**GUIDANCE NEEDS OF HIGHER SECONDARY SCHOOL STUDENTS**

**SREEPRIYA. C.**

**Dissertation**

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**2005**

**D E C L A R A T I O N**

 I, SREEPRIYA, C., do hereby declare that this dissertation, **GUIDANCE NEEDS OF HIGHER SECONDARY SCHOOL STUDENTS** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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 I, ABDUL BASHEER U., do hereby certify that this dissertation, **GUIDANCE NEEDS OF HIGHER SECONDARY SCHOOL STUDENTS** is a record of bonafide study and research carried out by SREEPRIYA C. under my supervision and guidance.

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B I B L I O G R A P H Y

A P P E N D I C E S

Education is considered as the corner-stone of national development and potent instrument for social change (Kothari Commission 1964-66). The purpose of education in a democratic society is to prepare the 'child not only for goodlife' but also for an 'efficient life'. From the individual stand point, the child has to be helped to develop himself physically, morally, intellectually and socially, so that he is able to live a good life.' From the view point of society, the child has to be helped to develop himself, especially, vocationally and civically, so that he grows in to an efficient worker and good citizen. This highlights that the main aim of education is the all round development of each individual.

Most of the educational institutions have tried to attain the goals of education. But due to the rapid advancement in the area of science and technology our present society is growing complex day by day. These complexities have engendered in our schools and pupils which have created problems to every individuals especially students in the process of educational, vocational, social and psychological adjustments which in turn have resulted in the mental ill health and maladjustment of the students.

 Adolescence is the age of turmoil and confusion and it is they who face a large number of problems and it is they who have a lot of needs. The needs of adolescents are not restricted to a particular area or field. Most of the adolescents do have intrapersonal and interpersonal problems concerning vocation, education, health, family matters, society, personal and psychological matters, financial matters etc. which results in maladjustments and mental ill health.

 It was being felt since independence that educational system in India was not considering to the needs of student and it was not close to life and needs aspiration of the people. Unfortunately, in our Indian scenario most of the educational institutions are ignoring the needs and aspirations of our adolescents which leads to the mental illhealth and wastage of human potential. If we want to bring up the prosperity of our nation and develop the potentialities and capacities of the nation's future citizen to the optimum, it is essential to provide relevant guidance services to our citizens especially to our adolescents according to the needs and problems. In this context, it become necessary to identify the needs and problems of the adolescents, especially higher secondary school students, to provide proper assistance to solve their problems which will help in the all round development of future citizens.

**NEED AND SIGNIFICANCE**

 'Youth is the season of hope.' But many of the youth are not stepping towards their future life according to their abilities and interest.

 Complexities in the society and lack of proper assistance to these adolescents, many of them are now unemployed, drug addicts, alcohol addicts, immoral and maladjusted. To save the youth from the turmoil of confusion and maladjustment it is necessary to provide proper assistance to these youths.

 In India at present many of the schools have already established guidance services and many are in the path of establishing them. But the guidance being given in schools are not according to the needs and aspirations of the adolescents. Guidance being given without proper assessment of students needs is a mere wastage of human potential. So, it is necessary to identify the needs and aspirations of the adolescents along with the changing time and develop a need based guidance programme in our educational institutions.

 A successful man is one who have attained all round development in his life and this makes him to be identified as a well balanced personality. To be a successful man in this complex world one has to meet his needs and aspirations of life and for this the needs of the individuals are to be identified and the problems are to be solved. Today's students are tomorrow's citizens. To improve the prosperity and welfare of the nation, the potentialities and capacities of the individual are to be developed and for this, the individuals' needs and aspirations are to be identified and their problems are to be solved. It is in this context, the investigator felt it as necessary to identify the needs and problems of the future citizens and to provide proper assistance to solve their problems.

 The two year higher secondary education is important because for about half of those entering it represent the terminal point of formal schooling. Hence the characteristic feature of this stage is diversification. This stage is a bridge between general information of the mind and personality which represent school education is a higher learning and specialisation which the colleges and university represent. The higher secondary is in relation to the school, both a mirror and a reflector. On the other hand, the foundations for higher learning are laid at this stage. This stage is thus both a judge of the school system and the forecaster of learning futures of learning.

 The stage derives its uniqueness in human terms, because it is dealing with human person at a period of development where he is emotionally stable and intellectually mature. During this period of life, the personality and its components are growing, clashing, watching, imitating, demanding, giving, receiving and sharing. Perhaps more than any period of life¸ it is at this stage character begins to be formed, character as a multifaceted expression of the affection, the slowsetting of volitational and the boundless vistas opened up by the spiritual and intellectual. Due to the above said reasons, the investigator decided to select higher secondary students as the population. So the investigator conducted the study to assess the guidance needs of higher secondary students.

 There have been attempts to study the guidance needs of children of various age groups (Palsane, 1969; Mulay, 1971; Grewal and Sharma, 1982; Premlata, 1984; Pant, 1998) for which opinions of administrators, principals, teachers and pupils have been collected. Although large number of studies have been conducted, there is still confusion regarding the guidance needs of higher secondary students. In the present study the investigator have attempted to find the various guidance needs by classifying the needs in to various categories. The results of the study may help in ascertaining appropriately the guidance needs of higher secondary students which may further help in adopting proper guidance service programmes in schools.

**STATEMENT OF THE PROBLEM**

 The present study is entitled as "GUIDANCE NEEDS OF HIGHER SECONDARY SCHOOL STUDNTS."

**DEFINITION OF KEY TERMS**

 The key terms in the statement of the problem are explained below so as to get operational definitions.

**Guidance Needs**

 The term 'need' means a want, desire or psychological motive. In the present study 'Guidance Needs' stands for the needs felt by the students studying in higher secondary schools for which they seek or need guidance.

**Higher Secondary School Students**

 Higher secondary school students are those studying in plus one and plus two classes. In this study plus one students are taken as higher secondary school students.

**VARIABLE OF THE STUDY**

 The only variable in the study is "Guidance Needs."

**OBJECTIVES**

i) To find out the extent of guidance needs of higher secondary school students in the total sample and subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of study

ii) To find out whether there exists significant difference in the guidance needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of Study

**HYPOTHESIS**

i) There exists significant difference in the mean scores of Guidance Needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 c) Subject of Study

**METHODOLOGY**

***a) Sample***

 The study was conducted on a sample of 750 higher secondary school students drawn from three districts – Malappuram, Kozhikode and Kannur in Kerala. The sample was selected by stratified sampling technique.

***b) Tool used for the study***

 The investigator developed a 'Guidance Needs Inventory' to measure the guidance needs of higher secondary school students. It consists of 7 areas which include 74 items.

***c) Statistical technique used***

 The main statistical technique used for analysis are;

i) Test of significance of difference between means for large independent samples.

**SCOPE AND LIMITATIONS OF THE STUDY**

 The present study is an attempt to find out the extent of guidance needs of higher secondary school students. For this, investigator considered 74 guidance needs which is broadly classified in to seven areas viz., Vocational needs, Educational needs, Psychological needs, Social needs, familial needs, physical needs and emerging needs. The investigator by this study hopes that the findings of the study will help the authorities of educational institutions to start an effective need based guidance programmes in their educational institutions. The investigator further hopes that the findings of the study will help teachers, principals, administrators, parents etc. to understand the extent of guidance needs of higher secondary school students in a better way which will help them to minimise the incidence of maladjustment among the students to a large extent. The investigator also hopes that the findings of this study will provide opportunities and facilities for higher secondary school students to solve all sorts of problems related to their life and will also helps to reduce the wastage of human potential.

 The findings of this study will be valuable in extending the frontiers of knowledge relating to the guidance needs of higher secondary school students.

 Even though every attempt was made to make the study as precise and objective as possible, some limitations have crept into the study.

 The following are some of the limitations:-

1. It is widely accepted that there are so many needs of higher secondary school students for which guidance is essential. In this study only seven major areas, consisting of 74 items, are considered.

2. The sample selected for study was confined only to three districts, viz., Malappuram, Kozhikode and Kannur based on the assumption that sample will represent the whole population under study.

3. The sample of pupils selected for the study included only plus one students of higher secondary school students.

**ORGANISATION OF REPORT**

 The report has been presented in five chapters:-

 Chapter I contain a brief introduction of problem, need and significance of the study, statement of the problem, definition of key terms, objectives, hypothesis, methodology, scope and limitations.

 In chapter II survey of the studies reviewed in relation to the present study is attempted.

 Chapter III gives an account of methodology in detail used in the present study. It contains objectives, hypothesis, variable, tool employed for data collection, sample drawn, data collection procedure scoring and statistical techniques used for the study.

 Chapter IV describes the analysis and interpretations of the study and tenability of hypothesis.

 In Chapter V major findings of the study, conclusions, educational implications of this study and suggestions for further research in this area are included.

**REVIEW OF LITERATURE**

 Review of related literature is of immense importance and is inevitable to a well designed research study. It is necessary for a researcher to make a thorough survey of related studies before planning and carrying out studies in order to aquaint himself with the latest trends and developments in the particular area which he is going to conduct the research. It is a valuable guide in defining the problem, in understanding its scope, re-organising its significance, suggesting data gathering devices, making appropriate study design and source of data.

 According to Good (1973), "the keys to the vast store house of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results. Inorder to be creative and original, one must read extensively and critically as stimulus to thinking."

 The search for related literature though time consuming, it is fruitful phase as it serves the investigator a variety of background functions preparatory to the actual collection of data.

**PURPOSE OF THE SURVEY OF RELATED LITERATUE**

 Good (1973) analysed the following purposes of the survey of related literature:

1. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.

2. To avoid the risk of duplicating the same study already undertaken.

3. To suggest methods of research appropriate to the problem.

4. To locate comparative data useful on the interpretation of results.

5. To contribute to the general scholarship of the investigator.

 The present study is an attempt to find out the extent of Guidance Needs of higher secondary school students. For this purpose the investigation made an earnest effort to review almost all the available literature from different sources to get background information of study.

 The studies reviewed in this part are described under the following major headings.

A. THEORITICAL FRAMEWORK REGARDING THE NEEDS OF THE INDIVIDUALS.

B. STUDIES RELATED TO THE NEEDS OF THE STUDENTS.

**A. THEORITICAL FRAMEWORK REGARDING THE NEEDS OF THE INDIVIDUALS**

Need, in general is said to be a change in the internal environment that disturbs homeostasis, the internal balance of conditions necessary for survival.

