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## **A STUDY OF THE GUIDANCE NEEDS OF SENIOR SECONDARY SCHOOL STUDENTS OF SIRSA DISTRICT OF HARYANA STATE.**

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### **ABSTRACT**

The present study aims is to examine the guidance needs of senior secondary school students of Sirsa district of Haryana State. The investigator has adopted the survey method of research. For the present study a sample consisted of total 200 students was taken . 100 Government and 100 private senior secondary school students out of which 50 boys and 50 girls students studying in colleges situated in Sirsa District of Haryana State were taken and descriptive survey method was used . In the present study results shows that the guidance needs of Government school students is more than private school students. The guidance needs of Government boys is more than private boys students and the guidance needs of Government girls is more than private girls students. The guidance needs of Government boys is more than Government girls students. The mean & S.D. value of guidance needs of private boys is more than private girls of Sr. Sec. Schools . Therefore, it is analyzed that the guidance needs of private boys is more than private girls students.

**Keywords:** Guidance needs , Government , Private Senior Secondary Schools, Sirsa District , Haryana State.

### **INTRODUCTION**

Education play an important role in progress of in individual's mind and country. It has a great importance in everybody's life. It is a never ending process of inner growth and development, and its period extends from birth till death, i.e. from cradle to grave. Ignorance and poverty are major speed breaker in the swift. Developing country and can be overcome easily through education. In ancient Greece, Socrates argued education was about drawing out what was already within the student. (As many of you know, the world education comes from the Latin Educare meaning "to lead out")

Guidance in its Psychological connotations is more than mere provision of help for the solution of the problem in hand. I consist in helping the individual to help himself without depending on other. In other words, it helps to make the individual self-dependent and self-directed.

Guidance is a powerful and meaningful process through which an individual to helped so that he can take his decisions, conclude result fulfill his aims. With the help of guidance an individual can recognize his capacity and intellectual to seek solutions for his burning problems. An individual is the central point of guidance. Problems of an individual is not the major point of guidance. Under guidance the problems of enters are studies later on. First of all, capacities and ability of a student are died. Many time a student know nothing about his abilities and desires. In this way, the main aim of guidance is self-direction.

Guidance is based on the fact that an individual needs help in particular circumstances. Among the various stages of life every individual tries to seek help from different sources. Some people need the help continuously and regularly throughout their lives while others only in particular conditions. People of lesser age feel this necessity more.

### **Areas Of Guidance**

Guidance is such as process which remains continue throughout the entire life. It is related to all aspects of life. W.M. Proctor has put forward the following types of the guidance-

1. Educational Guidance
2. Vocational Guidance
3. Guidance in social and civic activities
4. Guidance in Physical and Physical activities
5. Guidance in worthy use of leisure time
6. Guidance in character building activities

In the above mentioned type of guidance, education and occupational guidance is given the most important. Most of the philosophers give preference to both the types and ignore the other four types of guidance given by Proctor.

Guidance relating to Physical, character building and use of surplus time can be included in Psychological guidance.

An adolescent who fail to achieve a sense of identity may face confusion over what roles they can or should be playing in life. This is the period when the adolescent can become a good adult or bad one. Much depends on the help we give him and the way we understand him. There are conditions and situations in the lick of most adolescent when the string urges, impulses or ambition may stimulate the arousal of serve emotional distprivatece. "The adolescent has a right to effective help from adults." Malm Jeuson in 'Adolescence' Page 29. Now helping the adolescent requires as a very wide vision. Our daily experience of him will not help us. But we cannot & should not do that, the whole society and we influence the Sr. Sec. School Students and it is our responsibility to guide them.

### **REVIEW OF LITERATURE**

**Sharma and Kaur (2012)** aimed to study the guidance needs of 200 students of 9th grade of Ludhiana District in relation to gender, locale and type of school by using the Guidance needs Inventory by J. S. Grewal. 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

**Prabhu (2012)** the result of the study shows that the level of higher secondary students about guidance needs, guidance programmes need to introduce in schools to meet the varied needs of the educational systems, administration and students. Guidance helps the students to have a better self understanding and proper adjustment to self and society. Developing of proper motivation and clarification of goals and ideas to students in conformity with their basic potentialities and social tendencies are important..

**Sharma, M. (2014)** studied the effect of gender and academic anxiety on the guidance needs of students studying in government secondary schools of District Shimla of Himachal Pradesh. He administered 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) 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.

