	11.87	0.166
14.	Social needs	151	25.81	17.19	119	25.02	16.88	0.378
15.	Psychological needs	151	38.08	17.97	119	36.04	20.18	0.865
16.	Educational needs	151	41.05	17.04	119	44.41	17.74	1.57
17.	Vocational needs	151	35.53	13.61	119	39.02	14.01	2.057*
18.	Overall Guidance needs	151	163.4	77.47	119	167.66	80.68	0.438

From table 4.6. it is observed that there is no significant difference in the overall guidance needs of Higher Secondary school students with respect to their subject of study. There was no significant difference in the physical, social, and educational guidance needs of students of Higher Secondary Schools with respect to their subject of study. There was a significant difference in the personal guidance needs of Higher Secondary students with respect to their subject of study. The science students were found to have more personal guidance needs than the commerce students, followed by the Humanities students. There was a significant difference in the Vocational guidance needs of Higher Secondary students with respect to their subject of study. The Vocational guidance needs of the Humanities students were more than the commerce and Science students.

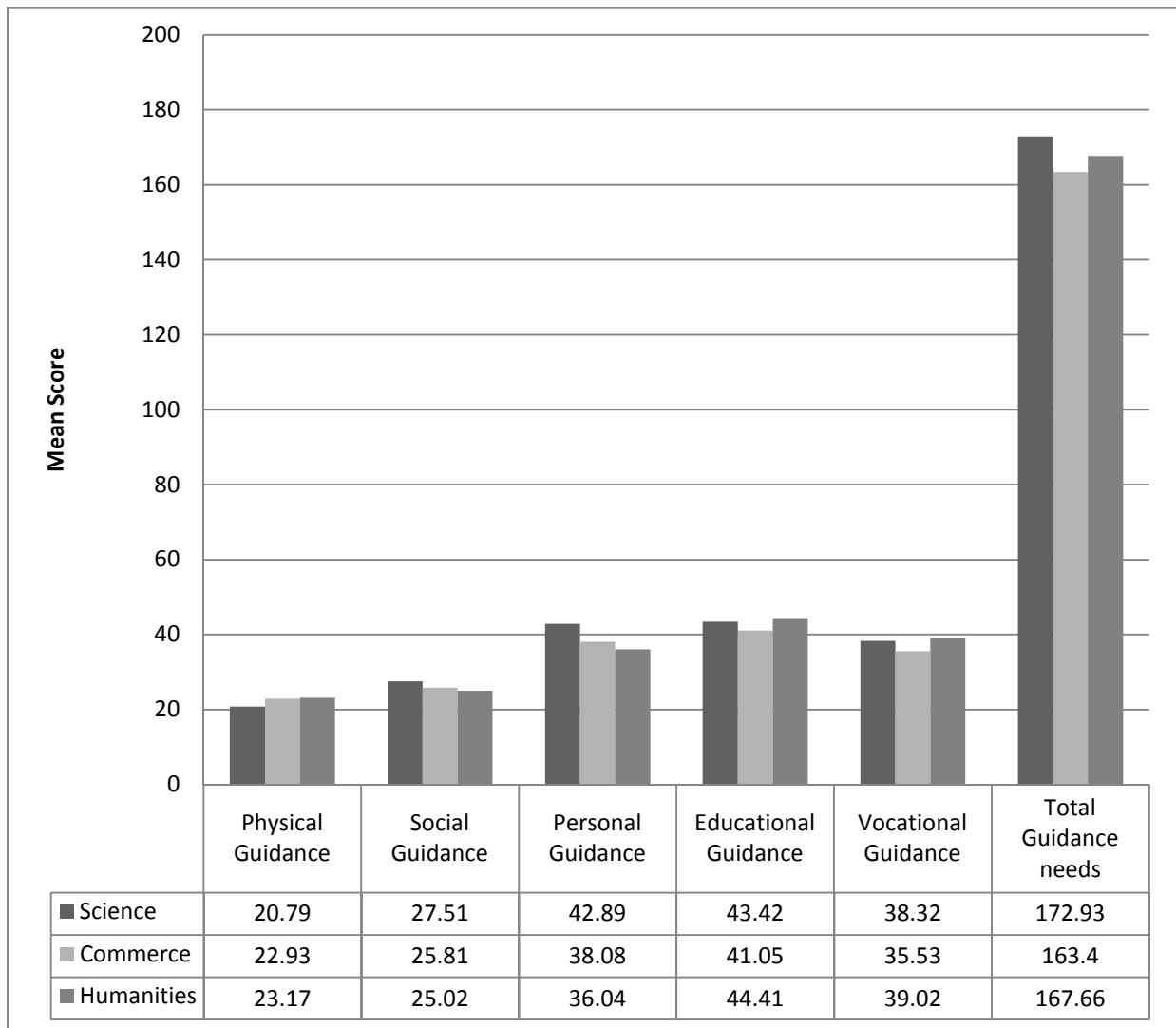


Figure 4.5

Bar diagram showing the distribution of mean scores of Guidance Needs of students of Science , Commerce and Humanities.