 In the Dictionary of Psychology by Atkinson J., Berne, E. and Woodworth R.S. need includes any of the following:

Need may be:-

a) a cellular substance the organisms must have in order to remain healthy.

b) more generally, it is any lack or deficiency felt by the individual to be inimical to his welfare.

c) a motive.

d) a hypothetical tissue deficiency measured in terms of hours of deprivation for a needed substance.

e) an animal drive or psychological motive.

 According to Rotter, needs are a set of behaviours concerned with the acquisition of similar reinforcement.

 Needs are generally classified as primary needs or biogenic needs and secondary needs or psychogenic needs. Primary needs are biologically determined as innate needs such as hunger, thirst or sex. Secondary needs are presumably derived from primary needs and are characterised by a lack of focal connection with any specific organic process of physical satisfaction. It includes need for acquisition, construction, achievement, recognition etc.

Some of the theories related to the needs are given below:

**1. Maslow's Hierarchy of Needs Theory**

 Abraham Maslow suggested that people have a set of exceptionally strong needs and the behaviour of individual at a given moment is usually determined by their strongest need. His theory is based upon two assumptions. First that human beings have many needs that are different in nature ranging from the biological needs at the lower level, which is the level of survival, to psychological needs at the upper extreme, which is the level of growth. The second assumption is that these needs occur in an order of hierarchy so that lower level needs must be satisfied before the higher level needs arise. Maslow suggested a hierarchial set of basic needs, is given below:-

***a) Physiological needs***: These needs are like hunger, thirst etc. and serve the function of the maintenance of the organism. A severe deprivation of food, for example, can deprive the child of various opportunities of his intellectual and other developments.

***b) Safety needs***: Children want to have a safe environment. If the safety needs are not satisfied, the child feels a sense of insecurity and develops mistrust.

***c) Love and Belonging needs***: When the child has his sense of security and trust, he develops affectionate relationships with other people (parents, peers and teachers etc.) and has the desire to belong to a wider group. Children need affection from all quarters.

***d) Self esteem***: The child at this level is able to function well in interpersonal situations. He develops the desire for achievement and competence, for independence and freedom, for reputation and prestige.

***e) Need for knowledge and understanding***: Need for knowledge is satisfied when there is access to information, knowing how to do things, meaning of things, events, symbols etc. Need for understanding implies knowledge of relationships, systems and processes, the integration of knowledge in to broad structures etc.

***f) Aesthetic needs***: Aesthetic needs means need for appreciation of order and beauty. One whose lower order needs are fully satisfied, or knows that he need not bother about them, derives pleasure in appreciation beauty, nature etc.

***g) Self actualization***: This is the highest level of motivational goals. It refers to a child's desire for self-fulfilment, to realise his potentialities, posses problem-centred orientation, creativity, adaptability, develop deep interpersonal relations with others etc. This has a special significance at the adolescence stage.

**2. Mc Clelland's Needs Theory**

 David. C. McClelland has contributed to the understanding of motivation by identifying three types of basic needs. He classified them as the need for power, need for affiliation and need for achievement.

***a) Need for power***: Mc Clelland and other researchers have found that people with a high need for power have greater concern to exercise influence and control, and have good leadership quality.

***b) Need for affiliation***: Individuals with a high need for affiliation usually derive pleasure from being loved and tend to avoid the pain of being rejected by a social group. As individuals, they are likely to be concerned with maintaining pleasant social relationships, to enjoy a sense of intimacy and understanding, to be ready to console and help others in trouble, and to enjoy friendly interaction with others.

***c) Need for achievement***: Individuals with a high need for achievement have an intense desire for success and an equally intense fear of failure. They ask for, accept and perform well in challenging tasks which require creativity, ingenuity and hardwork.

**3) ERG Theory**

 The ERG need theory developed by clayton Alderfer is a refinement of Maslow's needs hierarchy. Instead of Maslow's seven needs, ERG theory condenses these needs in to three needs. The letters E, R and G are the initials of these needs.

***a) Existence needs***: These needs are roughly comparable to the physiological and safety needs of Maslow's model and are satisfied primarily by material incentives. These needs include the needs for sustenance, shelter and physical and psychological safety.

***b) Related needs***: These needs roughly correspond to social and esteem needs in Maslow's hierarchy. These needs are satisfied by personal relationships and social interaction with others. It involves open communication and honest exchange of thoughts with other individuals.

***c) Growth needs***: They are similar to Maslow's self actualization needs. These are the needs to develop and grow and reach the full potential that a person is capable of reaching.

**4. Murray's Theory**

 Murray's theory of motivation comes under need theory. He put forward the concept of need to explain human behaviour. He described need as a construct (hypothetical force) which stands for a force in the brain region that organises perception, intellection, conation and action in such a way as to transform in a certain direction, an existing, unsatisfying situation. A need may be directly provoked by an internal process or by the occurrence of one of a few commonly effective presses (environmental force).

 According to Murray an unsatisfied need would arouse the person to work that would be sustained until satisfaction had been attained. Each need is accompanied by a particular feeling or emotion and tends to use certain modes to further its trends. He classified all needs in to two broad catagories.

***a) Vicerogenic needs***: These needs are called primary needs which are essential for the survival of the organism. They include water, food, oxygen, sex, secretion, defecation, urination, warmth etc.

***b) Psychogenic needs***: These needs are secondary which emerge out of primary needs. Murray has given a long list of psychogenic needs. Some of them are acquisition, achievement, abasement, affiliation, aggression, autonomy, construction, superiority, retention, order, dominance, similance, rejection, exposition, play, nurturance, succorance, blaim avoidance etc.

The above said theories are related to the needs of individuals. But as the investigator is studying the guidance needs of higher secondary students, attempts have been made to draw out the needs that is related to higher secondary students from these theories. There are some studies related to, guidance needs of primary students and some special groups (Pant, 1998) and problems of adolescents (Salam, 2000). But as such there are no theories related to the guidance needs. So, the investigator, with the help of these theories of needs and also by reviewing related literature and by discussing with the experts in this field, has drawn out the major areas which the adolescents may require guidance. The areas which require guidance are listed as follows:

**1. Vocational Area**

 Every adolescent as they are stepping in to their future life is totally confused regarding the vocational area to choose. There are different types of vocations and jobs opened before them to select. Children's vocational aptitudes need to be assessed as early as possible in their school career. This area include information about various job opportunities, its required qualification, its provided salary. It further gives detail about various vocational training institutions and also to select a suitable job.

**2. Educational Area**

Education is the basic step of any individual for the future life. Every student especially higher secondary students have many queires about this area. Teenagers are usually confused in selecting their future steps in education and also face many problems in their on going studies. This can be solved only through a good guidance programme. The needs of educational area include developing good study habits, acquire more knowledge, adjusting with school life, over coming difficulties in studying subjects etc.

**3. Psychological Area**

 Adolescence is the age of turmoil and confusion. As a lot of changes occur in them during this period they face many psychological problems. Proper guidance will help to solve the psychological problems. The guidance needs in this area include getting others' appreciation, develop self confidence, develop good and proper attitude towards sex, overcome the worries due to failures etc.

**4. Social Area**

 As we know, every human being is a social animal and so no one can live in isolation. So everyone do face some adjustment problems in the society. If the adolescents are given proper guidance in social area they will be able to be a successful social being. To avoid anxiety while having conversation with others especially with opposite sex, to develop friendship with same age group, to build co-operation with friends and neighbours, to become members in clubs and association etc. are some of the needs in social area.

**5. Familial Area**

During the age of adolescence, the individuals try to become independent and due to this reason they will always be in conflict with parents. Also due to many problems in the family like divorced parents, bad habits of parents, unwanted feeling of lonliness, a sense of inferiority due to the lack of parents education, quarrel between parents, financial difficulties etc., adolescents do require guidance. So this is included in the guidance needs.

**6. Physical Area**

Sound mind situates in a sound body. So it is essential to maintain our body and develop good healthy habits. Also lot of physical changes occur at the time of adolescence. So, obviously it is necessary for them to know about the needs and solve problems related to physique. The needs under this area include to know about good health habits and develop good physique, to know about balanced diet, regulating study hours and sleeping hours, to cultivate interest in physical exercise etc.

**7. Emerging Area**

In this modern world rapid advancement is taking place and it becomes the requirement of the hour to know about such developments. To cope up with these progress every student must know about it and may require guidance in this area. Influence of mass media, environmental education, population education, information technology, knowledge about incurable diseases etc. will come under this area.

**B. REVIEW OF RELATED STUDIES**

George (1962) founded the need for guidance services in the study. The main areas in which guidance was needed were educational and vocational area. Highest frequencies of problems for both the samples were in financial, educational and vocational areas, study habits and personal and social areas.

 Kakkar (1964) carried out the study to find out the need of educational guidance and understood that there is a high need for educational guidance.

 Dosajh & Sharma (1970) conducted a study to know how guidance and counselling influence academic achievement and found that there is resultant change in the achievement of experimental group to the guidance programme.

 Palsane (1970) carried out a study to discover the problems of college students. He studied the problems of more than 900 college students with regard to education, family, health, socio-economic background and personal emotional and vocational adjustment.

 Mulay (1971) conducted a study to find out the needs and problems of rural and urban students and their variations according to high, average or low socio-economic status. The result shows that the needs of different type of students vary significantly.

 A study by Reddy (1972) investigated the vocational needs of secondary school boys and the results highlight that subjects studying in different classes were found to attach significantly different values to the satisfaction of vocational needs.

 A study by Phatak (1973) was conducted and he identified the needs and problems of normal school going boys of age 7 to 10 years.

 Desai (1975) discovered that college teachers have six significant psychological needs in descending order i.e., dominance, order, understanding, achievement, change and exhibition. Men teachers were significantly high in need for achievement, while women teachers were not.

 Shah, *et al*. (1977) in their study came to know that the main areas where the students needed assistance were (a) choice of courses and further studies and specialisation (b) occupational information (c) assessment of their potentialities and (d) information regarding sources of financial assistance.

 Bengalee (1978) lists objectives, structure, method and techniques of educational and vocational guidance programmes at secondary level. She make recommendations for greater awareness of needs because the needs are to be recognised to give proper guidance.

 Mohan *et al*. (1979) carried out a study and founded that the pupils were facing difficulties in studying subjects due to many problems they have to face at their home.

 A study conducted by Sudha (1979) disclosed that rural girls are found to have more problems than urban girls. The most concerned areas of problems were moral, religious, spiritual and academic achievement.

 Grewal and Sharma (1982) considered five areas of needs namely physical, social, psychological, educational and vocational. Results supported that the guidance needs of boys and girls, science and arts, Hindi and English medium and students of government and private schools differed significantly.