**Kamla, R. (2014)** assessed 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.

**Claudia Crişan (2015)** the study revealed that students are poorly informed about job opportunities, their expectations for the future are not connected with their own knowledge and abilities, they do not have a coherent career plan and encounter major barriers in the career decision process. The results are important for career counsellors as they can be used in the development of career guidance programs in the university environment.

**Jumana MK, Meera (2017)** the analysis of the study reached the conclusion of a strong need of guidance and counseling programmes in colleges. Students who have chosen various streams like arts, science and commerce also are in need of apt counseling in personal, educational and vocational. Majority of the students possess clear perception about guidance and counseling and its relevance in the present day. Guidance and counseling programmes help students develop life skills needed to deal with problems before they occur, and enhance personal, social and academic growth. Also try to identify cases involving domestic abuse and other family problems that can effect a student's development. Guidance and counseling personals should consult and work with parents, teacher and college administrators. Today it is a mandatory for colleges to have guidance and counseling programmes and trained guidance and counseling personals and all facilities.

**Nivedita , Jay Singh(2017)** concluded that the guidance needs of female secondary school students is more than male secondary school students. The guidance needs of rural secondary school students is more than urban secondary school students.

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

A Study of The Guidance Needs of Senior Secondary School Students of Sirsa District of Haryana State.

#### **OBJECTIVES OF THE STUDY**

The objectives of the study are as follow:

- a) To study the guidance needs of Government and private Sr. Sec. School students.
- b) To study the guidance needs of Government boys and private boys Sr. Sec. School students.
- c) To study the guidance needs of Government girls and private girls Sr. Sec. School students.
- d) To study the guidance needs of Government boys and Government girls Sr. Sec. School students.
- e) To study the guidance needs of private boys and private girls Sr. Sec. School students.

#### **HYPOTHESES**

- a) There exists no significant difference between the guidance needs of Government and private Sr. Sec. School students.
- b) There exists no significant difference between the guidance needs of Government boys and private boys Sr. Sec. School students.
- c) There exists no significant difference between the guidance needs of Government girls and private girls Sr. Sec. School students.
- d) There exists no significant difference between the guidance needs of Government boys and Government girls Sr. Sec. School students.

e) There exists no significant difference between the guidance needs of private boys and private girls Sr. Sec. School students.

**POPULATION**

All the senior secondary school students of Sirsa District constitutes the population of the study.

**SAMPLE**

Random selection of the sample comprising of the students of Sirsa (Haryana) was taken. The sample for the present study consists of 200 students who are studying in 12<sup>th</sup> class. The age of the sample ranges from 17 to 19 years. Random sampling technique was used in the present investigation.

**DELIMITATIONS OF THE STUDY**

Taking into consideration the time and the resources available with the investigator, the study has been limited to the following aspects:-

1. This study was limited to a sample of 200 students.
2. The study was confined only to government and private areas of Sirsa (Haryana).
3. Survey method is used.
4. The student of only Sirsa (Private and Government) was covered under this study.
5. Only one variable i.e. Guidance needs was used.

**METHODOLOGY**

- 1) Descriptive survey method or normative survey method was used in this study.

**TOOL USED IN THE STUDY**

In this investigation the investigator was used standardized guidance needs inventory authored by J.S. Grewal.

**ANALYSIS AND INTERPRETATION OF DATA**

The interpretation of evaluation is determined by the purpose to which we relate the facts. So the investigator has drawn certain tables on the basis of raw scores in order to get finding and testify the hypothesis.

**Hypothesis no. 1** There is no significant difference between the guidance needs of Government and private senior secondary school students.

