



## **GUIDANCE NEEDS OF UNDER GRADUATE STUDENTS WITH VISUAL DISABILITIES (DIVYANGJAN)**

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### **Abstract**

*The condition of visual disability obstructs the child's development in various areas, i.e. cognitive, language, motor and social development. It creates the unique needs for the persons with visual disabilities. In order to meet their unique needs there must be provision for specialized guidance services in appropriate media, which enable them to most effectively compete with their peers in school and ultimately in society. This paper aims to find out the need of guidance of under-graduate visually challenged students and compare the guidance need of students with visual impairment as per their gender. The data has been collected from randomly selected 60 undergraduate students with visual disabilities (Divyangjan) of Dr. Shakuntala Misra National Rehabilitation University, Lucknow. The findings of this study illustrate that students have significantly positive need for guidance services and there is no significant differences in the perception for vocational, personal, social and personal guidance needs between the undergraduate students as per their gender.*

**Key words:** *visual disabilities (Divyangjan), Visually Challenged, Guidance Needs, Higher Education*



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A visual disability is a visual condition that deviated from the range of normal vision. The condition of visual disability obstructs the child's development in various areas, i.e. cognitive, language, motor and social development. It creates the unique needs for the persons with visual disabilities. In order to meet their unique needs there must be provision for specialized guidance services in appropriate media, which enable them to most effectively compete with their peers in school and ultimately in society. Much of the information are received and processed through the sense of sight. Therefore children with visually disabilities need to learn to acquire information in alternative ways. They need to learn the necessary compensatory skills and other adaptive techniques. Some of the other areas uniquely affected by impaired vision are concept development, or the ability to

understand the relationships between and functions of objects and abstract ideas. Along with these persons with visual disabilities suffers more due to psycho-social implications of visual disability. Students at undergraduate level whether they are visual disabled or not are adolescents and they face many problems related to personal, social, vocational, emotional, health, moral etc. Hence they need guidance services. Keeping in the mind the importance of guidance programme on the college level Indian Education Commission (1964-66) recommended that there should be a guidance cell for college students. It has been also stated by the commission that the role of guidance is very crucial at the college level as at this stage student faces many problems related to educational vocational and personal. They should be making aware about the job market and how to make adjustment in it.

Guidance is a universal and automatic phenomenon. In the ancient society, elder family members offered guidance to the young ones and to persons in grief. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. With the passage of time, radical changes have taken place in different fields. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex (Gupta, nd.). To adjust in this changing world everyone need guidance, it is a service both specialized and generalized to assist the person in decision-making and adjustment.

The dictionary meaning of guidance is 'to direct', 'to point out', and 'to show the path'. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal social, emotional etc. According to Jones (1930), "Guidance is the assistance given to individual in making intelligent choices, solving problems and making-adjustment." But in this complex society and changing world guidance given by the elder members of family is not enough. Now these days it has been given by the professionals. So Crow & Crow (1962) defined guidance as 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 programme helps in optimum development of individual, identify own talents, strengths and weaknesses, solving different problems, for academic growth and development, vocational maturity, vocational choices and vocational adjustments, social and

personal adjustment, better family life, for conservation and proper utilization of human resources and for national development

As it has been stated earlier that undergraduate students are those students who are in their adolescence period. According to psychologist this period is from 12 or 13 years to 19 years. Hall defined this stage as a period of great stress, strain and storm. UNICEF (2012) described that adolescence is a time of “intense physical, psychological, emotional and economic changes”. It is a foundational period when social, behavioral and attitudinal patterns already set from early childhood (Chopra 2013) are reinforced and solidified. In this crucial period, supporting adolescents to participate in matters affecting their lives contributes to healthy individual developmental processes. Although, in India students of secondary and higher-secondary classes are also adolescents but college life brings a drastic change in the life of everyone. On the undergraduate level students try to prepare themselves for their coming life. As well as they face so many problems related to their personal, social, educational, vocational and social life. Proper guidance on this level can strengthen these students cognitive, social and emotional development, build life skills and leadership capacities and strengthen capacities for decision-making and planning. A proper guidance will increase undergraduates’ self-esteem and social skills and they will be valuable for their family, society and also for themselves in real sense.