 Sukamayagi (1982) studied that anyone enrolled in the Laboratory of youths career guidance and availed training, they could mould their needs and interest and increase the abilities and choose a vocation accordingly.

 Dua (1983) in his study founded that a person must consider economic and social circumstance of family while choosing a vocation. He is of the opinion that information about further education and the world of work has to be gradually acquired as one progresses in career planning.

 Mowji (1983) undertook a study and founded that junior college students was faced with many educational and vocational problems. They had to face difficulties due to absence of guidance at school and college level.

 Bhatia (1984) investigated to find out the nature of problems that adolescents faced in the daily lives relating to the social, personal and emotional adjustment of home and at college. It was found that family atmosphere was more tense and happy. In many families parents were more favourably inclined towards boys.

 Premlata (1984) surveyed that adolescents as a group had a large number of problems which were related to physical development, emotional development, social development and moral development and these problems covered personal, educational and vocational fields.

 Kumar (1985) compared the interests, needs and problems of gifted and average children and realised that gifted children were highly interested in scientific and medial area, and average children in literary and medical areas. Also the study showed that gifted children highly felt the need for self actualization and least for aesthetic needs as compared with other needs.

 Ravindran (1986) in his study revealed that a career for young means an extremely pleasing experience in life and also a satisfying need for life to preserve and uphold the values of life. The young should be very correct while choosing a career and for this they could seek a guidance in vocations.

 Tripathi (1986) in her study examined that there exist significant relationship between the grades of pupil and social, personality, educational, financial, vocational and religious needs. Sex of the pupils, single-sex schools was highly related with health, social, personality, vocational and religious guidance needs.

 In the study of Bhatnagar & Gupta, (1988) the disclosed fact was that, boys, girls and combined, showed significantly higher scores after the guidance intervention. This highlighted that students are having guidance needs.

 The study of Singh (1988) was to find out the needs of children living in destitute homes and also to compare the needs, intellectual level, achievement, interest and adjustment problems of these children on the basis of sex, age and grade level and prepare a guidance programme for these children.

Srivastava's (1990) study aimed to find out the mean values of the dominating needs of high school pupils possessing a high intelligence level, and to testify the significance of the difference among these needs. The findings showed a strong difference among these needs at a high level of intelligence. Saraswat (1992) conducted a study to develop a need based guidance programme for Navodaya Vidyalaya students of class VI. From the study it was found out that proper guidance services must be established in schools and must be given according to the needs of the children.

Howieson (1996) in his study considered the extent to which guidance provision in secondary schools in Scotland met the guidance needs of pupils and their parents. The approach taken was to focus on experiences and perceptions of both consumers and providers of guidance, to relate their views to guidance processes, and to judge the situation in project schools against national and regional policies.

Pant (1998) studied about the guidance needs of children up to 12 years, adolescents, and special groups. He conducted his studies both in Indian students and non-Indian students and found that there is difference in the needs of Indian students and non-Indian students.

**CONCLUSION**

 The above review of studies gave a wide perspective of the present study under investigation. While reviewing the literature related with the present study, the investigator found that a large number of studies have been conducted in the areas of problems of adolescents, educational guidance and vocational guidance. Efforts have been made to assess the guidance needs of primary students, school going students, special groups etc. both in India and abroad (Palsane,1970; Grewal and Sharma, 1982; Singh 1988; Howieson, 1996). But majority of these studies are either related to guidance needs of primary students and other special groups and related to the problem of adolescents. From the available limited studies of guidance needs, it was found that limited number of studies are conducted in the area of guidance needs of students especially in the area of guidance needs of higher secondary school students. Therefore, the investigator felt it difficult to arrive at a conclusion regarding the extent of guidance needs of higher secondary school students in different areas. But still attempts have been made and have classified the guidance needs into seven areas. The investigator hopes that the findings of the study will be helpful to educationists and teachers who are interested in the area of guidance, to understand the extent of guidance needs of higher secondary school students and further will help them to start a need-based guidance programme in their institution.

**M E T H O D O L O G Y**

The methodology of the present study has been described under the following headings viz.,

 A. Variables of the study

 B. Objectives of the study

 C. Hypothesis

 D. Tools used for the study

 E. Sample used for the study

 F. Data collection procedure, scoring and consolidation of data

 G. Statistical techniques used for analysis of data.

 The details of the each is given below.

### A. VARIABLE

 The only variable in the study is "Guidance Needs."

#### B. OBJECTIVES

i) To find out the extent of guidance needs of higher secondary school students in the total sample and subsamples based on

 a) Gender

 b) Locality

 c) Type of school Management

 d) Subject of study

ii) To find out whether there exists significant difference in the guidance needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of study

##### C. HYPOTHESIS

i) There exists significant difference in the mean scores of Guidance needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of school management

 d) Subject of study

###### D. TOOL EMPLOYED FOR DATA COLLECTION

 A researcher require many data gathering tools or techniques which may vary in their complexity, design administration and interpretation. "Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools, which will provide data, he requires for testing the hypotheses. In some situation, he may find that existing research tools do not suit his purpose and so he may modify them or construct his own" (Koul).

 The present investigation is an attempt to find out the extent of Guidance Needs of the higher secondary school students. Most of the available tools regarding guidance needs were developed and used either on primary students, College population or on those who are employed and are in various jobs. At present no standardised guidance tool was available which could be used to assess the guidance needs of the higher secondary school students. Hence, the construction of 'Guidance Needs Inventory' was undertaken by the investigator on the basis of objectives of the study, by discussing and consulting with supervising teacher, experts and practitioners in the field of teacher education.

 For the preparation of 'Guidance Needs Inventory' the investigator made an extensive study of what are the problems and needs of higher secondary school students. Then with the suggestions of experts, teachers, pupils, student-teachers, teacher-educators, counsellors and with the supervising teacher some of the areas of the needs were decided. They are vocational needs, Educational needs, Social needs, Psychological needs, Familial needs, Physical needs and Emerging needs. Based on these areas of needs the investigator developed "Guidance Needs Inventory" consisting of 74 items, which can be used to identify the type and strength of guidance needs of individual adolescents studying in higher secondary schools. While preparing the inventory, care was taken to avoid ambiguous and indefinite terms. Separate version of 'Guidance Needs Inventory' prepared for pupils are given in the Appendix I. English version is also given in Appendix II.

Representative items of the inventory with each problem area are described below:-

**1. Vocational Needs**

 Vocational needs include the need to know about and prepare for the world of work and find a place for oneself in society with a view of achieving self-fulfilment. In this area there are 7 items (item numbers 1, 2, 3, 4, 5, 6 and 7).

*Example*:

a) To know about various job opportunities opened before me after higher secondary studies (Item number –2).

**2. Educational Needs**

 Educational needs means the preparation of an individual for living in a complex world consisting of formal institutions which prepare an individual student for life by bringing about an all round development of his personality. In this area there are 16 items (item numbers 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 and 23).

*Example*:

a) To select a course of study which helps to develop one's skill, interests and needs [Item Number – 8].

**3. Psychological Needs**

 Psychological needs of guidance include those personal wants that are related with an individual's mental or emotional satisfactions that are provided by the school or guidance personnel. Fourteen items (item numbers are 24, 25, 26, 27, 28,29, 30, 31, 32, 33, 34, 35, 36 and 37).

a) To develop my self confidence (Item number – 27).

**4. Social Needs**

 Social needs means the needs related to social environment such as social behaviour, social participation, peer group influence and adjustment to social items. Eleven item (38, 39, 40, 41, 42, 43, 44, 45, 46, 47 and 48) are included in this area.

Example

a) Availing co-operation from friends and peers (Item number – 38).

**5. Familial Needs**

 Familial needs includes the needs concerning the relationship with family members, acceptance as a member in family, parents' bad habits and other family circumstances which create problems of adjustments. There are 10 items in this area (item numbers 49, 50, 51, 52, 53, 54, 55, 56, 57 and 58).

Example

a) To get rid of the difficulties due to low education of my parents (Item number – 55).

**6. Physical Needs**

 Physical needs includes the needs related to the satisfaction of students in physical exercises, games, health tips, balanced diet and regulating hours of study and rest. There are ten items in this area (item numbers 59, 60, 61, 62, 63, 64, 65, 66, 67 and 68).

Example:

a) Gaining clear understanding about good healthy habits (Item number – 59).

**7. Emerging Needs**

 Emerging needs refer to those needs which arise due to the rapid advancement of the modern world, which are related to information technology, environment etc. Six items (69, 70, 71, 72, 73 and 74) are included in this area.

*Example*.

a) Not to go astray due to the influence of mass media (Item number – 69).

TABLE 1
**Number of items in Seven Areas of Guidance Needs**

|  |  |
| --- | --- |
| Guidance Need Area | Number of Items |
| Vocational Area | 7 |
| Educational Area | 16 |
| Psychological Area | 14 |
| Social Area | 11 |
| Familial Area | 10 |
| Physical Area | 10 |
| Emerging Area | 6 |

VALIDITY

 Garret (1981) "A test is valid when the performance which it measure correspond to same performances as other wise independently measured or objectively defined." Selection of satisfactory validation criteria and demonstration of an appropriate degree of validity are fundamental in psychological and educational testing.

 Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best and Kahn, 1993). The validity for the present inventory was ensured through face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely, what he was thought he was measuring (Garret, 1973). For this the investigator consulted experts in the fields of education, discussed with guidance personnels, teachers who are in charge of guidance and counselling and students of different institutions. Thus, the items in the inventory were prepared in the least ambiguous way, so that the subject respond to the items without difficulty and misunderstanding. Hence, the investigator claimed the face validity of the inventory as the item in the inventory are related to the guidance needs of higher secondary students.

### RELIABILITY

 Reliability of the test is its ability to yield consistent results from one set of measures to another. According to Best (1996) "Reliability is the degree of consistency that the instrument or procedure demonstrates; whatever it is measuring it does so consistently."

 The reliability of the present inventory has been ensured by test-retest method by administering it to the students. It is the simplest method of determining consistency between two scores. It is determined by obtaining correlation co-efficient between the first and second set of scores obtained.

 The number of pupils included for retest are thirty and the interval between two test is two weeks. The reliability co-efficient obtained for the tool is 0.82.

### E. SAMPLE USED FOR THE STUDY

 The population concerned for the study is higher secondary school students of three districts in Kerala – Kannur, Kozhikode and Malappuram. But to study the whole population in order to arrive at generalization would be impracticable. Fortunately, the process of sampling makes it possible to draw valid inference or generalization on the basis of careful observation of variable within a relatively small proportion of population.