**Table .1**

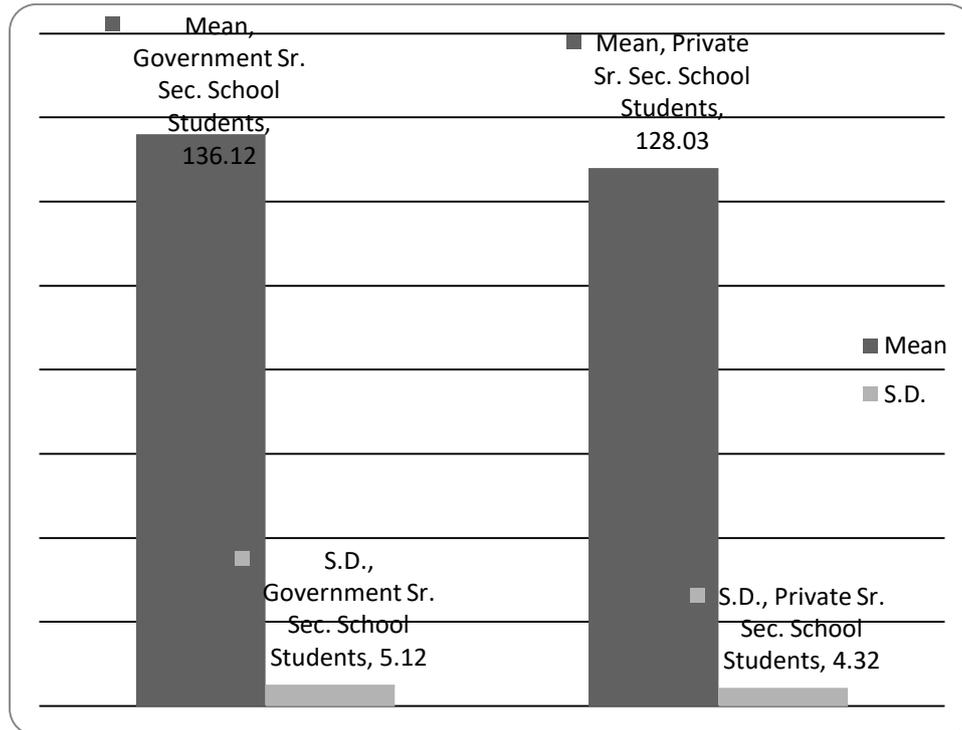
**Mean, S.D. & 't' value of guidance needs among Government and private Senior Secondary School Students.**

Sr. No.	Teachers	N	M	S.D.	DF	't' Value	Level Significance of
1	Government Sr. Sec. School Students	100	136.12	5.12	198	12.07	Significant at both levels i.e. .05 & .01
2.	Private Sr. Sec. School Students	100	128.03	4.32			

**Interpretation:** the mean & S.D. value of guidance needs of government & private Sr. Sec. School students are 136.12, 5.12 & 128.03, 4.32 respectively. The calculated 't' value is 12.07 which is more than standard table value at 0.05 and 0.01 levels of significant. Therefore, it is concluded that there exists significance difference between Government & private regarding guidance needs of Sr. Sec. School students. The mean value of guidance needs of Government Sr. Sec. School students is more than guidance needs of private students. Therefore, it is analyzed that the guidance needs of Government is more than private students. Therefore, hypothesis No. 1 is rejected.

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GRAPH .1



**Hypothesis No. 2** There is no significant difference between the guidance needs of Government boys and private boys senior secondary school students.

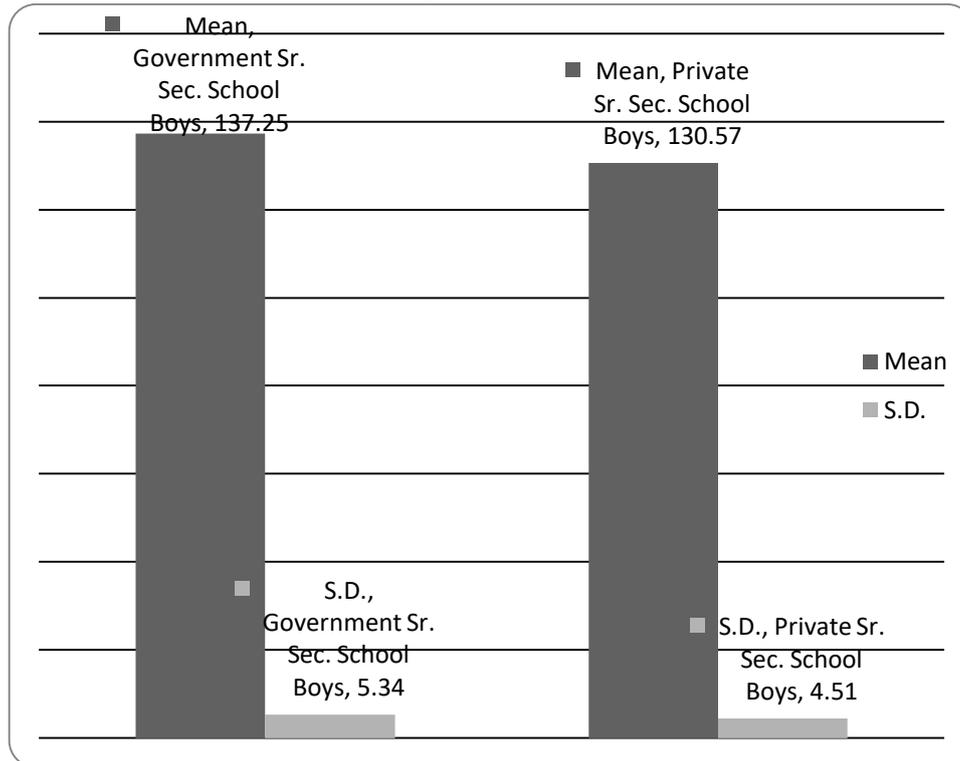
Table .2

Mean, S.D. & 't' value of guidance needs of Government boys and private boys senior secondary school students