Major findings of the study

The findings of the study indicated that

- There exist considerable guidance needs among the Higher secondary school students of Kerala.
- It was found that Educational, Personal and Vocational guidance needs of the Higher secondary school students were high as compared to that of the physical and social guidance needs.
- There was no significant difference in overall guidance needs of secondary school students with respect to gender.
- There was no significant difference between the overall guidance needs of students of class XI and XII.
- The difference in overall guidance needs of the students of government and aided schools were also not significant.
- There was no significant difference in the physical, personal, educational and vocational guidance needs of students of class XI and XII.
- There was a significant difference in the social guidance needs of students of class XI and XII.
- The social guidance needs of students of class XI was higher than that of students of class XII.
- There was no significant difference in the physical, social, educational and vocational guidance needs of female and male students of Higher Secondary Schools.

- There was a significant difference in personal guidance needs of female and male students of Higher Secondary Schools.
- The personal guidance needs of female students were higher than that of male students of Higher Secondary schools.
- There was no significant difference in the physical, educational and vocational guidance needs of students of Government and Aided Higher Secondary Schools.
- There was a significant difference in the Social and personal guidance needs of students of Government and Aided Higher Secondary Schools.
- The social guidance needs of the students of Aided Higher Secondary Schools were higher than that of Students of Government Higher Secondary Schools.
- The Personal guidance needs of the students of Government Higher Secondary Schools were higher than that of Students of Aided Higher Secondary Schools.
- There is no significant difference in the overall guidance needs of Higher Secondary School students with respect to their subject of study.
- There was no significant difference in the physical, social, and educational guidance needs of students of Higher Secondary Schools with respect to their subject of study.
- There was a significant difference in the personal guidance needs of Higher Secondary students with respect to their subject of study.
- The science students were found to have more personal guidance needs than the commerce students, followed by the Humanities students.
- There was a significant difference in the Vocational guidance needs of Higher Secondary students with respect to their subject of study.
- The Vocational guidance needs of the Humanities students were more than the commerce and Science students.

Thus it was observed that the overall guidance needs of the Higher Secondary students did not vary with respect to differences in class, gender, subject of study nor type of school management.

CHAPTER – V

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

In the recent years the Indian society seems to have undergone a total transformation which is characterized by changing roles of women, breakdown of the joint family system, increased competition in schools, increased sociability of the children, immense technological advances, peer and parental pressures resulting in an environment filled with stress and strain for the children.

Within education system of the country it is observed that students encounter different personal, academic and socio-economic problems, which directly or indirectly affect the quality of education. Secondary school students are in the adolescent years of their life during which they encounter a lot of challenges and conflicts, for which they need proper guidance to successfully overcome them. The secondary school stage is a period of personal, social, emotional, academic and intellectual development for the adolescents. Adolescence is a critical period during which remarkable physical and psychological, changes take place. These rapid changes coupled with the absence of authentic information to know, understand and value them, cause anxiety among adolescents who may be pushed into courses of actions without having a chance to think fully of consequences. This becomes harder and further complicated for the adolescents when there are no supporting services available in the society to meet these challenges in personal life. The problems they come across may adversely affect the overall development of the students which is vital in this stage of life. By resolving difficulties of the students and by helping them understand their strengths and weaknesses; their

performance can be improved, their overall development can be enhanced and can be efficiently prepared for future life. Students of secondary level experience great stress in the educational field as they approach the board exams. A student who has satisfied the educational guidance needs can efficiently overcome such difficulties and come out successfully. Secondary school is the period of transition into adulthood and the world of work. Hence they have to make judicious decisions regarding the career choice and entrance into a competitive job market. These students are exposed to personal and social changes as well. For these reasons we need to recognize the ever changing needs of the students, based on which we can plan and adopt appropriate school guidance programs. School setting is very important for adolescents in picking the necessary life skills, where planned interventions are now inclusive in many countries.

