



GUIDANCE NEEDS OF SECONDARY SCHOOL GIRL STUDENTS IN BORDER AREAS OF AMRITSAR DISTRICT: A SURVEY

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Abstract

We require direction in a variety of areas. Guidance in different area help us to achieve goal without wasting our time. This study aims to examine the guidance needs of secondary school girl students of border area of Amritsar District. The investigator has adopted the survey method of research. For the present study, the sample consisted of total 300 girl students which was selected through simple random sampling technique. Guidance Needs Inventory (GNI) prepared by Grewal (2010), was used to identify the type and strength of guidance needs of secondary school girl in five areas – Physical, Social, Psychological, Educational and Vocational. Statistical techniques Mean, S.D, t-test and one- way Anova were used. The findings of the study revealed that all girl students of border area who study in government and private school have extreme need of guidance in vocational area. In Physical, Social, Psychological and Educational area secondary school girl students of border area need high guidance. All girl students (government and private school and different category) of border area want dire need of guidance in all areas. Further it was found that there was no significant difference between guidance needs of secondary school girl students with respect to type of school and category. For the fulfillment of the guidance needs school management should organize sports, yoga, NSS camp in school. Teacher should motivate the all the students to participate in co-curricular activities and develop the healthy habits in students like importance and management of time, significance of balanced diet and physical exercises. Teacher should provide sex education to the child and develop the self-confidence through different activities like drama, debate. In the classroom, teacher should provide democratic environment to the students so that they give their own point of view in front of teacher.

Keywords: Guidance needs, Government, Private, Secondary School girl students, Border areas.



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Introduction

Education is the foundation of human life that makes man the best creature in the world but education without guidance cannot achieve its goal i.e .all-round development of students. Guidance is an essential part of education and the goal can be achieved by educating and guiding the students according to their needs of guidance in different areas. Guidance covers the whole process of education which starts from the birth of the child. There are many common elements between guidance and education. Guidance and education form the two sides of the same coin. Guidance cannot be separated from education. Wall, (1968) considered guidance as an intrinsic aspect of education. In other words, it is not possible to think of education devoid of guidance

According to National Vocational Guidance Association (1985), “Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test the concept against reality and to convert it into reality with satisfaction to him and benefit to the society”.

Rashtriya Madhyamik Shiksha Abhiyan (2012), a recent initiative of government of India committed to Universalize Secondary Education at Secondary and Higher Secondary stage lays emphasize on guidance and counseling as one of the important areas to achieve the goals of USE, quality concerns and improvement in education at secondary stage.

Different areas in which guidance needed

Physical, Social, Psychological, Educational and vocational area in which we needed the guidance. The UNESCO module on guidance and counselling (2000) also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared towards assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. Various studies have been conducted on guidance and its varied needs by many Indian and Western educationists. It is evident from these researches that most of the research work done on guidance and its varied needs has been done in western countries. In India, comparatively less work has been done. From the studies, it is evident that, guidance and counselling leaves a positive effect on the academic achievement of under achievers. Career guidance develops higher career maturity. Guidance

needs are influenced by the intelligence level of the students. There is a difference in the vocational interests of the socio-economically advantaged and non-advantaged students.

Guidance is a lifelong process which is needed for the child in all the ages and stages of life; yet its need is felt more in certain stages like primary and secondary school stage. It is quite obvious that Guidance is needed in the formative stage of life where attitudes, habits, abilities, potentialities as well as development of all aspects that is physical, social, emotional, intellectual, mental etc. The need of the guidance very much felt in the secondary and higher secondary stage; we may call it pre-adolescence stage. Along with a period of stress and strain in this stage, aim of life is stabilized. Guidance is needed for the fullest development and adjustment and to undertake remedial measures against inherited problems of the child/individual respectively. Guidance need is felt more in the life of girls. As we all know about the status of girl in our society. Girls need guidance in their life each and every steps. At secondary level, guidance need for girl for fully development in all area like educational, vocational, social. A case study of Sameta Division, in Gucha District Nyanza Province - Kenya, show that female participation in Secondary School Education is low. In that situation, government and policy makers felt that the introduction of Guidance and Counselling would minimize the problem. Thus this study sought to investigate on the importance of Guidance and Counselling on the education of girl in the division.

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.