**Review of Related Studies:** Guidance is an integral part of educational institutions of contemporary days. A few studies related to guidance programme in educational institutions are as under:

**Lee, Elizabeth, Olson et al. (2009)** investigated effects of college counseling services on academic performance and retention. Investigators found that counseling experience is significantly associated with student retention. They also found students receiving counseling services were more likely to stay enrolled in school.

**Eyo, Bassey, Joshua & Esuong (2010)** studied on attitude of secondary school students towards guidance and counseling services in Cross River State. Major findings of the study were; (i) Secondary school students’ attitude towards guidance and counseling services are positive. (ii) Gender has a significant influence on students’ attitude towards guidance and counseling services. (c) Schools geographical location influence students’ attitude towards guidance and counseling services.

**Rani, Ananda, & Krishnaveni, (2013)** studied on career guidance and counseling needs of graduate students of India. In this study they found that all of the students expressed

the need to have the information on higher education and employment opportunities in different sectors by pursuing different courses. Only 28.33 percent of them asked for information on self employment opportunities. The responses of the sample shows that majority of them need lectures and training on different topics of career guidance like memory techniques (96.66%), study skills (70%), stress management (98%), public speaking skills (94.33%), resume preparation (97.66%), communication skills (66%) and interview techniques 70.66 percent . They said that these programmes & camps will help them to equip themselves with necessary skills for employability. 99 Percent of the students said that the counseling sessions for the students in the college should be arranged by appointing a guidance counselor to overcome the psychological problems like stress, inferiority complex, anxiety neurosis etc. 98 Percent of the sample expressed the need for the interaction sessions with the employers, 60.66 percent with industrialists 65.66 percent with the personnel from employment & training office and 40.33 percent with alumni. They said that this will help them to have an awareness about the employment opportunities, the courses having demand, the skill expectation of the industries and to get motivate & inspire themselves. 46 percent said that on campus recruitments will make they easy to get employment & they stressed that the management should take the initiative of training the students for employment & to arrange for on campus recruitment and 100 percent of the students expressed the need of the establishment of career guidance & counseling cell in the college.

**Sharma (2013)** found in her study that undergraduate girls of arts stream require more guidance needs in comparison to science and commerce stream girls in their educational, vocational, personal, social, emotional and in total. Because significant differences were found between arts and science stream girls in educational, vocational, personal, social, emotional and in total needs. Between arts and commerce group significant differences were found in their educational, personal, social, emotional and in total. Whereas no significant differences were found between science and commerce group in their educational, vocational, personal, social, emotional and in total guidance needs. Whereas vocational guidance needs of commerce and arts group were taken into consideration no significant difference was found.

#### **Need of the Study:**

Visually challenged students need guidance services as any normal student. It has been felt that guidance service should be an integral part of any academic institution on every stage. The above studies are also supporting that student's need guidance to adjust in every

aspect of life. So guidance services are intensively needed. But in Indian academic institutions guidance facilities are not available in real manner. As well as no one study is related to difference in guidance need of male and female students. Along with it maximum studies are related to guidance needs of school students. So, here researcher wants to bring in the light the guidance need of undergraduate students and difference between guidance needs as per their educational institution, gender and stream.

**Research Questions:**

1. Do the students with visual impairment at undergraduate level need the guidance services?
2. Do the students with visual impairment at undergraduate level getting guidance services?
3. Is there any difference in guidance need of undergraduate students with visual impairment according to gender and stream?

**Statement of the Problem:** Problem of this study has been entitled as

**“GUIDANCE NEEDS OF UNDER GRADUATE Students with Visual Disabilities (Divyangjan)”**

**Operationally definition term used in the Statement:**

**Guidance Needs:** All needs of undergraduate students which are related to educational, vocational, personal, social and emotional area, considered as guidance needs.

**Under Graduate Students:** An undergraduate student is a student who is studying in B.A., B. Sc. or B.com and has not received his/her bachelor degree.

**Students with Visual Disabilities:** It comprises both low vision as well as totally blind students.

**Objectives of the Study:** The major objectives of this study are as follows;

1. To find out the need of guidance of under-graduate visually challenged students.
2. To compare the guidance need of students with visual impairment (educational, vocational, personal, social and emotional and total guidance needs) as per their gender.