 A sample of 750 pupils selected by stratified sampling techniques was drawn by study. A stratified sampling ensures the reputation to different strata of population when the population for study consists of several strata. The different strata considered in the population were,

 1. Gender

 2. Locality

 3. Type of school

 4. Subject of study

**1. Gender**

 Since there are more girls than boys in higher secondary schools of Kerala (sixth All India Educational survey, 1998) the investigator decided to give due weightage for girls in the sample. The ratio is 2:1.

**2. Locality**

 Since the number of educational institutions in rural area were more than the number of educational institutions in urban area (Sixth All India Educational Survey, 1998), the investigator decided to give due weightage for educational institutions in rural area and the ratio is 2:1.

**2. Type of School**

As the number of Private higher secondary schools were more than Government Higher Secondary Schools (Sixth All India Educational Survey, 1998) the investigator decided to give due weightage for Private higher secondary schools. The ratio is 2:1.

**4. Subject of Study**

 Since the number of science students and commerce students were more than humanities students (Sixth All India Educational Survey, 1998) the investigator decided to give due weightage to science students and commerce students. The ratio is 2:2:1.

The details of final sample are given in Table 2.

TABLE 2

**Break-up of the Whole Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Gender | Locality | Type of School | Subject of study |
| Girls | Boys | Rural | Urban | Private | Govt. | Science | Commerce | Huma-nities |
| 500 | 250 | 500 | 250 | 500 | 250 | 300 | 300 | 150 |

 The list of institutions from which the investigator collected the data needed for the study are given in Table 3.

TABLE 3

**Name of institutions from which the data was collected**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Name of the School | District | Locality | Type of School | Number of Girls | Number of Boys | Total number of students |
| 1. | Farook H.S.S. Farook College | Kozhikode | Rural | Private | 80 | 30 | 110 |
| 2. | Kunnamangalam H.S.S., Kunnamangalam | Kozhikode | Rural | Private | 85 | 34 | 119 |
| 3. | Zamorins H.S.S., Tali | Kozhikode | Urban | Private | 43 | 6 | 49 |
| 4. | Govt. H.S.S., Beypore | Kozhikode | Rural | Government | 29 | 18 | 47 |
| 5. | Govt. Ganapath V.H.S.S., Feroke | Kozhikdoe | Rural | Government | 37 | 8 | 45 |
| 6. | Chovva H.S.S., Chovva | Kannur | Urban | Private | 67 | 49 | 116 |
| 7. | Govt. H.S.S., Pallikkunnu | Kannur | Urban | Government | 35 | 30 | 55 |
| 8. | Govt. H.S.S. (City) | Kannur | Urban | Government | 20 | 0 | 20 |
| 9. | Govt. R.H.S.S. Kottakkal | Malappuram | Rural | Government | 28 | 19 | 47 |
| 10. | Govt. H.S.S., Thadathil Parambu, Olavattur | Malappuram | Rural | Government | 16 | 10 | 26 |
| 11. | P.K.M.M.H.S.S. Edarikode | Malappuram | Rural | Private | 32 | 27 | 59 |
| 12. | H.I.O.H.S.S., Olavattur | Malappuram | Rural | Private | 38 | 19 | 57 |

F. DATA COLLECTION PROCEDURE

***a) Administration of the tool***

 As the first step, investigator collected details of higher secondary schools of Malabar area. Investigator then decided to take samples from three districts. After fixing the sample, the investigator contacted the heads of the schools proposed and obtained the permission for collecting the data through the formal procedure.

 The data was collected from the plus one higher secondary students of those selected schools. Before marking the items, clear and precise information were given to subjects and their doubts were clarified. Every precaution was taken to make the study as reliable and as valid as possible. All the students were given assurance about the security of their responses. The investigator was able to secure full support of students as well as from their teachers and principals of the schools.

***b) Scoring Procedure***

 A respondent has to respond to seventy four items by choosing any one of the five alternatives given, 'Not at all needed', 'Least Needed,' 'Ignorant', 'Most Needed,' 'Very Highly Needed'. In the right hand side of each item, a column with boxes are provided to mark the response.

 A score of five was provided for the response 'very highly needed', four was provided for 'most needed', three was given for 'ignorant', two was given for 'least needed' and one for 'not at all needed'. The total score were calculated for each item and further analysis was done.

### G. STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA

 The data collected were analysed using appropriate statistical techniques of the following.

1. Test of Significance of difference between means for large independent samples

 The statistical techniques used for analysing the data is the test of significance of mean difference for large independent samples

Critical Ratio, t =  (Garret, 1981)

 = Mean scores of first and second group

σ1, σ2 = Standard Deviation of first and second group.

N1, N2 = Size of first and second group.

**A N A L Y S I S**

The data collected have been analysed statistically with reference to the objectives of the study stated below. This chapter describes the details of the statistical analysis done and discussion of the results obtained.

The objectives of the study are:

i) To find out the extent of guidance needs of higher secondary school students in the total sample and subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of study

ii) To find out whether there exists significant difference in the guidance needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of study

**HYPOTHESIS**

There exists significant difference in the mean scores of guidance needs of Higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of study

 The analysis and discussion of results with regard to the above objective is described under the following headings:

1. Extent of guidance needs of higher secondary school students in the total sample and relevant subsamples.

2. Comparison of guidance needs of higher secondary school students in the relevant subsamples.

**1. EXTENT OF GUIDANCE NEEDS OF HIGHER SECONDARY SCHOOL STUDENTS IN THE TOTAL SAMPLE AND RELEVANT SUB SAMPLES**

 As the first step of analysis, important statistical constants such as mean and standard deviation were compared for total sample. The percentage of the mean score of each of the area and of the total guidance needs were also computed which will help to get a general idea regarding the priority of needs. The statistical constants are presented in Table 4.

TABLE 4
**Mean and Standard Deviation of Guidance Need Scores**

|  |  |  |  |
| --- | --- | --- | --- |
| Areas of Guidance Needs | Mean | Standard Deviation | Percentage |
| Total Guidance Needs | 296.36 | 26.03 | 80.10 |
| Vocational Area | 30.323 | 3.25 | 86.64 |
| Educational Area | 68.23 | 7.50 | 85.29 |
| Psychological Area | 41.26 | 9.92 | 75.02 |
| Social Area | 58.14 | 9.88 | 83.05 |
| Familial Area | 35.11 | 10.81 | 70.21 |
| Physical Area | 39.25 | 7.79 | 78.49 |
| Emerging Area | 24.20 | 4.46 | 80.65 |

 Table 4 shows the values of mean, standard deviation and percentages of total guidance needs and areas of guidance needs.

 The mean and standard deviation for total sample of total guidance needs are 296.36 and 26.03 respectively and the percentage of mean scores of total guidance needs is 80.1 which shows that there is high requirement of guidance among students to solve their needs and problems.

 The mean and standard deviation for vocational area in the total sample are 30.32 and 3.25 respectively and the percentage of that need is 86.64 which shows that students have high need of guidance in vocational area.

 The mean, standard deviation and percentage of educational area for the total sample are 68.23, 7.50 and 85.29 respectively. The percentage shows that the students highly require guidance in this area.

 The mean and standard deviation for total sample in psychological area are 41.26 and 9.92 respectively. The percentage is 75.02 which shows that students highly used guidance in psychological area.

The mean and standard deviation for guidance needs score in social area, for the total sample are 58.14 and 9.88 respectively; and the percentage 83.05 shows that students have a high requisite for this need.

The mean, standard deviation and percentage of guidance needs score in familial area for the total sample are 35.11, 10.81 and 70.21 respectively. The percentage shows the high need of guidance in this area.

The mean and standard deviation in physical area for the total sample are 39.25 and 7.79 respectively and percentage of guidance needs required by the students is 78.49 shows high priority for this need.

The mean and standard deviation, for total sample, in emerging area are 24.20 and 4.46 respectively. The percentage is 80.65, shows the high need of guidance for higher secondary students in emerging areas.

**Discussion**

 The table 4 shows, that the area which need guidance the most, based on the percentage of mean need score, is vocational area educational area, social area, emerging areas, physical area, psychological area and familial area. This high lights that highest guidance needs for the students is in vocational area i.e, 86.64% and lowest guidance needs is in familial area i.e., 70.21%.

 For a quick view of guidance needs, the percentage of students having guidance needs in the selected areas is shown in the bar diagram.



**FIGURE-1 Percentage of students having guidance needs in selected area**

**2. COMPARISON OF GUIDANCE NEEDS OF HIGHER SECONDARY SCHOOL STUDENTS IN RELEVANT SUBSAMPLES**

 The second step of the analysis was to find out the mean scores and standard deviations in the relevant subsamples viz., based on gender i.e. female and male, based on locality ie., rural and urban, based on type of school management ie., private and government and finally on subject of study ie., science and commerce; commerce and humanities and science and humanities.

 The third step of the analysis was to find out whether there exist any significant differences in the mean scores of guidance needs in each of the relevant subsamples.

 The second and third steps are combined and explained seperately for each subsample under appropriate headings.

**a) Comparison of Guidance Needs of Higher secondary school students on the basis of Gender**

 The extent of guidance needs is calculated by finding out the mean score for each subsample and comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The mean scores, standard deviation and critical ratios obtained are presented in Table 5.

TABLE 5
**Comparison of mean scores of Guidance
Needs of Higher Secondary School Students on the basis of Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.No. | Guidance Needs | Girls | Boys | Critical Ratio |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 1. | Total Guidance Needs | 298.69 | 27.80 | 291.74 | 22.20 | 3.71\*\* |
| 2. | Vocational Area | 29.99 | 3.62 | 32.01 | 6.40 | 4.64\*\* |
| 3. | Educational Area | 69.83 | 6.72 | 65.74 | 6.63 | 7.92\*\* |
| 4. | Psychological Area | 45.04 | 8.20 | 34.15 | 9.15 | 15.91\*\* |
| 5. | Social Area | 54.55 | 9.63 | 65.19 | 5.32 | 19.47\*\* |
| 6. | Familial Area | 37.80 | 10.21 | 29.95 | 9.90 | 10.12\*\* |
| 7. | Physical Area | 36.76 | 7.69 | 43.92 | 5.82 | 14.22\*\* |
| 8. | Emerging Area | 25.51 | 3.76 | 21.85 | 5.04 | 10.14\*\* |

\*\* indicates significance at 0.01 level.