According to Kochhar (2004), there is an urgent case for introducing and strengthening the guidance service in the secondary schools of our country to meet the varied needs of the students, administration and the educational system for the following reasons: Guidance programme helps the students in their total development, making proper choices at various stages of their educational career, vocational development, to make the best possible adjustment to the situation in school as well as home etc. Thus, it assists the students in making intelligent choices and adjustment in life. The ability to make such choices is not innate but

like other abilities, must be developed. It is one of the functions of secondary school to provide such opportunities for the development of such abilities. All secondary school girl students of private and government need extreme guidance in all areas. According to Khurshid, Anjum, Khan and Naz (2021) identify the guidance needs of secondary school students. The result of the study showed that there was a need to introduce guidance and counselling services at secondary level to address the students dire needs. But Kalhotra, (2011) study showed that there is a significant difference in guidance needs of government and private school adolescents. The adolescents studying in private secondary schools have less need for guidance than adolescents studying in government secondary schools. According to present study, maximum girl students of secondary school of border area need guidance in vocational area. But the study of Vajary, Hosseiniyan, and Gaedi (2011) showed that the degree of need to guidance in various aspects is different and need to education is the first order and occupational need is the second importance. The lowest was in need to physical guidance.

Objectives of the Study

1. To study the guidance needs of secondary school girl students of border areas with respect to physical, social, psychological, educational and vocational areas.
2. To study the guidance needs of secondary school girl students of border area with respect to type of school.
3. To study the guidance needs of secondary school girl students of border area with respect to category.

Hypotheses

1. There was no significant difference between guidance needs of secondary school girl students of border areas with respect to type of school.
2. There was no significant difference between guidance needs of secondary school girl students of border areas with respect to category.

Research Methodology

The present study falls under the domain of descriptive study. For the study, 300 girl students were taken randomly from the secondary school of border areas of Amritsar district. In this investigation the investigator was used standardized guidance needs inventory authored by Grewal (2010). The research data was analyzed by the statistical tools such as descriptive

statistical like Mean and standard deviation. ‘t’ test and ‘One way Anova’ was used to find out the difference between different groups.

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 pie chart for qualitative data and tables on the basis of raw scores in order to get finding and testify the hypothesis.

Qualitative Data

A qualitative analysis of responses of secondary school girl students of border area on guidance needs by using guidance needs inventory tool.

Total guidance needs analysis among secondary school girl students of border area.

FIG: 1

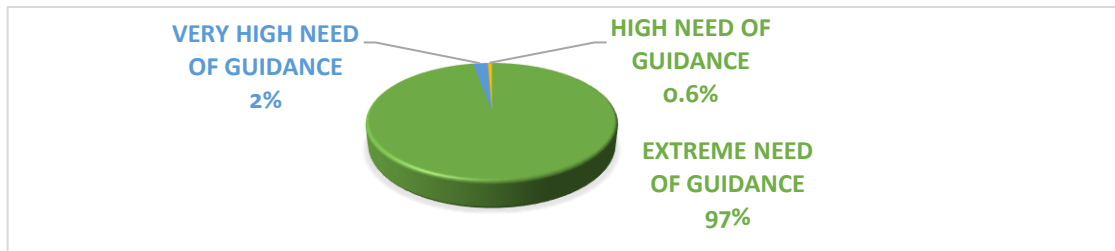


Fig: 1 Percentage analysis of Guidance needs among secondary school girl students of border

It can be seen from the pie chart that 97% secondary school girl students of border area need extreme guidance, 2.33% girl need very high guidance and 0.6% girl students need high guidance.

Percentage Analysis With Respect To Different Categories

The guidance needs measured by the tool in five areas namely 1) Physical 2) Social 3) Psychological 4) Educational 5) Vocational

1. Physical Area

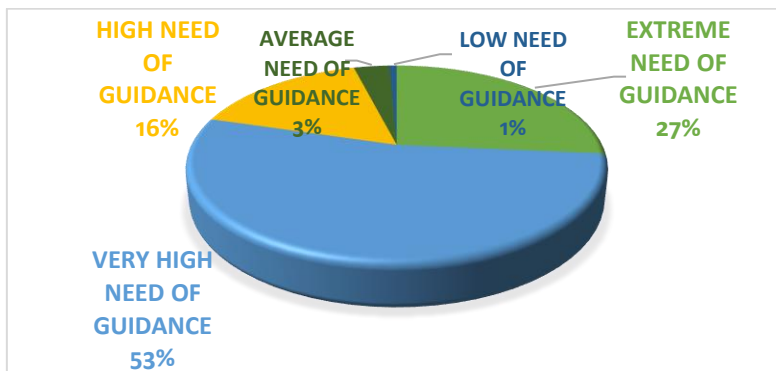


Fig 2 Percentage analysis of physical area of guidance needs among secondary school girl students of border area

It can be seen from the pie chart that 26.33% girl student of border area need extreme guidance, 53% girl students need very high guidance, 16.33% need high guidance. 3.33% girl student need average guidance, 0.66% need low need of guidance.