**Hypothesis of the Study:** Null hypotheses of this study are as follows;

1. There is no significant difference between the guidance needs of undergraduate male students and female students.

**Methodology:**

**Method:** To fulfil the objectives of the study descriptive survey method has been used.

**Population:** Visually challenged undergraduate students of Dr. Shakuntala Misra National Rehabilitation University constitute the population of the study.

**Sampling Technique:** To select the appropriate and representative samples of the study 60 students have been selected randomly. Among 60 students 30 are girls and 30 are boys.

**Instruments of Data Collection:** “Guidance Need Inventory” developed by Sudha K. Sharma, Shahwar Fatima Zaidi has been used for the collection of the data.

**Scoring of the Test:**The Scoring of the tests were done as it has been directed by the constructor. There were five options for each item. These options were highly true (HT), mostly true (MT), quite true (QT), least true (LT) and not true (NT). HT had weightage of 5, MT had weightage of 4, QT had weightage of 3, LT had weightage of 2 and NT had weightage of 1.

**Results and Discussions:**

1. **Findings related to Objective 1.** The need of guidance of under-graduate visually challenged students.

**Table No. 1 Guidance Needs Felt by Under Graduate Students with Visual Disability**

Area	DSMNRU			
	Mean	N	SD	SEM
Educational Guidance	86.47	60	15.529	1.418
Vocational Guidance	25.09	60	5.570	0.527
Personal guidance	104.89	60	20.930	1.911
Social Guidance	63	60	12.582	1.149
Emotional Guidance	57.25	60	10.382	0.948
	336.7			

### **Guidance Needs Felt by Under Graduate Students with Visual Disability**

Area	DSMNRU					
	Raw Score			Percentile Rank		
	Boys	Girls	Total	Boys	Girls	Total
Guidance Need of Students in Different Areas	340.08	352.55	336.7	25 P	50 P	

#### **Interpretation and Discussion:**

The above table indicates about the guidance need of undergraduate visually impaired students of DSMNRU. The size of N is 60 undergraduate students in which 30 were male and 30 were female undergraduate students. Table indicates about the guidance need of visually impaired students of both genders. As per above table guidance need of male students is found to be 340.08 (if possible make it in round figure, can we) and guidance need of their counterpart is found to be 352.55. As per the norm guidance need of male students is on 25 percentile level and at the same time guidance need of female students is on 50 percentile level which shows that guidance needs of female students are higher than male students. As per the norm score of male students' shows less need of guidance in different areas of guidance and their counterpart have shown average guidance need in different areas of guidance.

**Findings related to Objective 2.** Comparison of the guidance need of students with visual impairment (educational, vocational, personal, social and emotional and total guidance needs) as per their gender.

**Table No. 2 Perception of Female and Male students of Universities for Guidance**

Area	Female				Male				T value
	Mean	N	SD	SEM	Mean	N	SD	SEM	
Edu. G.	92.87	30	13.275	1.212	88.38	30	14.068	1.284	2.539**
Voc. G.	26.80	30	5.272	0.481	24.21	30	5.761	0.526	3.636**
Per. G.	108.42	30	18.494	1.688	107.88	30	18.312	1.672	0.228*
Soc. G.	64.77	30	10.893	1.003	62.50	30	11.805	1.078	1.540*
Emo. G	59.69	30	8.814	0.805	57.11	30	10.518	0.960	2.062**

\*not significant at 0.05 level

\*\*significant at 0.05 level

Table no 2 shows about the perception of undergraduate students of Varanasi district for importance of guidance needs in different aspects of their life. The size of N is 60 in which 30 undergraduate students were female and 30 undergraduate students were male. A comparison has been done between guidance needs of male and female, Table indicates that the mean value of female students for educational guidance need is found to be 92.87 with standard deviation 13.275 and standard error of the mean 1.212 whereas the mean value of male students in the same guidance need area is found to be 88.38 with standard deviation 14.068 and standard error of the mean 1.284. Above table indicates that the t value of both scores is 2.539 which is higher than table value of 0.05 level ( $p > 0.05$ ) so the t value is significant at 0.05 level. It means that the null hypothesis “there is no significant difference in the perception for educational guidance needs between the undergraduate students as per their gender” is rejected and research hypothesis is accepted. Table shows that in educational guidance needs mean value of female students is higher than mean value of male students. As per the result it can be said that female students had significantly positive attitude for educational guidance need and they think that it helps them in academics than their counterparts.