 Table 5 shows the mean scores obtained for guidance needs and critical ratios obtained for comparison of mean scores of guidance needs of girls and boys.

 The value of 't' obtained for comparison of mean scores of total guidance needs on the basis of gender is 3.71 which is greater than the tabled value of 't' required for significance at 0.01 level. This shows that there is significant difference in the mean scores of guidance needs between boys and girls. The mean scores shows that girls are having higher guidance needs than boys.

 The 't' value obtained for comparison of mean scores of guidance needs in vocational area on the basis of gender is 4.64 which is greater than the tabled value of 't' required for significance at 0.01 level. This 't' value shows that there exists significant difference in the mean scores of guidance needs between boys and girls. Mean scores indicate that boys are having higher guidance needs in vocational area than girls.

 The 't' value 7.93, obtained for comparison of mean scores of guidance needs in educational area for girls and boys, is greater than the tabled value of 't' required for significance at 0.01 level. This shows that there is significant difference in the mean scores of guidance needs in educational area. The mean scores indicate that girls are having higher needs of guidance in educational area than boys.

 The value of 't' obtained for comparison of mean scores of guidance needs in psychological area on the basis of gender is 15.91 which is greater than the tabled value of 't' required for significance at 0.01 level. The 't' value shows that there exists significant difference in the mean score in psychological area. The mean scores further shows that girls are having higher guidance needs than boys in psychological area.

 The 't' value obtained for comparison of mean scores of guidance needs in social area for boys and girls is 19.47, which is much greater than the tabled value of 't' required for significance at 0.01 level. This shows that there is significant difference in the mean scores between boys and girls in social area. The mean scores further shows that in social area the boys are having very high guidance needs than girls.

 The 't' value 10.12 obtained for comparison of mean scores of guidance needs in familial area based on gender, is greater than the tabled value of 't' required for significance at 0.01 level. This shows that there is significant difference in the mean scores of girls and boys in familial area. The mean scores highlights that girls are having higher needs of guidance than boys in familial area.

 The value of 't' obtained for comparison of mean scores of guidance needs in physical area for boys and girls, is greater than the tabled value of 't' required for significance at 0.01 level. This 't' value suggest that there is significant difference in the mean scores of guidance needs in physical area between boys and girls. The mean scores indicate that boys are having higher guidance needs in physical area than girls.

 The value of 't' obtained for comparison of mean scores of guidance needs in emerging area on the basis of gender is 10.14, which is greater than the tabled value of 't' required for significance at 0.01 level. This suggests that there exists significant difference in the mean scores of guidance needs in emerging area. The mean scores further shows that girls are having higher guidance needs than boys in emerging area.

**DISCUSSION**

 The findings shows the mean scores and the comparison of mean scores of guidance needs of higher secondary school students for girls and boys. The findings indicates that the mean scores of guidance needs of girls in total area, educational area, psychological area, familial area and emerging area are higher than the mean scores of boys. This further suggests that guidance needs is higher for girls than boys in total area, educational area, psychological area, familial area and emerging area. The findings also indicates that the mean scores of guidance needs of boys are higher than that of girls in vocational area, social area and physical area which further indicates that boys are having higher guidance needs than girls in vocational area, social area and physical area.

**b) Comparison of Guidance Needs of Higher Secondary School students on the basis of Locality**

 The extent of guidance needs is calculated by finding out the mean scores for each subsample and comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The mean scores, standard deviation and critical ratio obtained are presented in Table 6.

TABLE 6

**Comparison of mean scores of Guidance
Needs of Higher Secondary School Students on the basis of Locality**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.No. | Guidance Needs | Rural | Urban | Critical Ratio |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 1. | Total Guidance Needs | 304.21 | 23.59 | 281.41 | 23.87 | 12.38\*\* |
| 2. | Vocational Area | 31.38 | 2.86 | 28.56 | 3.51 | 11.07\*\* |
| 3. | Educational Area | 69.91 | 6.49 | 66.04 | 6.74 | 7.50\*\* |
| 4. | Psychological Area | 38.27 | 8.95 | 47.95 | 7.80 | 15.25\*\* |
| 5. | Social Area | 59.27 | 9.88 | 55.19 | 9.95 | 5.31\*\* |
| 6. | Familial Area | 38.34 | 10.17 | 28.77 | 9.01 | 13.12\*\* |
| 7. | Physical Area | 42.25 | 5.96 | 33.42 | 7.58 | 16.09\*\* |
| 8. | Emerging Area | 25.15 | 3.73 | 22.49 | 5.30 | 7.07\*\* |

\*\* indicates significance at 0.01 level.

 Table 6 shows the mean scores obtained for guidance needs and critical ratios obtained for comparison of mean scores of guidance needs of rural and urban students.

 The value of 't' obtained for comparison of mean scores of total guidance needs on the basis of locality is 12.38, which is greater than the tabled value of 't' required for significance at 0.01 level. This shows that there is significant difference in the mean scores of guidance needs between rural and urban students. The mean scores further shows that rural students are having greater guidance needs than urban students.

 The 't' value obtained for comparison of mean scores of guidance needs in vocational area on the basis of locality is 11.07, which is greater than the tabled value of 't' required for significance at 0.01 level. This 't' value shows that there exists significant difference in the mean scores of guidance needs between rural and urban students. The mean scores indicates that rural students are having higher guidance needs in vocational area than urban students.

 The 't' value 7.50, obtained for comparison of mean scores of guidance needs in educational area for rural students and urban students, is greater than the tabled value of 't' required for significance at 0.01 level. This shows that there is significant difference in the mean scores of guidance needs in educational area on the basis of locality. The mean scores shows that rural students are having greater guidance needs in educational area than urban students.

 The value of 't' obtained for comparison of mean scores of guidance needs in psychological area on the basis of locality is 15.25 which is greater than the tabled value of 't' at 0.01 level of significance. This suggests that there is significant difference in the mean scores of guidance needs in psychological area between rural and urban students. The mean scores highlights that urban students have higher guidance needs than rural students, in psychological area.

 The 't' value obtained for comparison of mean scores of guidance needs in social area on the basis of locality is 5.31, which is greater than the tabled value of 't' at 0.01 level of significance. This means there is significant difference in the mean scores of guidance needs in social area on the basis of locality. The mean scores further shows that rural students are having higher guidance needs in social area than urban students.

 The value of 't' obtained for comparison of mean scores of guidance needs in familial area for rural and urban sub samples is found to be 13.12 which is greater than the tabled value of 't' required for significance at 0.01 level. This shows that there exists significant difference in the mean scores of guidance needs in familial area between rural and urban students. The mean scores indicates that rural students are having higher guidance needs than urban students in familial area.

 The 't' value 16.09, obtained for comparison of mean scores of guidance needs in physical area on the basis of locality is greater than the tabled value of 't' at 0.01 level of significance. This shows that there is significant difference between this sub-samples in their mean scores of guidance needs in physical area. The mean scores suggests that rural students have higher guidance needs than urban students in physical area.

 The 't' value obtained for comparison of mean scores of guidance needs in emerging area on the basis of locality is 7.07, which is greater than the tabled value of 't' at 0.01 level of significance. This shows that there exists significant difference in the mean scores of guidance needs in emerging area for rural and urban subsamples. The mean scores indicates that rural students are having higher guidance needs in emerging area than urban students.

**Discussion**

 The findings shows the mean scores and the comparison of mean scores of guidance needs of higher secondary school students for rural area and urban area. The findings clearly indicates that the mean scores of guidance needs of students of rural area are higher than that of the students of urban area, in total area, vocational area, educational area, social area, familial area, physical area and emerging area. The findings further shows that students of rural area are having higher guidance needs in total area, vocational area, educational area, social area, familial area, physical area and emerging area. The findings further shows that mean scores of guidance needs of students in urban are higher, than that of students in rural area, in psychological area. This further suggests that students of urban area are having higher guidance needs in psychological area than students of rural area.

**c) Comparison of Guidance needs of Higher Secondary School students on the basis of type of school Management**

 The extent of guidance needs is calculated by finding out the mean score for each subsample and comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The mean scores, standard deviation and critical ratios obtained are presented in Table 7.

TABLE 7

**Comparison of mean scores of
Guidance Needs of Higher Secondary
School Students on the basis of Type of School Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.No. | Guidance Needs | Private | Government | Critical Ratio |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 1. | Total Guidance Needs | 298.55 | 24.97 | 292.22 | 27.77 | 3.04\*\* |
| 2. | Vocational Area | 30.43 | 3.02 | 30.44 | 3.51 | 0.13\*\* |
| 3. | Educational Area | 69.50 | 7.20 | 65.14 | 8.14 | 7.19\*\* |
| 4. | Psychological Area | 41.15 | 9.48 | 41.41 | 10.50 | 0.34\*\* |
| 5. | Social Area | 58.53 | 9.65 | 56.09 | 10.54 | 3.07\*\* |
| 6. | Familial Area | 36.54 | 10.90 | 32.42 | 10.26 | 5.07\*\* |
| 7. | Physical Area | 39.14 | 8.23 | 39.44 | 6.70 | 0.52\*\* |
| 8. | Emerging Area | 23.45 | 4.43 | 25.67 | 4.14 | 6.77\*\* |

\*\* indicates significance at 0.01 level.

 Table 7 shows the mean scores obtained for guidance needs and critical ratios obtained for comparison of mean scores of guidance needs of private school students and government school students.

 The value of 't' obtained for comparison of mean scores of total guidance needs on the basis of type of school management is 3.04, which is greater than the tabled value of 't' required for significance at 0.01 level. This shows that there is significant difference in the mean scores of guidance needs on the basis of type of school management. The mean scores further shows that private school students are having greater guidance needs than government school students.

 Since the obtained 't' value 0.13, for comparison of mean scores of guidance needs in vocational area between private school students and government school students is below the table value at 0.01 level of significance, there exist no significant difference in the mean scores of guidance needs.

 The value of 't' obtained for comparison of mean scores of guidance needs in educational area on the basis of type of school management is 7.19, which is greater than the tabled value of 't' required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of guidance needs in educational area between private and government school students. The mean scores indicates that private school students are having higher guidance needs than government school students in educational area.

 Since the obtained 't' value 0.34 for comparison of mean scores of guidance needs in psychological area between private and government school students, is below the tabled value at 0.01 level of significance, there exist no significant difference in the mean scores of guidance needs.

The 't' value 3.07 obtained for comparison of mean scores of guidance needs in social area for private and government school students is higher than the tabled value of 't' at 0.01 level of significance. This shows that there exists significant difference in the mean scores of guidance needs in social area on the basis of type of management. The mean scores indicates that students of private schools are having higher guidance needs than students of government schools.

