



A STUDY ON THE GUIDANCE NEEDS OF SECONDARY SCHOOL STUDENTS OF DELHI

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ABSTRACT

The aim of this study is to determine the guidance needs of the secondary school students of Delhi according to their own perspective. The researcher used the self-made questionnaire titled as "Discover Yourself" and applied that on randomly selected school students at secondary level. The percentage analysis was done on the basis of the frequency of the response of the students. The findings of the study were: 1) The problems related to educational guidance: stress before exams and parent-teacher pressure for good marks. 2) The problems related to social guidance: Peer rivalry in class, isolation in class and majority of the students do not like to interact with the opposite gender. 3) The problems related to psychological guidance: Stress due to peer pressure, few students faced bullying in the class. 4) 64% of the students feel the need of educational guidance, 56% need psychological guidance and 48% of the students feel the need of social guidance.

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INTRODUCTION

Education is expanding at dynamic pace and making it difficult for every school student to make right choice in life without the help of guidance personnel. Due to this every school has appointed counselor or is running some kind of guidance programme which could cater the varied needs of the students. Guidance programme helps the students in all round development by making them capable of making proper choices at various stages of development with respect to education, vocation, social, psychological and spiritual areas of life. As a matter of fact the ability to make right choices is not inborn but like other abilities can be developed in the child. It should be one of the functions of secondary school to give such opportunities to the students so that they can grow by making right choices by themselves in future. According to NCF (2005), "Secondary level is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability to reason with abstractions and use logic emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond the here and now.

The critical understanding of the self in relation to society also emerges during this period so here school guidance plays an important role to enhance the overall personality of the students." In 21st century the students need to balance their inner lives with the social and cultural world they live in. But in this dynamic changing education and social environment those students needs guidance who do not readily find opportunities that reflect their needs, wishes and abilities. Even due to societal, peer and parental pressure, nowadays children are facing more of educational, social and psychological problems. All this is evident that student's all round development is possible by educational reform accompanied with continuous guidance service. Guidance has a wider scope and function than merely that of assisting students in making educational and vocational choices. It provides through developmental stage. Following are the objectives of guidance at secondary stage:

- To understand the individual and help him to assess his ability, interest and needs.
- To make him acquainted with resources and facilities in schools and community, which are available for his information and experiences.
- To help him in making the best possible use of his opportunities and assist him in channelizing his energy wisely.

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- To help him evaluate his experience, clarify his objectives and make plans for his future.
- It should be helpful in measuring their vocational assets and abilities, prepare themselves for entry into the career of their choice and to get suitable job.
- To help principle and teachers to understand their students as individuals and to create situations in which the student can learn more effectively.
- To find solution of students problems of personal social adjustment in school and at home.
- To collect all relevant information about students.

Literature review

Seeja, (2015) conducted a study titled as "Identification of guidance needs among higher secondary school students of kerala. The findings were as follows: 1) there exist considerable guidance needs among the secondary school students.2) the students' guidance needs were in the order: Educational guidance, Personal guidance, Vocational guidance, Social guidance and Physical guidance. Another study was conducted by Ritu Sharma(2015) titled as "Educational Guidance Needs of Elementary School Students with Learning Disabilities". The 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. Moreover, Manjot Kaur Parhar, Khushwinder Kaur, Pushpinder Kaur (2013) conducted a study titled as "Guidance needs of secondary school students". The findings of the study were as follows: 1) There is no significant difference between the guidance needs of male and female secondary school student. 2).

There is significant difference between the guidance needs of urban and rural secondary school students. 3) Rural secondary school students have more guidance needs than urban secondary school students. Oyieyo Dickson Mikaye(2012) conducted a study titled as " Influence of guidance and guidance on students discipline in public secondary school" in kabondo division(kenya).The study found out that the principal and the teachers considered guidance and counselling services to be important in secondary schools for educational matters, such as giving them advice on career / courses. It was also found that through guidance and counselling services there are less personal problems among the students and it enabled students to be well disciplined with improved academic performance.

Objectives of study

To find out the number of students who feel the need of:

- Educational Guidance
- Psychological Guidance
- Social Guidance

To assess the guidance needs of the students with respect to:

- Educational Guidance
- Psychological Guidance

- Social Guidance

To identify the type of guidance the students require the most at the secondary level

METHODOLOGY

Normative survey method was adopted for the study.

Tools

Self-made Guidance need Questionnaire titled as "Discover Yourself" was constructed by the researcher.

Statistical Technique Used

Frequency and percentage analysis was used for data analysis.

