

Study of Guidance Needs of Girls at Senior Secondary Level

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Abstract

The present study deals with the educational, vocational, personal, social and emotional needs of the students(girls) studying in different streams (i.e., Arts, Science & Commerce) at senior secondary level. The present study focuses on the comparison of the girls of science, Arts and Commerce group in relation to their educational, vocational, personal, social and emotional and total guidance needs. The sample of 400 senior secondary students (girls) of arts, science and commerce group from AMU was selected randomly. Significant difference at 0.01 level was found between the girls of Arts and Commerce streams in their Social and Total guidance need score. significant differences were found between the girls of Arts and Commerce streams and between girls of Science and Commerce stream at 0.05 level in their Educational need. Whereas no significant differences were found between the girls of Arts and commerce stream and between the girls of Science and Commerce stream in their Vocational, personal and emotional guidance need. No significant difference was found between the girls of Science and Commerce stream in their Social and total guidance need. Significant difference at 0.01 level was found between the girls of Arts and Science streams in their educational, vocational, personal, social, emotional and total guidance needs. It is clearly evident that the girls of arts streams require more guidance than the girls of science and commerce stream in total guidance need areas.

INTRODUCTION

The need for guidance had existed at all times. Moreover, the need of guidance is universal. It is as old as man himself. It is based upon the fact that all human beings need help in one way or the other. There is hardly any individual who does not need help. Jones(1930) has rightly said, everyone needs assistance at sometime in his life. Some will need constantly and throughout their life, while others need it only at rare intervals at times of great crisis. There is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalization, liberalization, need for outstanding leadership, a shift in standards of morality and integrity, people's high aspiration etc. all contribute to the need for guidance programme in the schools.

REVIEW OF RELATED STUDIES

Anderson & Earhart(1990) worked on a program to provide guidance to graduate assistants as they begin to teach an undergraduate course in family relationships. Phitaktanakham (1990) conducted a study of the socio-economic conditions and guidance services in the secondary school of the Nonthaburi Province, Thailand. This study led to the conclusion that vocational guidance should cover Inventory service, Information service, Placement service and Follow-up service. It is suggested to use more psychological tests by guidance services. Bhatnagar and Gupta (1991) conducted study on multimedia package on developmental and career guidance. Gupta (1991) worked on the impact of the career training materials upon the occupational aspirations, vocational attitudes and guidance needs of students. Sirohi (1991) conducted field assessment study of guidance inputs in minorities' schools. Kaur (1992) evaluated the guidance

programme in general and service-wise guidance programme in particular in high and higher secondary schools of Punjab and Chandigarh. Saraswat (1992) conducted study to develop a need based guidance programme for Navodaya Vidyalaya students of class VI. Joneja (1992) conducted action research for development of a guidance programme to promote the career potential of senior secondary school girl with purpose of investigating the barriers in career development of girls and help them become career-oriented. Shah, et.al(1997) studied the guidance needs of graduate & post graduate students. The major objectives of the enquiry were (i)to study the educational and vocational aspirations of the students of graduates and post graduate classes of arts and home science colleges of SNTD, women's university in Bombay and (ii)to survey their guidance needs. It was found that most of the students were engaged for marriage and consequently did not have educational aspirations. Those who expressed a desire to study for personal development, selected academic subjects and professional courses also. It was also found that, the purpose of future educational pursuit had not crystallized in the case of most of the students. Eyo et.al.(2010) investigated the attitude of secondary school students towards guidance and counseling services. The results further revealed that there are significant differences between attitude of male and female students in rural and urban schools towards guidance and counseling services. Kumar(2012) studied the guidance needs of adolescents studying in private and government school. 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' students have less need for guidance than boys students.

OBJECTIVES

1. To make comparison between the girls of Arts and Commerce streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need areas.
2. To make comparison between the girls of Arts and Science streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need areas.
3. To make comparison between the girls of Science and Commerce streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need areas.

HYPOTHESES

H0-1 There will be no significant difference in the mean scores of the girls of Arts and Commerce streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need areas.

H0-2 There will be no significant difference in the mean scores of the girls of Arts and Science streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need areas.

H0-3 There will be no significant difference in the mean scores of the girls of Science and Commerce streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need areas.

Sample: A sample of 400 students(girls) studying at senior secondary level i.e., Arts(135), Science(133) and Commerce(132) have been taken for the study.

TOOLS USED:- For the present study the guidance need inventory developed by Kumari & Zaidi (2013) has been used.

STATISTICAL TECHNIQUE:

Mean, S.D and t-test have been used for the present study.