 The value of 't' obtained for comparison of mean scores of guidance needs in familial area for private and government school students is 5.07, which is greater than the tabled value of 't' required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of guidance needs in familial area in the subsample. The mean scores further shows that private school students are having higher guidance needs in familial area than government school students.

 The value of 't' obtained for comparison of mean scores of guidance needs in physical area for private and government school students is 0.52, which is much lesser than the tabled value of 't' required at 0.01 level significance. The mean scores shows that there is no significant difference in the physical area between the subsamples.

The critical ratio obtained for comparison of mean scores of guidance needs in emerging area between government and private school students is found to be 6.77, which is greater than the tabled value of 't' required for significance at 0.01 level. This suggests that there exists significant difference in the mean scores of guidance needs in emerging area on the basis of type of school management. The mean scores further indicates that government school students have higher guidance needs in emerging area than private school students.

**Discussion**

 The findings shows the mean scores and the comparison of mean scores of guidance needs of higher secondary school students of private schools and government schools. The findings indicates that the mean scores of guidance needs of students of private school is higher in educational area, social area, familial area, and total area than that of the students of government school. This suggests that students of private schools have higher guidance needs than students of government school in total area, educational area, social area and familial area. The mean scores of guidance needs in emerging area is higher for government school students which further suggests that government school students have higher guidance needs in emerging area than private school students. But, there is no much difference in the mean scores of guidance needs of government and private school students in vocational area, psychological area and physical area which further suggest that there is no difference in the guidance needs of government and private school students in these areas.

**d) Comparison of Guidance Needs of Higher Secondary School students on the basis of subject of study**

 The extent of guidance needs is calculated by finding out the mean score for each subsample and comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The comparison for Science, Commerce and Humanities students was done in three steps as follows:

**i) Comparison of Guidance Needs of Higher Secondary School students studying Science and Commerce subjects**

 The comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The data and results are presented in Table No.8.

TABLE 8

**Comparison of mean scores of
Guidance Needs of Higher Secondary
School Students studying Science and Commerce subjects**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.No. | Guidance Needs | Science | Commerce | Critical Ratio |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 1. | Total Guidance Needs | 299.52 | 25.12 | 294.69 | 23.82 | 2.42\* |
| 2. | Vocational Area | 30.52 | 3.37 | 30.20 | 3.02 | 1.23\* |
| 3. | Educational Area | 68.72 | 7.32 | 67.98 | 7.02 | 1.26\* |
| 4. | Psychological Area | 42.06 | 9.72 | 40.92 | 10.27 | 1.40\* |
| 5. | Social Area | 58.43 | 10.14 | 57.78 | 9.07 | 0.83\* |
| 6. | Familial Area | 36.57 | 10.85 | 34.91 | 10.23 | 1.93\* |
| 7. | Physical Area | 39.09 | 8.17 | 38.80 | 7.35 | 0.46\* |
| 8. | Emerging Area | 24.53 | 4.20 | 23.89 | 4.50 | 1.79\* |

\* indicates significance at 0.05 level.

 Table 8 shows the mean scores obtained for guidance needs and critical ratios obtained for comparison of mean scores of guidance needs of Science and Commerce students.

 The value of 't' obtained for comparison of mean scores of total guidance needs for science and commerce students is 2.42, which is greater than the tabled value of 't' required for significance at 0.05 level. This suggests that there exists significant difference in the mean scores of guidance needs between the subsamples. The mean scores further shows that the students studying science subjects are having greater guidance needs than students studying commerce subjects.

 Since the obtained 't' value 1.23 for comparison of mean scores of guidance needs in vocational area on the basis of subject of study, science and commerce, is less than the tabled value of 't' at 0.05 level of significance, there exists no significant difference in the mean scores of guidance needs in vocational area between science students and commerce students.

 As the obtained 't' value 1.26 for comparison of mean scores of guidance needs in educational area for students of science and commerce subjects, is below the tabled value of 't' at 0.05 level, there exists no significant difference in the mean scores of guidance needs in educational area for students of science subjects and commerce subjects.

 The value of 't' obtained for comparison of mean scores of guidance needs in psychological area for science and commerce students is 1.40, which is less than the tabled value of 't' required at 0.05 level of significance. This shows that there exists no significant difference in the mean scores of guidance needs in psychological area between the science students and commerce students.

 The 't' value 0.83 obtained for comparison of mean scores of guidance needs in social area for science and commerce students is much less than the tabled value of 't' required at 0.05 level of significance. The mean scores of guidance needs suggests that there exists no significant different in social area for science and commerce students.

 The value of 't' obtained for comparison of mean scores of guidance needs in familial area for students studying science and commerce subjects is 1.93 which is smaller than the tabled value of 't' required at 0.05 level of significance. The mean scores of guidance needs in familial area indicates that there is no significant difference between science students and commerce students.

 Since the 't' value 0.46 obtained for the comparison of mean scores of guidance needs in physical area for science and commerce students is much less than the tabled value of 't' required at 0.05 level of significance, there exists no significant difference in the mean scores of guidance needs in physical area between science and commerce students.

 The 't' value obtained for comparison of mean scores of guidance needs in emerging area for students studying science subjects and commerce subjects is 1.79, which is less than the tabled value of 't' at 0.05 level of significance. The mean scores of guidance needs in emerging area further shows that there is no significant difference for the subsample.

**Discussion**

 The findings shows the mean scores and comparison of mean scores of guidance needs of higher secondary school students studying science and commerce subjects. The mean scores of guidance needs of science students is higher than commerce students in total area. This further indicates that science students are having higher guidance needs in total area than commerce students. The findings clearly indicates that there is no much difference in the mean scores of guidance needs of science students and commerce students in vocational area, educational area, psychological area, social area, familial area, physical area and emerging area. This further indicates that there is no difference in the requirement of guidance for science students and commerce students in vocational area, educational are, psychological area, social area, familial area, physical area and emerging area.

**ii) Comparison of Guidance Needs of Higher Secondary School Students studying Science subjects and Humanities subjects**

 The comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The mean, standard deviation and critical ratios are presented in Table No.9.

TABLE 9

**Comparison of mean scores of
Guidance Needs of Higher Secondary School
Students Studying Science and Humanities Subjects**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.No. | Guidance Needs | Science | Humanities | Critical Ratio |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 1. | Total Guidance Needs | 299.52 | 25.12 | 294.11 | 30.80 | 1.87\* |
| 2. | Vocational Area | 30.52 | 3.37 | 30.72 | 3.16 | 0.61\* |
| 3. | Educational Area | 68.72 | 7.32 | 67.30 | 8.84 | 1.70\* |
| 4. | Psychological Area | 42.06 | 9.72 | 40.07 | 9.67 | 2.05\* |
| 5. | Social Area | 58.43 | 10.14 | 57.79 | 10.76 | 0.58\* |
| 6. | Familial Area | 36.57 | 10.85 | 32.31 | 11.18 | 3.85\* |
| 7. | Physical Area | 39.09 | 8.17 | 40.35 | 7.79 | 1.58\* |
| 8. | Emerging Area | 24.53 | 4.20 | 24.29 | 4.73 | 0.53\* |

\* indicates significance at 0.05 level.

 Table 9 shows the mean scores obtained for guidance needs and critical ratios obtained for comparison of mean scores of guidance needs of science students and humanities students.

 The value of 't' obtained for comparison of mean scores of total guidance needs for students studying science subjects and humanities subjects is found to be 1.87 which is less than the tabled value of 't' required for significance at 0.05 level. The mean scores of guidance needs for science students and humanities students, indicates that there is no significant difference between them.

 As the obtained 't' value 0.61, for comparison of mean scores of guidance needs in vocational area for science and humanities students, is much lesser than the tabled value of 't' at 0.05 level of significance, there exists no significant difference in the mean scores of guidance needs in vocational area for the subsample.

 The 't' value 1.70 obtained for comparison of mean scores of guidance needs in educational area for science and humanities students is smaller than the tabled value of 't' required for significance at 0.05 level. This shows that there is no significant difference in the mean scores of guidance needs for science and humanities students in educational area.

 The critical ratio obtained for comparison of mean scores of guidance needs in psychological area for science and humanities students is 2.05, which is greater than the tabled value of 't' required at 0.05 level of significance. This suggests that there exists significant difference in the mean scores of guidance needs in psychological area for this subsample. The mean scores further shows that science students are having higher guidance needs in psychological area than humanities students.

 Since the 't' value 0.58 obtained for comparison of mean scores of guidance needs in social area for science and humanities students, is less than the tabled value of 't' at 0.05 level of significance, there exists no significant difference in the mean scores of guidance needs in social area for science and humanities students.

 The value of 't' obtained for comparison of mean scores of guidance needs in familial area for science and humanities students is 3.85, which is greater than the tabled value of 't' required at 0.05 level of significance. This suggests that there exists significant difference in the means scores of guidance needs in familial area for science students and humanities students. The mean scores further indicates that science students are having higher guidance needs in familial area than humanities students.

 As the 't' value 1.58 obtained for comparison of mean scores of guidance needs in physical area for science and humanities students is lesser than the tabled value of 't' at 0.05 level of significance, there exists no significant difference in the mean scores of guidance needs in physical area for science students and humanities students.

 The 't' value 0.53 obtained for comparison of mean scores of guidance needs in emerging area for science and humanities students is smaller than the tabled value of 't' required at 0.05 level of significance. The mean scores of guidance needs in emerging area indicates that there is no significant difference for science students and humanities students.

**Discussion**

 The findings shows the mean scores and the comparison of mean scores of guidance needs of higher secondary school students studying science subjects and humanities subjects. The findings indicates that the mean scores of guidance needs of science students in psychological area and familial area is higher than that of humanities students. This further suggests that science students are having higher guidance needs than humanities students in psychological area and familial area. The findings clearly shows that there is no much difference in the mean scores of guidance needs of science and humanities students in total area, vocational area, educational area, social area, physical area and emerging area. This further indicates that there is no difference in the need of guidance for science students and humanities students in total area, vocational area, educational area, social area, physical area and emerging area.

**iii) Comparison of Guidance Needs of Higher Secondary school students studying commerce subjects and humanities subjects**

 The comparison of guidance needs is done by finding the significance of difference between means for large independent samples. The mean, standard deviation and critical ratios are presented in Table No.10.