Majority schools in Kerala, especially the ones which follow the state syllabus, does not offer any planned inputs or interventions in the area guidance programmes, neither as part of curriculum nor as an additional programme. In the area of guidance services, some schools have school social work setting, some appoint trained counselors, while some others train teachers to handle the issues by themselves. But in Kerala, where educational standards are relatively high, the focus in the area of guidance is really poor. With these points in view in the present investigation it was attempted to study the guidance needs of the Higher secondary school students as perceived by them. A proper need survey will throw light on the realistic state of affairs of the students which is the only strong foundation on which an efficient and successful school guidance programs can be build. Hence it is imperative to have a clear and systematic understanding about the current situation of the adolescent student population in the state for framing policies or planning

programmes. Hence it was attempted to identify the guidance needs of the secondary school students of Ernakulam district of Kerala.

5.2 STUDIES IN RETROSPECT

The various aspects in the different stages of the present study like statement of the problem, variables of the study, objectives, hypotheses and methodology used are reviewed retrospectively.

5.2.1 RESTATEMENT OF THE PROBLEM

The investigator intended to study the Guidance Needs in terms of Physical Needs, Social Needs, Personal Needs, Educational Needs and Vocational Needs among the Higher Secondary students of Kerala. Hence the study is entitled as “**Identification of Guidance Needs of Higher Secondary Students of Kerala**”

5.2.2 OBJECTIVES

1. To assess the overall guidance needs of Higher Secondary School students as perceived by them.
2. To assess the Physical guidance needs of Higher Secondary School students.
3. To assess the Social guidance needs of Higher Secondary School students.
4. To assess the Personal guidance needs of Higher Secondary School students.
5. To assess the Educational guidance needs of Higher Secondary School students.
6. To assess the Vocational guidance needs of Higher Secondary School students.
7. To compare the guidance needs of Higher Secondary School students with respect to
 - Gender

- Class
- Subject of study and
- Type of school management.

5.2.3 HYPOTHESES

1. There will be no significant difference in the overall guidance needs of male and female students of higher secondary schools.
2. There will be no significant difference in the component guidance needs of male and female students of higher secondary schools.
3. There will be no significant difference in the overall guidance needs of higher secondary students studying in class XI and Class XII.
4. There will be no significant difference in the component guidance needs of higher secondary students studying in Class XI and Class XII.
5. There will be no significant difference in the overall guidance needs of higher secondary students studying in government and aided schools.
6. There will be no significant difference in the component guidance needs of higher secondary students studying in government and aided schools.
7. There will be no significant difference in the overall guidance needs of higher secondary students with respect to subject of study.
8. There will be no significant difference in the component guidance needs of higher secondary students with respect to subject of study.

5.2.4 METHODOLOGY

Normative survey method was adopted for the study survey. Survey method of investigation describes and interprets existing and present condition practices trends and effects.

5.2.5 TOOLS

Guidance Needs Inventory constructed by the investigator

5.2.6 SAMPLE

The study was conducted on representative sample of 460 students of plus one selected from seven higher secondary school of Ernakulum district of kerala.

5.2.7 STATISTICAL TECHNIQUES USED

Percentage, Mean, S.D and t-test were used for the analysis of the data.

5.3. MAJOR FINIDINGS OF THE STUDY

The findings of the study indicated that

- There exist considerable guidance needs among the Higher secondary school students of Kerala.
- It was found that Educational, Personal and Vocational guidance needs of the Higher secondary school students were high as compared to that of the physical and social guidance needs.
- There was no significant difference in overall guidance needs of secondary school students with respect to gender.

- There was no significant difference between the overall guidance needs of students of class XI and XII.
- The difference in overall guidance needs of the students of government and aided schools were also not significant.
- There was no significant difference in the physical, personal, educational and vocational guidance needs of students of class XI and XII.
- There was a significant difference in the social guidance needs of students of class XI and XII.
- The social guidance needs of students of class XI was higher than that of students of class XII.
- There was no significant difference in the physical, social, educational and vocational guidance needs of female and male students of Higher Secondary Schools.
- There was a significant difference in personal guidance needs of female and male students of Higher Secondary Schools.
- The personal guidance needs of female students were higher than that of male students of Higher Secondary schools.
- There was no significant difference in the physical, educational and vocational guidance needs of students of Government and Aided Higher Secondary Schools.
- There was a significant difference in the Social and personal guidance needs of students of Government and Aided Higher Secondary Schools.
- The social guidance needs of the students of Aided Higher Secondary Schools were higher than that of Students of Government Higher Secondary Schools.
- The Personal guidance needs of the students of Government Higher Secondary Schools were higher than that of Students of Aided Higher Secondary Schools.