Sr. No.	Teachers	N	M	S.D.	DF	't' Value	Level of Significance
1	Government Sr. Sec. School Boys	50	137.25	5.34	98	6.75	Significant at both levels i.e. .05 & .01
2.	Private Sr. Sec. School Boys	50	130.57	4.51			

**Interpretation:** The mean & S.D. value of guidance needs of government boys and private boys of Sr. Sec. Schools are 137.25, 5.34 & 130.57, 4.51 respectively. The calculated 't' value is 6.75 which is more than standard table value at .05 and .01 level of significance. Therefore, it is concluded that exists significance difference between Government boys and private boys regarding guidance needs of Sr. Sec. School students. The mean value of guidance needs of Government boys Sr. Sec. School Students is more than guidance needs of private boys students. Therefore, it is analyzed that the guidance needs of Government boys is more than private boys students. Therefore, hypothesis No. 2 is rejected.

GRAPH .2



**Hypothesis No. 3** There is no significant difference between the guidance needs Government girls and private girls senior secondary school students.

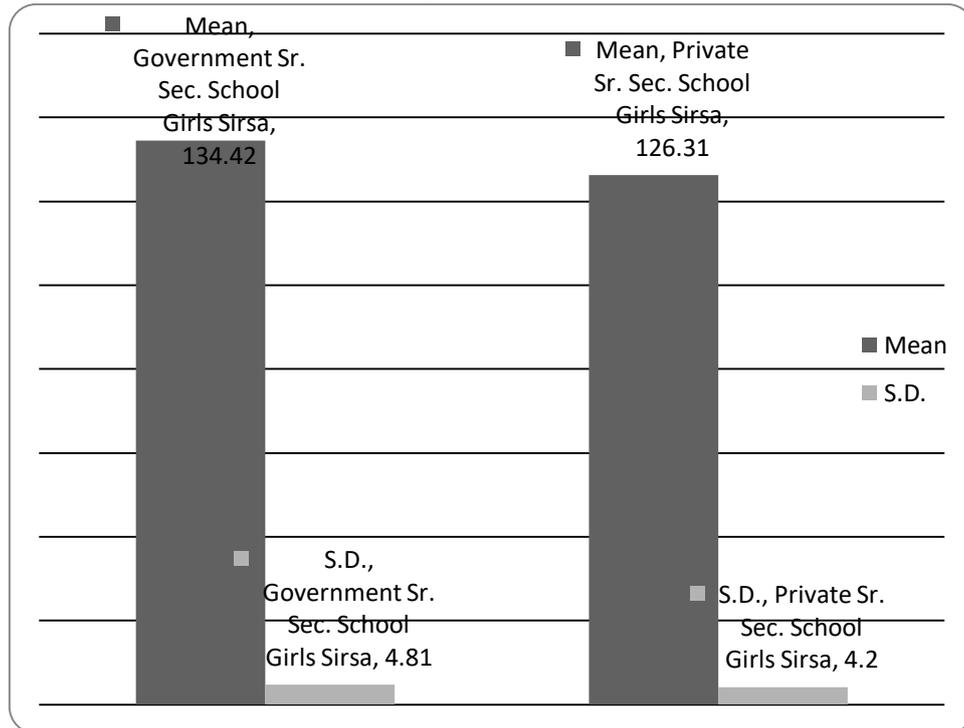
Table 4.3

Mean, S.D. & 't' value of guidance needs of Government girls and private girls senior secondary school students

Sr. No.	Teachers	N	M	S.D.	DF	't' Value	Level of Significance
1	Government Sr. Sec. School Girls Sirsa	50	134.42	4.81	98	8.98	Significant at both levels i.e. .05 & .01
2.	Private Sr. Sec. School Girls Sirsa	50	126.31	4.20			

**Interpretation:** The mean & S.D. value of guidance needs of government girls and private girls of Sr. Sec. Schools are 134.42, 4.81 & 126.31, 4.20 respectively. The calculated 't' value is 8.98 which is more than standard table value at .05 and .01 level of significance . Therefore, it is concluded that exists significance difference between government girls and private girls regarding guidance needs of Sr. Sec. School students. The mean value of guidance needs of government girls Sr. Sec. School Students is more than guidance needs of private girls students. Therefore, it is analyzed that the guidance needs of government girls is more than private girls students. Therefore, hypothesis No. 3 is rejected.