Above table also reveals about the vocational guidance needs of undergraduate students of both genders. According to above table it can be said that female students showed more positive perception for vocational guidance needs than male students. The mean value of female students for vocational guidance was 26.80 with the standard deviation 5.272 and

the standard error of the mean 0.481. The mean value of male student is found to be 24.71 with standard deviation 5.761 and the standard error of the mean 0.526. According to these scores t value is found to be 3.636 which is significant at 0.05 level. Thus the null hypothesis “there is no significant difference in the perception for vocational guidance needs between the undergraduate students as per their gender” is rejected. There was significant difference in the perception of students of both genders for vocational guidance needs. On the basis of mean value of both groups it is clear that undergraduate female student perceived that guidance in vocational area helps them for job selection and other carrier enhancement.

Table no 2 indicates about perception of students for personal guidance needs. The mean value of female undergraduate students was 108.42 where mean value of male undergraduate students was 107.88 for personal guidance needs. The standard deviation of the scores is found to be 18.494 and 18.312, for female and male undergraduate students, respectively. The standard error of the mean scores is found to be 1.688 for female undergraduate students and 1.672 for male undergraduate students, respectively. The t value of above scores is 0.228 which is not significant at 0.05 level ( $p < 0.05$ ). It means the null hypothesis is accepted that “there is no significant difference in the perception for personal guidance needs between the undergraduate students as per their gender”.

The fourth area of guidance needs is social guidance needs. The above table shows mean value of female students in this area is found to be 64.77 whereas mean value of male students is found to be 62.50. The standard deviations of the scores were 10.893 and 11.805 for female undergraduates and male undergraduates, respectively. The standard error of the mean scores is found to be 1.003 for females and 1.078 for males. The t value of above scores is found to be 1.540 which is not significant at 0.05 level ( $p < 0.05$ ). It means that the null hypothesis “there is no significant difference in the perception for social guidance needs between the undergraduate students as per their gender” is accepted. Female undergraduate students and male undergraduate students had approximately similar attitude for guidance needs in social area.

The last area of guidance needs is related to emotional guidance needs. The mean value of female students is found to be 59.69 and mean value of scores of male students is found to be 57.11. The standard deviation of scores of female students is found to be 8.814 and standard deviation of scores of male students is found to be 10.518. The standard error of the mean is found to be 0.805 and 0.960, for female and male undergraduates, respectively. The t value of both scores is 2.062 which is higher than table value of t at 0.05 level ( $p >$

0.05) so the t value is significant at 0.05 level. It means that the null hypothesis “there is no significant difference in the perception for emotional guidance needs between the undergraduate students as per their gender” is rejected. There was significant difference in the perception of students of both genders for emotional guidance needs. On the basis of mean value of both groups it is clear that undergraduate female student perceived that guidance in emotional area helps them for better adjustment.

**Findings of the Study:**

1. Students had significantly positive need for guidance services.
2. There was no significant difference found in the perception for vocational, personal, social and personal guidance needs between the undergraduate students as per their gender.

**Educational Implication of the Study:**

The conclusion based on the findings of the study lead towards some educational implications. This study was a descriptive survey. So the generalizations could be done on subpopulation and further target population. However a few educational implications of the present study are as follows;

1. The present study spotted out the various guidance needs. They showed their need for guidance in different area. Adolescence a period where adolescents give the shape to their future. From the findings of this study experts or teachers may know their needs and can give guidance in that area.
2. The present study reveals the guidance needs of students in educational and vocational areas. It is suggested that according to their choices and needs experts may suggest a course for further studies and occupation according to their choice.
3. Guidance and counselling committee may be formed to find out the problems of students. They may conduct monthly, quarterly and yearly sessions to know the problems of students and give solutions of these problems.
4. The present study has spotted out the various guidance needs of the undergraduate students. Where the needs are severe counsellor may provide extra help to these undergraduate students.

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