- There is no significant difference in the overall guidance needs of higher secondary school students with respect to their subject of study.
- There was no significant difference in the physical, social, and educational guidance needs of students of Higher Secondary Schools with respect to their subject of study.
- There was a significant difference in the personal guidance needs of Higher Secondary students with respect to their subject of study.
- The science students were found to have more personal guidance needs than the commerce students, followed by the Humanities students.
- There was a significant difference in the Vocational guidance needs of Higher Secondary students with respect to their subject of study.
- The Vocational guidance needs of the Humanities students were more than the commerce and Science students.

Thus it was observed that the overall guidance needs of the Higher Secondary students did not vary with respect to differences in class, gender, subject of study nor type of school management.

5.4. LIMITATIONS OF THE STUDY

- The present study was limited only to higher secondary school students .
- The study was conducted only among students of Ernakulam district of Kerala.
- The study was limited only to the schools following state syllabus.
- The study was limited only to Government and Aided schools.
- The study was conducted only in limited number of schools.

5.5. EDUCATIONAL IMPLICATIONS

The results of the study indicate that there exist considerable guidance needs among the Higher secondary school students of Kerala. The students may require help in addressing various Guidance needs especially educational, personal and vocational needs and it is important for the schools to address the needs of students appropriately. It is recommended that school administration may make recommendations for policy changes and prepare suitable programs that will ensure that more lasting guidance programs are established in all schools.

Teachers and school counselors need to be trained to offer guidance and counseling to students. The current trend of asking some teachers to take up the role of guidance and counseling while still maintaining their full teaching load is likely to give rise to professional inefficiency. For guidance and counseling programs to be effective, trained professionals should be employed to manage and offer services in schools. Such professionals should also be provided with relevant facilities and structural support.

It is also suggested that a policy should be made by the Government as there is burning need to have Guidance personals with each school to provide them guidance in deciding their future and also to solve the problems in their day to day life.

5.6. CONCLUSION

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

Bibliography

Aggarwal J.C. (1993) : *Educational Vocational Guidance and Counselling*. Doaba House, Nai Sarak Delhi

Anil Kumar Agnihotri (2012) Guidance Needs among Senior Secondary School Students in relation to sex and stream. *Indian Streams Research Journal*. 2,10.

Best, J.W. and Kahn, J.V. (2002). *Research in Education*, Seventh Edition, Prentice-Hall, India.

Bhardwaj,H. (2004). Guidance needs of secondary school students in different types of school in Chandigarh. Unpublished, M.Ed. Dissertation, Panjab University, Chandigarh.

Bhatia Raj Hans, (2005) *A text book of educational Psychology*, McMillan ltd.

Bhatia, K.K. (2002). *Principles of Guidance and Counselling*, Kalyani Publications, New Delhi.

Bhatnagar, A. & Gupta, N.(1999). *Guidance and Counseling*. Vol. II, National Council of Education, New Delhi

Chauhan S.S. (1982) : *Principles and Techniques of Guidance*. Vikas Publishing House, Pvt. Ltd

Crow L.D. and Crow (1962): *An Introduction to Guidance Principles and Practices*.New Delhi: Eurasia Publishing House

Deepti Sharma and Manminder Kaur, (2012). Guidance Needs Of Adolescents In Relation To Gender Locale And Type Of School. *Indian Streams Research Journal*, Vol. II, Issue. IX, DOI : 10.9780/22307850, <http://isrj.org/UploadedData/1409.pdf>

Garret, HE. (1981); *Statistics in psychology and education*. Vakils, Feffer and Simons ltd, Bombay.

Garrett E. Henry, (1964) *General psychology* 2nd Ed, Eurasia publishing house

Gay L.R, (1997). *Educational research*, Prentice hall.

Grewal, J.S. (1982). *Questionnaire and manual for guidance needs inventory*. Agra: National Psychological Corporation

Grewal, J.S. (1990); *Guidance need inventory manual*, national Psychological corporation, Agra.