GRAPH .3



**Hypothesis No. 4** There is no significant difference between the guidance needs of government boys and Government girls senior secondary school students.

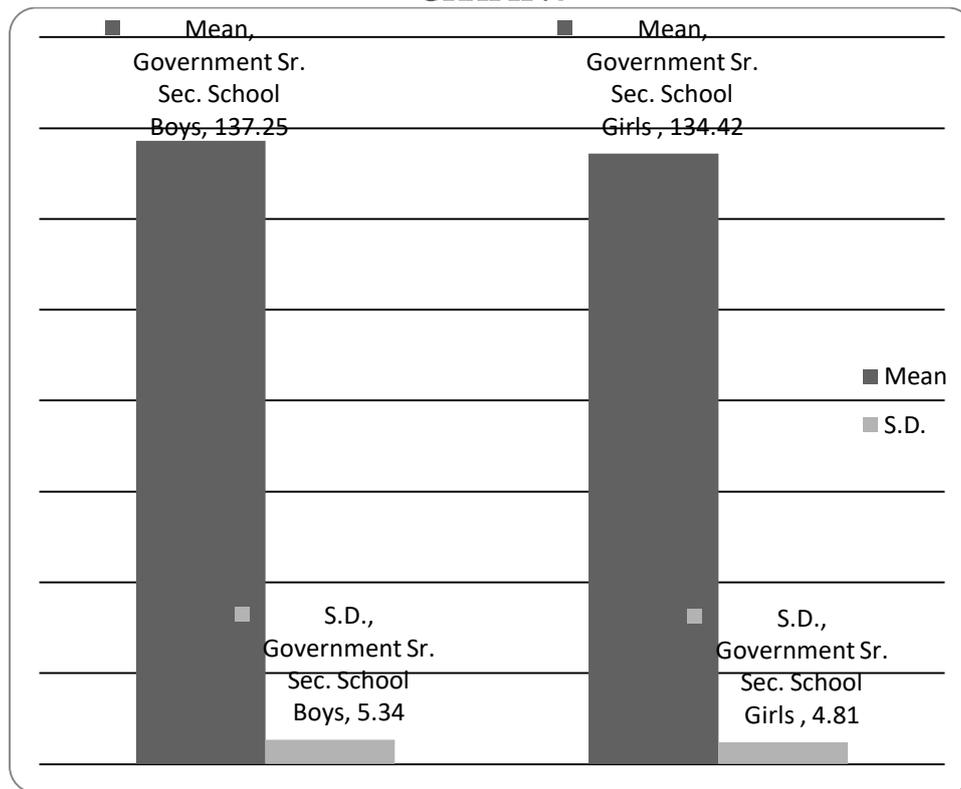
Table .4

Mean, S.D. & 't' value of guidance needs of Government boys and Government girls senior secondary school students.

Sr. No.	Teachers	N	M	S.D.	DF	't' Value	Level of Significance
1	Government Sr. Sec. School Boys	50	137.25	5.34	98	2.78	Significant at both levels i.e. .05 & .01
2.	Government Sr. Sec. School Girls	50	134.42	4.81			

**Interpretation:** The mean & S.D. value of guidance needs of government boys and government girls of Sr. Sec. Schools are 137.25, 5.34 & 134.42, 4.81 respectively. The calculated 't' value is 2.78 which is more than standard table value at .05 and .01 levels of significance. Therefore, it is concluded that there exists no significance difference between Government boys and Government girls regarding guidance needs of Sr. Sec. School students. The mean value of guidance needs of Government boys Sr. Sec. School Students is more than guidance needs of Government girls students. Therefore, it is analyzed that the guidance needs of Government boys is more than Government girls students. Therefore, hypothesis No. 4 is rejected.

GRAPH .4



**Hypothesis No. 5** There is no significant difference between the guidance needs of private boys and private girls senior secondary school students.

Table .5

Mean, S.D. & 't' value of guidance needs of private boys and private girls senior secondary school students.