TABLE 10

**Comparison of mean scores of
Guidance Needs of Higher Secondary
School Students studying Commerce and Humanities subjects**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.No. | Guidance Needs | Commerce | Humanities | Critical Ratio |
| Mean | Standard Deviation | Mean | Standard Deviation |
| 1. | Total Guidance Needs | 294.69 | 23.82 | 294.11 | 30.80 | 0.20\* |
| 2. | Vocational Area | 30.20 | 3.02 | 30.72 | 3.16 | 1.67\* |
| 3. | Educational Area | 67.98 | 7.02 | 67.30 | 8.84 | 0.82\* |
| 4. | Psychological Area | 40.92 | 10.27 | 40.07 | 9.67 | 0.85\* |
| 5. | Social Area | 57.78 | 9.07 | 57.79 | 10.76 | 0.01\* |
| 6. | Familial Area | 34.91 | 10.23 | 32.31 | 11.18 | 2.39\* |
| 7. | Physical Area | 38.80 | 7.35 | 40.35 | 7.79 | 2.02\* |
| 8. | Emerging Area | 23.89 | 4.50 | 24.29 | 4.73 | 0.85\* |

\* indicates significance at 0.05 level.

 Table 10 shows the mean scores obtained for guidance needs and critical ratios obtained for comparison of mean scores of guidance needs of commerce students and humanities students.

 The value of 't' obtained for comparison of mean scores of total guidance needs for commerce students and humanities students is found to be 0.20 which is much lesser than the tabled value of 't' at 0.05 level of significance. This suggests that there exists no significant difference in the mean scores of total guidance needs for commerce students and humanities students.

 The 't' value 1.67, obtained for comparison of mean scores of guidance needs in vocational area for commerce and humanities students is smaller than the tabled value of 't' required at 0.05 level of significance. This shows that there is no significant difference in the mean scores of guidance needs in vocational area for commerce and humanities students.

 Since the 't' value 0.82, obtained for comparison of mean scores of guidance needs in educational area for commerce and humanities students is lesser than the tabled value of 't' at 0.05 level of significance, there exists no significant difference in the mean scores of guidance needs in educational area for commerce and humanities students.

 As the tabled value of 't' 1.96 at 0.05 level of significance is greater than the 't' value 0.85 obtained for comparison of mean scores of guidance needs in psychological area for commerce students and humanities students, there exists no significant difference in this subsample.

 The critical ratio obtained for comparison of mean scores of guidance needs in social area for students studying commerce subjects and humanities subjects is 0.01, which is less than the tabled value of 't' at 0.05 level of significance. This shows that there is no significant difference in the means scores of guidance needs in social area for students studying commerce subjects and humanities subjects.

 The 't' value obtained for comparison of mean scores of guidance needs in familial area for commerce students and humanities students is 2.39, which is higher than the tabled value of 't' at 0.05 level of significance. This suggests that there exists significant difference in the mean scores of guidance needs in familial area for commerce students and humanities students. The mean scores indicates that commerce students are having higher guidance needs in familial area than humanities students.

 The value of 't' obtained for comparison of mean scores of guidance needs in physical area for commerce students and humanities students is 2.02, which is greater than the tabled value of 't' at 0.05 level of significance. This suggests that there exists significant difference in the mean scores of guidance needs in physical area for commerce and humanities students. The mean scores further shows that humanities students are having higher guidance needs in physical area than commerce students.

 The 't' value 0.85, obtained for comparison of mean scores of guidance needs in emerging area is below the tabled value of 't' at 0.05 level of significance. This shows that there exists no significant difference in the mean scores of guidance needs in emerging area between commerce students and humanities students.

**Discussion**

 The findings shows the mean scores and comparison of mean scores of guidance needs of higher secondary school students for commerce students and humanities students. The findings clearly highlights that mean scores of guidance needs of commerce students in familial area is higher than humanities students which further suggests that commerce students are having higher guidance needs in familial area than humanities students. The findings shows that the mean scores of guidance needs of humanities students in physical area is higher than commerce students which further indicates that humanities students are having higher guidance needs than commerce students in physical area. The findings clearly indicates that there is no much difference in the mean scores of guidance needs of commerce and humanities students in total area, vocational area, educational area, psychological area, social area and emerging area. This further suggests that there is no difference in the need of guidance for commerce students and humanities students in total area, vocational area, educational area, psychological area, social area and emerging area.

**MAJOR FINDINGS**

 Following are the major findings obtained after analysis of the collected data.

1. Students have highest guidance needs in vocational area, 86.64% and comparitively lowest guidance needs in familial area, 70.21%. The percentage of mean scores of total guidance needs is 80.10% which shows high requirement of guidance to solve their problems. The percentages of mean scores of guidance needs showing the areas which needs guidance the most are given in TABLE 11.

TABLE 11

**Percentage of mean scores of guidance
needs showing the areas which needs guidance the most**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Guidance needs | Percentage obtained |
| 1 | Vocational Area | 86.64 |
| 2 | Educational Area | 85.29 |
| 3 | Social Area | 83.05 |
| 4 | Emerging Area | 80.65 |
| 5 | Physical Area | 78.49 |
| 6 | Psychological Area | 75.02 |
| 7 | Familial Area | 70.21 |

2. There exists significant difference between the mean scores of guidance needs of boys and girls at 0.01 level of significance in

i) the total area (C.R = 3.71)

ii) vocational area (C.R = 4.64)

iii) educational area (C.R = 7.92)

iv) psychological area (C.R = 15.91)

v) social area (C.R = 19.47)

vi) familial area (C.R = 10.12)

vii) physical area (C.R = 14.22)

viii) emerging area (C. R = 10.14)

3. There exists significant difference between the mean scores of guidance needs of students in rural area and urban area at 0.01 level of significance in

i) the total area (C.R = 12.38)

ii) vocational area (C.R = 11.07)

iii) educational area (C.R = 7.50)

iv) psychological area (C.R = 15.25)

v) social area (C.R = 5.31)

vi) familial area (C.R = 13.12)

vii) physical area (C.R = 16.09)

viii) emerging area (C. R =7.07)

4. There exists significant difference between the mean scores of guidance needs of students in private schools and government schools at 0.01 level of significance in

i) the total area (C.R = 3.04)

ii) educational area (C.R = 7.19)

iii) social area (C.R = 3.07)

iv) familial area (C.R = 5.07)

v) emerging area (C.R = 6.77)

5. There exists no significant difference between the mean scores of guidance needs of students in private schools and government schools at 0.01 level of significance in

i) vocational area (C.R = 0.13)

ii) Psychological area (C.R = 0.34)

iii) Physical area (C.R = 0.52)

6. There exists significant difference between the mean scores of guidance needs of science students and commerce students at 0.05 level of significance in

i) the total area (C.R = 2.42)

7. There exists no significant difference between the mean scores of guidance needs of science students and commerce students at 0.05 level of significance in

i) vocational area (C.R = 1.23)

ii) educational area (C.R = 1.26)

iii) psychological area (C.R = 1.40)

iv) social area (C.R = 0.83)

v) familial area (C.R = 1.93)

vi) physical area (C.R = 0.46)

vii) emerging area (C. R = 1.79)

8. There exists significant difference between the mean scores of guidance needs of science students and humanities students at 0.05 level of significance in

i) psychological area (C.R = 2.05)

ii) familial area (C.R = 3.85)

9. There exists no significant difference between the mean scores of guidance needs of science students and humanities students at 0.05 level of significance in

i) the total area (C.R = 1.87)

ii) vocational area (C.R = 0.61)

iii) educational area (C.R = 1.70)

iv) social area (C.R = 0.58)

v) physical area (C.R = 1.58)

vi) emerging area (C. R = 0.53)

10. There exists significant difference between the mean scores of guidance needs of commerce students and humanities students at 0.05 level of significance in

i) familial area (C.R = 2.39)

ii) physical area (C.R = 2.02)

11. There exists no significant difference between the mean scores of guidance needs of commerce students and humanities students at 0.05 level of significance in

i) the total area (C.R = 0.20)

ii) vocational area (C.R = 1.67)

iii) educational area (C.R = 0.82)

iv) psychological area (C.R = 0.85)

v) social area (C.R = 0.01)

vi) emerging area (C.R = 0.85)

**TENABILITY OF HYPOTHESIS**

 The tenability of hypothesis were examined in the light of findings.

 The hypothesis set for the study states that:

There exists significant difference in the mean scores of Guidance Needs of Higher Secondary School students between the relevant subsamples based on

a) Gender

b) Locality

c) Type of School Management

d) Subject of Study

 The first part of the hypothesis states that there exists significant difference in the mean scores of Guidance Needs of Higher Secondary school students between girls and boys. The findings of the study reveals that there is significant difference in the mean scores of Guidance needs between girls and boys at 0.01 level of significance. Thus first part of hypothesis is fully substantiated.

 The second part of the hypothesis states that there exists significant difference in the mean scores of Guidance Needs of Higher Secondary school students between rural and urban samples. The findings of the study reveals that there is significant difference in the mean scores of Guidance Needs between rural and urban samples at 0.01 level of significance. Thus second part of hypothesis is fully substantiated.

 The third part of hypothesis states that there exists significant difference in the mean scores of Guidance Needs of Higher Secondary School students between Private and Government samples. The findings of the study reveals that there is significant difference in the mean scores, of private school students and government school students, of five areas of guidance needs. The other three areas of guidance needs shows no significant difference even at 0.05 level. Thus the third part of hypothesis is partially substantiated.

 The fourth part of hypothesis states that there exists significant difference in the mean scores of Guidance Needs of Higher Secondary School students on the basis of subject of study. This has three sub parts as there are three subjects of study viz., science, commerce and humanities. The findings show that seven areas of guidance needs have no significant difference even at 0.05 level in science and commerce students and only one area is having significant difference. In the case of science and humanities students the findings of the study shows that only two areas of guidance needs are having significant difference in the mean scores and all other six areas of mean scores of guidance needs do not have any significant difference in their mean scores even at 0.05 level. The findings show that in commerce and humanities students, only two areas of guidance needs have significant difference in the mean scores, all other six areas of guidance needs do not have any significant difference in the mean scores of guidance needs even at 0.05 level. Thus the fourth part of hypothesis is not much substantiated.

**SUMMARY, CONCLUSIONS AND SUGGESTIONS**

This chapter provides an overview of the significant aspects of the various stages of the study. This includes the summary of procedures, important findings of the study, educational implications and suggestions for further research.

**RESTATEMENT OF THE PROBLEM**

 The present study is entitled as **GUIDANCE NEEDS OF HIGHER SECONDARY SCHOOL STUDENTS**.