2. Social Area

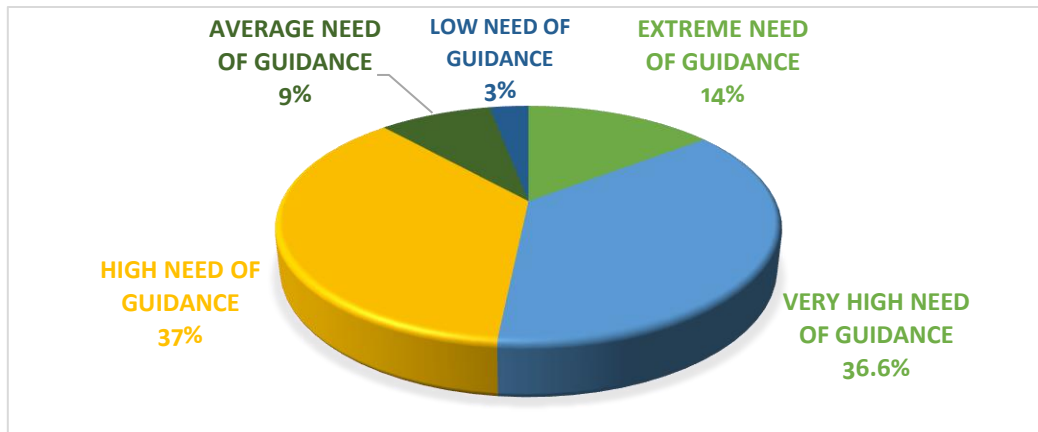


Fig 3 Percentage analysis of guidance needs in social area among secondary school girl students of border area

It can be seen from the pie chart that 14.6% girl of secondary school of border area need extreme guidance, 37% student need high guidance, 36.66% need very high need of guidance, 8.66% girl need average guidance and 3% girl need low guidance.

3. Psychological Area

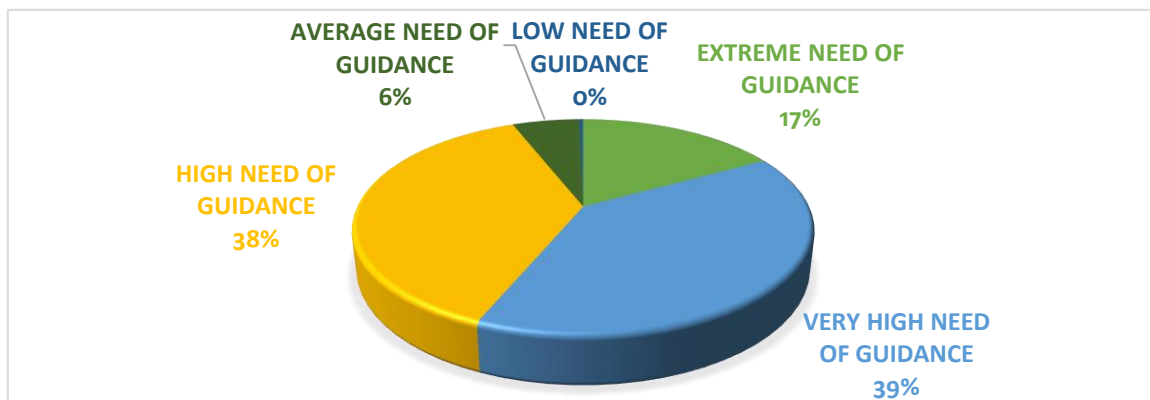


Fig 4 Percentage analysis of guidance needs in Psychological area among secondary school girl students

It can be seen from the pie chart that 17% girl student of secondary school of border area need extreme guidance, 39.33% girl student need very high guidance, 37.66% student need high guidance, 5.66% need high guidance, 0.33% girl need low guidance.

4. Educational Area



Fig 5 Percentage analysis of guidance needs of Educational area among secondary school girl students

It can be seen from the pie chart that 18% girl student want extreme need of guidance, 29.33% girl need very high need of guidance, 26.33% girl need high need of guidance, 22% girl need average need of guidance, 2% girl want low need of guidance, 2.44% girl need very low need of guidance.

5. Vocational Area

Fig 6



Fig 6 Percentage analysis of guidance needs in vocational area among secondary school girl students

It can be seen that pie chart show the different percentage of guidance in vocational area. 69% girl student of secondary school need extreme need of guidance, 30.33% need very high need of guidance, 0.66% need high guidance.

Verification of Hypothesis

Hypothesis No. 1

First hypothesis was framed to examine the significant difference between secondary school girl students with respect to type of school.

To test the hypothesis, t- test was applied to determine the significant difference between guidance needs of secondary school girl students of border area with respect to type of school. The result of this analysis has been reported in the table 1.