ANALYSIS AND ITERPRETATION

In order to verify the hypotheses, t-test was applied, the results of analysis are presented in the tables below:

Table 1: MEAN, SD & t-VALUES OF GUIDANCE NEED SCORES OF B.A & B.COM STREAMS

Area	Sub-samples compared				DF	t-value
	B.A.girls(N=135)		B.COM girls(N=132)			
	Mean	S.D	Mean	S.D		
Educational	89.92	8.24	84.43	8.97	265	2.02*
Vocational	26.23	3.07	25.40	2.96	265	1.66NS
Personal	107.46	13.57	96.37	15.49	265	1.8NS
Social	63.53	8.06	56.15	9.91	265	4.7**
Emotional	56.83	6.01	51.26	8.29	265	0.64NS
Total	343.98	36.20	313.63	38.87	265	4.2**

**= Significant at .01 level of confidence

*= Significant at .05 level of confidence

NS= Not Significant

Table 1 shows that the mean score of the girls of arts stream in their educational need is 89.92 and mean score of the girls of commerce stream in their educational need is 84.43 with SD of 8.24 and 8.97, respectively. The calculated t-value is 2.02 at 265 degree of freedom. The tabulated value at 265 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. The mean score of the girls of arts stream in their vocational need is 26.23 and mean score of the girls of commerce stream in their vocational need is 25.40 with SD of 3.07 and 2.96, respectively. The calculated t-value is 1.66 at 265 degree of freedom. The tabulated value at 265 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is lesser than tabulated t-value. The mean score of the girls of arts

stream in their personal need is 107.46 and mean score of girls of commerce stream in their personal need is 96.37 with SD of 13.57 and 15.49, respectively. The calculated t-value is 1.80 at 265 degree of freedom. The tabulated value at 265 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is lesser than tabulated t-value. The mean score of the girls of arts stream in their social need is 63.53 and mean score of the girls of commerce stream in their social need is 56.15 with SD of 8.06 and 9.12, respectively. The calculated t-value is 4.70 at 265 degree of freedom. The tabulated value at 265 df is 2.67 at 0.01 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. The mean score of girls of arts stream in their emotional need is 56.83 and mean score of girls of commerce stream in their emotional need is 51.26 with SD of 6.01 and 8.29, respectively. The calculated t-value is 0.64 at 265 degree of freedom. The tabulated value at 265 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is lesser than tabulated t-value. The mean score of girls of arts stream in their total guidance need is 343.98 and mean score of the girls of commerce stream in their total guidance need is 313.63 with SD of 36.20 and 38.87, respectively. The calculated t-value is 4.20 at 265 degree of freedom. The tabulated value at 265 df is 2.67 at 0.01 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. So, the null hypothesis H0-1 i.e., “There will be no significant difference in the mean scores of the girls of Arts and Commerce streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need score” is partially accepted. Therefore, it is clearly shown that there is a significant difference between mean scores of girls of arts and commerce stream in their educational, social and total guidance needs.

Table 2: MEAN, SD & t-VALUES OF GUIDANCE NEED SCORES OF B.SC (GIRLS) & B.COM (GIRLS)

Area	Sub-samples compared				DF	t-value
	B.SC girls(N=133)		Commerce Girls(N=132)			
	Mean	S.D	Mean	S.D		
Educational	80.82	12.73	84.43	8.97	263	2.027*
Vocational	24.46	4.00	25.40	2.96	263	1.75NS
Personal	95.83	19.95	96.37	15.49	263	0.197NS
Social	57.06	13.56	56.15	9.91	263	0.497NS
Emotional	52.24	10.52	51.26	8.29	263	0.674NS
Total	310.43	54.33	313.63	38.87	263	0.445NS

*= Significant at .05 level of confidence

NS= Not Significant

Table 2 shows that the mean score of the girls of science stream in their educational need is 80.82 and mean score of the girls of commerce stream in their educational need is 84.43 with SD of 12.73 and 8.97, respectively. The calculated t-value is 2.027 at 263 degree of freedom. The tabulated value at 263 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. The mean score of the girls of science stream in their vocational need is 24.46 and mean score of the girls of commerce stream in their vocational need is 25.40 with SD of 4.00 and 2.96, respectively. The calculated t-value is 1.75 at 263 degree of freedom. The tabulated value at 263 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is lesser than tabulated t-value. The mean score of the girls of science stream in their personal need is 95.83 and mean score of girls of commerce stream in their personal need is 96.37 with SD of 19.95 and 15.49, respectively. The calculated t-value is 0.197 at 263 degree of freedom. The tabulated value at 263 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is lesser than tabulated t-value. The mean score of the girls of science stream in their social need is 57.06 and mean score of the girls of commerce stream in their social need is 56.15 with SD of 13.56 and 9.12, respectively. The calculated t-value is 0.497 with 263 degree of freedom. The tabulated value at 263 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is lesser than tabulated t-value. The mean score of girls of science stream in their emotional need is 52.24 and mean score of girls of commerce stream in their emotional need is 51.26 with SD of 10.52 and 8.29, respectively. The calculated t-value is 0.674 at 263 degree of freedom. The tabulated value at 263 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is lesser than tabulated t-value. The mean score of girls of science stream in their total guidance need is 310.98 and mean score of the girls of commerce stream in their total guidance need is 313.63 with SD of 54.33 and 38.87, respectively. The calculated t-value is 0.445 at 263 degree of freedom. The tabulated t-value at 263 df is 1.98 at 0.05 level of confidence. Hence, the calculated t-value is lesser than tabulated t-value. So, the null hypothesis H₀₋₂ i.e., “There will be no significant difference in the mean scores of the girls of Science and Commerce streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need score” is partially accepted. Therefore, it is clearly shown that there is a significant difference between mean scores of girls of science and commerce stream in their educational guidance needs.