Sr. No.	Teachers	N	M	S.D.	DF	't' Value	Level of Significance
1	Private Sr. Sec.School Boys	50	130.51	4.51	98	4.81	Significant at both levels i.e. .05 & .01
2.	Private Sr. Sec.School Girls	50	126.31	4.20			

**Interpretation:** The mean & S.D. value of guidance needs of private boys and private girls of Sr. Sec. Schools are 130.51, 4.51 & 126.31, 4.20 respectively. The calculated 't' value is 4.81 which is more than standard table value at .054, .01 level of significance. Therefore, it is concluded that there exists significance difference between private boys and private girls regarding guidance needs of Sr. Sec. School students. The mean value of guidance needs of private boys Sr. Sec. School Students is more than guidance needs of private girls students. Therefore, it is analyzed that the guidance needs of private boys is more than private girls students. Therefore, hypothesis No. 5 is rejected.

GRAPH .5



**FINDING**

1. The mean & S.D. value of guidance needs of Government & private Sr. Sec. School students are 136.12, 5.12 & 128.03, 4.32 respectively. The calculated ‘t’ value is 12.07 which is more than standard table value at 0.05 and 0.01 levels of significant . Therefore, it is analyzed that the guidance needs of Government is more than private students. Therefore, hypothesis No. 1 is rejected.
2. The mean & S.D. value of guidance needs of Government boys and private boys of Sr. Sec. Schools are 137.25, 5.34 & 130.57, 4.51 respectively. The calculated ‘t’ value is 6.75 which is more than standard table value at .05 and .01 level of significance . Therefore, it is analyzed that the guidance needs of Government boys is more than private boys students. Therefore, hypothesis No. 2 is rejected.
3. The mean & S.D. value of guidance needs of Government girls and private girls of Sr. Sec. Schools are 134.42, 4.81 & 126.31, 4.20 respectively. The calculated ‘t’ value is 8.98 which is more than standard table value at .05 and .01 level of significance . Therefore, it is analyzed that the guidance needs of Government girls is more than private girls students. Therefore, hypothesis No. 3 is rejected.
4. The mean & S.D. value of guidance needs of government boys and government girls of Sr. Sec. Schools are 137.25, 5.34 & 134.42, 4.81 respectively. The calculated ‘t’ value is 2.78 which is more than standard table value at .05 and .01 levels of significance. Therefore, it is analyzed that the guidance needs of Government boys is more than Government girls students. Therefore, hypothesis No. 4 is accepted.
5. The mean & S.D. value of guidance needs of private boys and private girls of Sr. Sec. Schools are 130.51, 4.51 & 126.31, 4.20 respectively. The calculated ‘t’ value is 4.81 which is more than standard table value at .054, .01 level of significance . Therefore, it is analyzed that the guidance needs of private boys is more than private girls students. Therefore, hypothesis No. 5 is rejected.

**CONCLUSIONS**

In the present study it is concluded that the guidance needs of Government school students is more than private school students. The guidance needs of Government boys is more than private boys students and the guidance needs of Government girls is more than private girls students. The guidance needs of Government boys is more than

Government girls students. The mean & S.D. value of guidance needs of private boys is more than private girls of Sr. Sec. Schools. Therefore, it is analyzed that the guidance needs of private boys is more than private girls students.

### **EDUCATIONAL IMPLICATIONS:**

On overall viewing of the finding it is evident that educational, Social, Physical, Psychological and vocational guidance needs of the Sr. Sc. School students in Sirsa District of Haryana State is well as the awareness percentage is found normal.

The Sr. Sec. School students even they are Government or private are aware of educational guidance needs. Hence, educational strategies in Government and private areas do not need any major reconstruction.

A comparison of Government and private students on guidance needs reveals that Government students are more aware than their private counterparts. Hence guidance strategies in private areas needs reshuffle. Government boys and girls students are more aware in guidance needs from their private boys and girls counterparts. Hence, guidance strategies in private boys and girls areas need major reshuffle. A comparison of Government boys and Government girls students on guidance needs reveals that Government girls students are less aware than their Government boys counterparts. Hence, guidance strategies in Government girls needs reshuffle.

### **SUGGESTION FOR FURTHER STUDY**

A few suggestions are given below:

- (1) Similar study can be done on a large sample.
  - (2) Guidance needs of students belonging to Delhi & Rajasthan region can also be studied.
  - (3) Similar study can also be done talking more area of guidance needs.
  - (4) The present study does not give full view of guidance needs on individual.
- Hence comprehensive study can be done by using many tools and techniques of guidance in order to get full picture of students needs.

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