Table 1

Type Of School	Number	Mean	S.D	T- Value	Inference
Government	150	39.6	36.5	0.59	Insignificant
Private	150	41.5	15.9		

The table 1 reveals that calculated value 0.59 and there is no significant difference between government and private school. As shown the table 1 the mean of government school is 39.6 and mean of private school is 41.5. It indicates that the means score of government and private has no significant difference.

Hypothesis No. 2

Second hypothesis was framed to examine the significant difference between secondary school girl students of border area with respect to category. To find the significant difference between the different categories guidance needs. One way analysis was carried out the summary of which is presented in table 2.

**Table 2: Summary Of Analysis of Variance One Way Anova
Category (General, SC, OBC) And their guidance needs**

Category	No. Of Students	Mean	Sd
General	190	44.8	18.76
SC	70	45.67	20.369
OBC	40	48.2	16.38
Total	300		

In order to analysis the variance in category according to guidance needs, the obtained scores are subjected to ANOVA and result have been postulated as given in table 3.

Table 3

Source of variation	Sum of Squares	Df	Mean Square	f - value	Inference
Between means	606.9157	3	202.3	0.561	Insignificant
Within groups	106689.071	296	1323.305301		

The variance ratio or F is 0.561. The df for between means is 3 and the df for within groups is 296. Entering Table F with these df's we read in column 3 and row 296 that the .05 level is 2.64 and the .01 level is 3.85 . The value of F is smaller than the table value. Hence we can conclude that the mean difference is not significant at .05 level and also not significant at .01 level of significance.

Findings

- Majority of girl students of secondary school in border areas need extreme guidance in five components i.e physical, social, psychological, educational and vocational.
- From the findings, the study showed that secondary school girl students of border area need very high guidance in physical area
- The result of social area component showed that majority of girl of secondary school in border area want high guidance.
- The findings indicate that majority of secondary school girl students of border area need very high guidance in Psychological area.
- The result of the study showed that in educational area secondary school girl students of border area require high guidance.
- The finding of the study showed that secondary school girl students want extreme guidance in vocational area.
- The finding of the study showed that there was no difference between guidance needs of secondary school girl students of government and private school of border areas.
- The finding of the study showed that there was no difference between guidance needs of government and private secondary school girl students with respect to category

Educational Implications

- The study indicate that secondary school girl students of border areas need very high guidance in Physical area so school management should organize sports, yoga, NSS camp in school. Teacher should motivate the all the students to participate more and more in co-curricular activities and develop the healthy habits in students like importance and management of time, significance of balanced diet and physical exercises.
- The study indicate that secondary school girl students of border areas need high guidance in social area so teacher should organize group activities and divide the duties in each and every student so the feeling of love, respect and cooperation developed in students.
- The study indicate that secondary school girl students of border area want very high guidance in Psychological area so teacher should provide sex education to the child and develop the self -confidence through different activities like drama, debate.
- The study indicate that secondary school girl students want high guidance in educational area so teacher should give proper time to each and every student and organize different educational activities in classroom like debate, quiz and also give information about educational opportunities beyond school stage.
- The study indicate that secondary school girl students of border area require extreme guidance in vocational area so school management should organize vocational fairs and teacher should suggest the students according to their abilities and interest which course/subject is good after secondary education.
- The study indicates that there is no difference between guidance needs of government girl secondary school and private girl secondary school so both type school should give equal importance to five guidance areas. For this Management of school should organize different activities like Morning assembly, yoga, Physical exercise, Awareness camp, speech competition, educational fairs etc.
- The study indicate there is no difference between guidance needs of government and private girl secondary school of border areas with respect to category so all girl students need almost same guidance. For this school management should take important steps like a guidance cell arrange in school.

Discussion

The main purpose of this study was to know the guidance needs of secondary school girl students of border area of Amritsar District. The study consists of 300 adolescent girl students of border areas of Amritsar district. The results of the study revealed that the secondary school girl students need extreme guidance. There was no significant difference was found between guidance needs of secondary school girl students of border area with respect to type of school and category. The result was supported by previous studies conducted by Ain and Khattak (2012). This study observed that majority of girl students have complex problems and dire need of counselling and guidance. Mbera (2013) study revealed that girls need guidance in all different areas.

Conclusion

In the present study it is concluded that the secondary school all girl students (government and private school and different categories) need extreme guidance. In Physical, Social, Psychological and Educational area secondary school girl students need high and very high need of guidance. But in vocational area secondary school girl students need extreme guidance. So, government and school management take same initiative to fulfillment of the guidance needs of secondary school girl students of border area of Amritsar District.

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