Table 3: MEAN, SD & t-VALUES OF GUIDANCE NEED SCORES OF B.SC (GIRLS) & B.A (GIRLS)

Area	Sub-samples compared				DF	t-value
	B.SC. GIRLS(N=133)		B.A GIRLS(N=135)			
	Mean	S.D	Mean	S.D		
Educational	80.82	12.73	89.92	8.24	266	6.57**

Vocational	24.46	4.00	26.23	3.07	266	3.79**
Personal	95.83	19.95	107.46	13.57	266	5.26**
Social	57.06	13.56	63.53	8.06	266	4.51**
Emotional	52.24	10.52	56.83	6.01	266	4.18**
Total	310.43	54.33	343.98	36.20	266	5.62**

**= Significant at .01 level of confidence

Table 3 shows that the mean score of the girls of science stream in their educational need is 80.82 and mean score of the girls of arts stream in their educational need is 89.92 with SD of 12.73 and 8.24, respectively. The calculated t-value is 6.57 at 266 degree of freedom. The tabulated t-value at 266 df is 2.67 at 0.01 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. The mean score of the girls of science stream in their vocational need is 24.46 and mean score of the girls of arts stream in their vocational need is 26.23 with SD of 4.00 and 8.24, respectively. The calculated t-value is 3.79 at 266 degree of freedom. The tabulated value at 266 df is 2.67 at 0.01 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. The mean score of the girls of science stream in their personal need is 95.83 and mean score of girls of arts stream in their personal need is 107.46 with SD of 19.95 and 13.57, respectively. The calculated t-value is 5.26 at 266 degree of freedom. The tabulated value at 266 df is 2.67 at 0.01 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. The mean score of the girls of arts stream in their social need is 57.06 and mean score of the girls of science stream in their social need is 63.53 with SD of 13.56 and 8.06, respectively. The calculated t-value is 4.51 at 266 degree of freedom. The tabulated value at 266 df is 2.67 at 0.01 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. The mean score of girls of science stream in their emotional need is 52.24 and mean score of girls of arts stream in their emotional need is 56.83 with SD of 10.52 and 6.01, respectively. The calculated t-value is 4.18 at 266 degree of freedom. The tabulated value at 266 df is 2.67 at 0.01 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. The mean score of girls of science stream in their total guidance need is 310.98 and mean score of the girls of arts stream in their total guidance need is 343.98 with SD of 54.33 and 36.20, respectively. The calculated t-value is 5.62 at 266 degree of freedom. The tabulated value at 266 df is 2.67 at 0.01 level of confidence. Hence, the calculated t-value is higher than tabulated t-value. So, the null hypothesis H₀₋₃ i.e., "There will be no significant difference in the mean scores of the girls of Arts and Science streams in their Educational, Vocational, Personal, Social, Emotional and Total guidance need score." is rejected. Therefore, it is clearly shown that there is a significant difference between mean scores of girls of science and arts stream in their educational, vocational, personal, social, emotional and total guidance needs.

FINDINGS OF THE STUDY

1. Significant differences were found between the girls of Arts and Commerce streams in their Educational, Social and Total guidance need areas. Girls of Arts stream have higher

mean score in the area of Educational, Social and total guidance need than the girls of commerce stream. Hence, Arts students require more guidance than the Commerce students.

2. It was found that there was a significant difference between the girls of Science and Commerce streams in their Educational need area. The mean score of girls of commerce stream is higher than the mean score of science stream in their educational need. Hence, the girls of commerce stream need more guidance in their educational need area than the science students. In the Vocational, Personal, Social, Emotional and total guidance need scores the girls of commerce stream score higher mean than the girls of science stream but the difference was not significant.
3. There was a significant difference between the girls of Arts and Science streams in their Educational, Vocational, Personal, Social, Emotional and total guidance need areas. Girls of Arts streams have higher mean score in the area of Educational, Vocational, Personal, Social, Emotional and total guidance needs than the girls of science stream. Hence, girls of Arts stream require more guidance than the girls of science stream.

SUGGESTIONS FOR FURTHER RESEARCH

Following are the suggestions for further research.

- 1) The present study may also be conducted on the students at master's level.
- 2) Correlational study may also be conducted in the different areas of guidance need i.e., Educational, Vocational, Personal, Social and Emotional guidance need.
- 3) The same study may be conducted on professional courses like Engineering, Management, and B.ED., to make the study more significant and informative.
- 4) Comparative study may also be done between girls and boys at senior secondary level.

RECOMMENDATION

The researcher recommends that secondary education board should open well equipped counseling units in both urban and rural schools and qualified counselors should be posted to practice and create awareness of guidance and counseling services.

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