Gupta, S.K.(1991). A study of the impact of training in career awareness and career decision making skills upon occupational attitude and guidance needs of secondary school students. In M.B. Buch's fifty Survey of Educational Research. (1988-1992) vol (ii) p 1083

Hay, D, F. (2004). Peer relations in childhood. *Journal of Child Psychology & Psychiatry*, 45 (1), 84-108.

Indu Rathee(2014) Guidance Needs Of Adolescent Boys and Girls of Working and Non-Working Mothers. Lokavishkar International E-Journal, ISSN 2277-727X, Vol-III, Issuel.

Jayaswal Sita Ram (1993): *Guidance and Counselling*. Prakashan Kendra, Lucknow.

Jones J. Arthur, (1970) *Principles of Guidance*, McGraw hill co.

Kalhotra, K.S. (2011). A study of guidance needs of adolescents studying in government and private secondary schools in Jammu District. International referred research journal, December,2011-ISSN, VCL-III, ISSUE-27, Chandigarh.

Kaul, L. (2007). *Methodology of Education Research*, Third Edition, Vikas Publication House Pvt.Ltd, New Delhi.

Kaur, D. (2006). Guidance needs of adolescents in relation to their family climate and parental employment. Unpublished, M.Ed. Dissertation, Panjab University

Kaur, S. (1992) Evaluation of Guidance Services in the High/Higher Secondary Schools of Punjab and Chandigarh. Ph.D. theses in, Education Punjab University, 5th Survey of Educational Research In M.B.Buch, Vol (II), National Council of Educational Research and Training,New Delhi.

Kaur,G. (2009). Guidance needs of adolescents in relation to their gender and type of school. Unpublished, M.Ed. Dissertation, Panjab University, Chandigarh.

Kaur,K. (2007). Guidance needs of adolescents in relation to their parental encouragement. Unpublished, M.Ed. Dissertation, Panjab University, Chandigarh

Kochhar S.K, (2006) *Educational & vocational guidance in secondary schools*, Sterling Publishers Pvt. Limited, New Delhi.

Laitonjam Valentina and Ritu Singh(2014) Guidance Needs of Adolescents: Reflections from Their Type of Family. Journal of Social Sciences, 3 8(3): 30 7-311

Lancy D'Souza and Jayaraju R (2008) Relationship between Shyness and Guidance Needs Among Adolescents Journal of the Indian Academy of Applied Psychology, Vol. 34, No.2, 317-322

Manjot Kaur Parhar ,Khushwinder Kaur and Pushpinder Kaur (2013) Guidance needs of Secondary School Students. International Journal of Behavioural Social and Movement Sciences. 2, 2. 77-81.

Mishra, R.C. (2004). *Guidance and Counseling*. Universal Publication, New Jersey.

Nayak, A. K. (2004). *Guidance services in school*. Dominant Publishers, New Delhi.

Perrone, Phil (1986) Guidance needs of gifted children, adolescents, and adults. Journal of Counseling & Development, Vol 64(9), 564-566.

Piaget, Jean in Chauhan (2003). Advanced Educational Psychology. Vikas Publishing house, New Delhi: 74

R. Kannammal (2014) A Study on Guidance Needs of Urban and Rural Adolescence In Relation To the Home Environment Journal of Research & Method in Education . 4, 4. 15-27

Ritu Sharma (2015) A Study of Educational Guidance Needs of Elementary School Students with Learning Disabilities Global Journal of Human Social sciences: Linguistics & Education. 15, 9.

Satish Kumar Kalhotra (2011) A study of guidance needs of adolescents studying in Govt. & Private secondary schools in Jammu District International Referred Research Journal, VOL- III , ISSUE 27

Sharma, Meena (1979); A study of guidance need secondary school students, unpublished M.Ed dissertation, Bhopal University, Bhopal.

Sudha Kumari Sharma(2013) A Study of Guidance Needs of Under Graduate Girls. Advanced International Research Journal of Teacher Education, Vol. 1, No. 1,

Suresh Prabu(2015) A Study on Guidance Needs among Higher Secondary Students. *Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 7., PP 14-17*

Suri S.P. & Sodhi T.S(1997). : *Guidance and Counselling*. Bawa Publications,Patiala.

UNESCO (2000). *Module 8: Guidance and Counselling Programme Development*. Botswana

UNESCO (2000a). *Guidance (Module I)*. Agzi Communication, France.

Vaidya N. (1989). *The impact science teaching*. Oxford and I BH, New Delhi.

Vashist, S. R. (1993). *Vocational Guidance in Elementary School*. Anmol publications, New Delhi.