ANALYSIS AND RESULTS

To find out the number of students who feel the need of Educational guidance

16 out of 25 students feel the need Educational Guidance

To find out the number of students who feel the need of Psychological guidance

14 out of 25 students feel the need of Psychological Guidance

To find out the number of students who feel the need of Social guidance

12 out of 25 students feel the need of Social Guidance

To assess the guidance needs of the students with respect to Educational Guidance

Education is expanding at dynamic pace and making it difficult for every school student to make right choice in life without the help of guidance personnel. Due to this every school has appointed counselor or is running some kind of guidance programme which could cater the varied needs of the students. Guidance programme helps the students in all round development by making them capable of making proper choices at various stages of development with respect to education, vocation, social, psychological and spiritual areas of life. As a matter of fact the ability to make right choices is not inborn but like other abilities can be developed in the child. It should be one of the functions of secondary school to give such opportunities to the students so that they can grow by making right choices by themselves in future. According to NCF (2005) , "Secondary level is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability to reason with abstractions and use logic emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond the here and now. The critical understanding of the self in relation to society also emerges during this period so here school guidance plays an important role to enhance the overall personality of the students." In 21st century the students need to balance their inner lives with the social and cultural world they live in.

Table 1.

S.NO.	QUESTIONS	Freq(Yes)	% (Yes)	Freq (No)	% (No)
1	Do you feel stressed before exams?	16	64	9	36
2	Are you able to cope up with the speed of teacher?	17	68	8	32
3	Are you able to make balance between scholastic and co scholastic areas?	18	72	7	28
4	Have you ever faced parents-teacher pressure for scoring good marks?	15	60	10	40
5	Do you possess good previous knowledge?	21	84	4	16
6	Do you understand what is being taught in school and do you find it useful?	24	96	1	4

Table 2.

S.NO.	QUESTIONS	Freq (Yes)	% (Yes)	Freq (No)	% (No)
1	Do you find the subject interesting?	22	88	88	12
2	Do you find the behaviour of your teacher inappropriate?	5	20	20	80
3	Do you feel stressed due to peer pressure?	10	40	40	60
4	Do you feel shy or hesitated in or outside the class?	6	24	24	76
5	Do your parents help you and support your educational activities?	22	88	88	12
6	Have you ever faced bullying in the class?	5	20	20	80

Table 3.

S.NO.	QUESTIONS	Freq (Yes)	% (Yes)	Freq (No)	% (No)
1	Have you ever faced peer rivalry in class?	11	44	44	56
2	Do you like to interact with opposite gender?	10	40	40	60
3	Have you ever faced discrimination in the class?	6	36	36	64
4	Do you have positive interpersonal relationship with your peers?	15	60	60	40
5	Do you have positive interpersonal relationship with your teachers?	18	72	72	28
6	Do you participate in co-curricular activities?	20	80	80	20

S.No.	Hierarchy of type of Guidance	Frequency(out of 25)	Percentage
1	Educational Guidance	16	64%
2	Psychological Guidance	14	56%
3	Social Guidance	12	48%

But in this dynamic changing education and social environment those students needs guidance who do not readily find opportunities that reflect their needs, wishes and abilities. Even due to societal, peer and parental pressure, nowadays children are facing more of educational, social and psychological problems. All this is evident that student's all round development is possible by educational reform accompanied with continuous guidance service. Guidance has a wider scope and function then merely that of assisting students in making educational and vocational choices. It provides through developmental stage. Following are the objectives of guidance at secondary stage:

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- To help him in making the best possible use of his opportunities and assist him in channelizing his energy wisely.
- To help him evaluate his experience, clarify his objectives and make plans for his future.
- It should be helpful in measuring their vocational assets and abilities, prepare themselves for entry into the career of their choice and to get suitable job.
- To help principle and teachers to understand their students as individuals and to create situations in which the student can learn more effectively.
- To find solution of students problems of personal social adjustment in school and at home.
- To collect all relevant information about students.

Recommendations

- Parents and teacher must not pressure the students for scoring higher marks.
- Teachers, education planners and school administrators should be made aware about their responsibility in providing adequate facilities for guidance services so that the students receive quality guidance in school.
- Previous knowledge should be improved by the teachers by starting; concept should be explained in details.
- Teachers should encourage healthy competition among the students so that they don't feel stressed.
- Pressurising students under the impression that they will unleash their full potential when working under difficult circumstance should not be done.
- Students should be motivated and encouraged by their parents.
- Students must be supported by their parents in educational activities so that students can generate their interest in studies

Conclusion

- Educational guidance is the most sorts after guidance needs by the secondary school students.
- More than 90% students feel stressed before exam because of pressure put on them to score good marks.
- Since many students do not have good previous knowledge might be that is the only reason that they won't be able to make balance between scholastic and co-scholastic areas

- Psychological guidance need comes second and social guidance is the least required guidance by secondary students.
- The result shows that academic competition is increasing among students and they feel stressed due to peer and parental pressure.

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