**DEFINITION OF KEY TERMS**

 The key terms in the statement of the problem are explained below so as to get operational definitions.

**Guidance Needs**

 The term 'need' means a want, desire or psychological motive. In the present study 'Guidance Needs' stands for the needs felt by the students studying in higher secondary schools for which they seek or need guidance.

**Higher Secondary School Students**

 Higher secondary school students are studying in plus one and plus two classes. In this study plus one students are taken as higher secondary school students.

**VARIABLES OF THE STUDY**

 The only variable in the study is "Guidance Needs".

**OBJECTIVES OF THE STUDY**

**OBJECTIVES**

i) To find out the extent of guidance needs of higher secondary school students in the total sample and subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of study

ii) To find out whether there exists significant difference in the guidance needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of Study

**HYPOTHESIS**

i) There exists significant difference in the mean scores of Guidance Needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 c) Subject of Study

**METHODOLOGY**

***a) Sample***

 The study was conducted on a sample of 750 higher secondary school students drawn from three districts – Malappuram, Kozhikode and Kannur in Kerala. The sample was selected by stratified sampling technique.

***b) Tool used for the study***

 The necessary data were collected using 'Guidance Needs Inventory' developed by the investigator. It consists of seven area which include 74 items.

***c) Statistical technique used***

 The collected data were analysed using the following statistical techniques:

i) Test of significance of difference between means for large independent samples.

**MAJOR FINDINGS OF THE STUDY**

 The following are the major findings obtained after the analysis of the collected data.

1. i) From the percentage of mean scores of guidance needs, it is observable that the percentage of mean scores of total guidance needs obtained is 80.10 which highlights that there is greater need for guidance.

ii) From the percentage of mean scores of guidance needs, highly required guidance needs are in the following area:

 Vocational area - 86.64

 Educational area - 85.29

 Social area - 83.05

 Emerging area - 80.65

 Physical area - 78.49

 Psychological area - 75.02

 Familial area - 70.21

2. There exists significant difference between the mean scores of guidance needs of boys and girls at 0.01 level of significance in

 i) the total area (C.R. = 3.71)

 ii) vocational area (C.R. = 4.64)

 iii) educational area (C.R. = 7.92)

 iv) psychological area (C.R. = 15.91)

 v) social area (C.R. = 19.47)

 vi) familial area (C.R. = 10.12)

 vii) physical area (C.R. = 14.22)

 viii) emerging area (C.R. = 10.14)

3. There exists significant difference between the mean scores of guidance needs of students in rural area and urban area at 0.01 level of significance in

 i) the total area (C.R. = 12.38)

 ii) vocational area (C.R. = 11.07)

 iii) educational area (C.R. = 7.50)

 iv) psychological area (C.R. = 15.25)

 v) social area (C.R. = 5.31)

 vi) familial area (C.R. = 13.12)

 vii) physical area (C.R. = 16.09)

 viii) emerging area (C.R. = 7.07)

4. There exists significant difference between the mean scores of guidance needs of students in private schools and government schools at 0.01 level of significance in

 i) the total area (C.R. = 3.04)

 ii) educational area (C.R. = 7.19)

 iii) social area (C.R. = 3.07)

 iv) familial area (C.R. = 5.07)

 v) emerging area (C.R. = 6.77)

5. There exists no significant difference between the mean scores of guidance needs of students in private schools and government schools at 0.01 level of significance in

 i) vocational area (C.R. = 0.13)

 ii) psychological area (C.R. = 0.34)

 iii) physical area (C.R. = 0.52)

6. There exists significant difference between the mean scores of guidance needs of science students and commerce students at 0.05 level of significance in

 i) the total area (C.R. = 2.42).

7. There exists no significant difference between the mean scores of guidance needs of science students and commerce students at 0.05 level of significance in

 i) vocational area (C.R. = 1.23)

 ii) educational area (C.R. = 1.26)

 iii) psychological area (C.R. = 1.40)

 iv) social area (C.R. = 0.83)

 v) familial area (C.R. = 1.93)

 vi) physical area (C.R. = 0.46)

 vii) emerging area (C.R. = 1.79)

8. There exists no significant difference between the mean scores of guidance needs of science students and humanities students at 0.05 level of significance in

 i) the total area (C.R. = 1.87)

 ii) vocational area (C.R. = 0.61)

 iii) educational area (C.R. = 1.70)

 iv) social area (C.R. = 0.58)

 v) physical area (C.R. = 1.58)

 vii) emerging area (C.R. = 0.53)

10. There exists significant difference between the mean scores of guidance needs of commerce students and humanities students at 0.05 level of significance in

 i) familial area (C.R. = 2.39)

 ii) physical area (C.R. = 2.02)

11. There exists no significant difference between the mean scores of guidance needs of commerce students and humanities students at 0.05 level of significance in

 i) the total area (C.R. = 0.20)

 ii) vocational area (C.R. = 1.67)

 iii) educational area (C.R. = 0.82)

 iv) psychological area (C.R. = 0.85)

 v) social area (C.R. = 0.01)

 vi) emerging area (C.R. = 0.85)

**CONCLUSIONS**

 The analysis of the collected data reveal that the percentage of mean scores for total guidance needs is very high which shows the importance of guidance needs. It is very clear that major problems of adolescents need guidance. From the percentage of mean scores of guidance needs for each of the area viz., vocational area, educational area, psychological area, social area, familial area, physical area and emerging area, it is observable that there is high need of guidance in each of these areas and there is no area which does not require guidance needs. This findings emphasise the cry of the teenagers for guidance to satisfy their needs and solve their problems.

 The critical ratios reflects the significant differences in the mean scores of guidance needs in the relevant subsamples. Significant difference has been observed between girls and boys. Girls needs for guidance is high in total area, educational area, psychological area, familial area and emerging areas but boys needs more guidance in vocational area, social area and physical area. This shows that there is difference in the guidance needs of boys and girls, but still there is the requirement of guidance. The need for guidance for boys and girls though differs, it indicate that both the groups are having unsatisfied needs and unsolved problems.

 The critical ratios obtained for students of rural area and urban area shows the significant difference in their mean scores. This highlights that there is the need for guidance for the students of rural area and urban area. Students of rural area need more guidance in total area, vocational area, educational area, social area, familial area, physical area and emerging area whereas students of urban area need more guidance in psychological area. The more requisite of guidance needs of students of rural area shows that the more needs and problems are with them than those of urban area. But the need for guidance in psychological area for urban students indicates that urban students are having higher psychological problems as they are leading in town life full of problems which affect them psychologically. Any how the study highlights that there is high need for guidance of both rural area and urban area.

 The study also reveals the critical ratios obtained for students of private school and government school. The findings shows that there is significant difference in the mean scores of guidance needs of private school students and government school students. Students of private schools are having higher guidance needs in total area, educational area, social area, familial area and emerging area whereas students of government schools are having higher guidance in emerging area. But in vocational area, psychological area and physical area, no significant difference is visible. Though the difference is not being viewed in the subsample it does not mean that there is no need for guidance. But it shows that, both the private school students and government school students equally need guidance in vocational area, psychological area and physical area.

 While observing the critical ratios obtained for science students and commerce students it is observable that there is no significant difference in the mean scores except in total area. In the case of critical ratios of science students and commerce students, science students and humanities students, commerce students and humanities students there is no much significant difference in their mean scores. This does not mean that students do not need guidance but it shows that whether it is science students, commerce students or humanities students all need guidance equally. So the subject specialisation to identity the difference in guidance needs is not a criteria. To conclude, it is identified that all of the higher secondary students require guidance.

**EDUCATIONAL IMPLICATIONS**

 The findings of the study indicates that the percentage of mean scores of total guidance needs and the percentage of mean scores of guidance needs in each of the area are very high that is all are above 70%. This findings emphasises the cry of the higher secondary school students for a need based guidance programme in their educational institutions to satisfy their needs and solve their problems.

 The findings of the study also reveals that there are many problems and needs that are being faced by higher secondary school students of all institutions. These are not being solved in proper manner which results in maladjustment and mental ill health of the students. This exhibits that the higher secondary school students need the help of the guidance worker in their educational institutions to solve all their problems.

 A cursory glance at the problems and needs of higher secondary school students shows that many problems viz., vocational, educational, psychological, social, familial, physical, etc. are faced by these students in their life. But authorities have failed to take adequate measures against these problems in a fruitful manner. So there should be an active endeavour from the part of teachers, parents and administrators to start well organised programme of guidance in their educational institutions. Apart from this, provisions should be made in the curriculum to deal with this.

 The findings of the study reveals that there is significant difference in the mean scores of guidance needs of girls and boys. The study reveals that girls need more guidance in total area, educational area, psychological area, familial area, and emerging area where as boys need more guidance in vocational area, social area and physical area. This indicates that separate guidance cells should function in educational institutions to provide guidance in each of these areas.

 The findings of the study disclose that there exists significant difference in the mean scores of guidance needs of students of rural area and urban area. The study reveals that students of rural area need more guidance in total area, vocational area, educational area, social area, familial area, physical area and emerging area whereas students of urban area require more guidance in psychological area. Educational institutions must provide separate guidance cells to meet the needs of their students.

 The findings of the study further exhibits that there is significant difference in the mean scores of guidance needs of government school students and private school students. The study reveals that students of private school need more guidance in total area, educational area, social area and familial areas whereas government school students need more guidance in emerging area. This shows that separate guidance cell should function in both government as well as private educational institutions to provide guidance in each of these areas.

 The needs and the problems of higher secondary students may be due to many factors like unhealthy relationship with teachers, parents and peers, bad study habits, failure in social relationship, unwanted mental tensions, inability to adjust in the changing world of science and technology, etc. If we want to bring up the prosperity of our nation and develop the potentialities and capacities of the nations' future citizen to the optimum, it is essential to provide relevant guidance services to our adolescents by identifying their needs and the problems.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The findings of the present study and the limitations involved made the investigator to suggest the following for further research in this area.

1. Same study can be replicated by including more needs of higher secondary school students.

2. Same study can be replicated by expanding the study to all districts of Kerala.

3. Same study can be replicated at degree level.

4. Guidance needs of youth can be studied.

5. Same study can be replicated on those who are employed and in various jobs (like teachers, lawyers, etc.)

6. Guidance needs of parents of higher secondary school students can be studied.

**S U M M A R Y**

Education is considered as the corner-stone of national development and potent instrument for social change (Kothari Commission 1964-66). The purpose of education in a democratic society is to prepare the 'child not only for goodlife' but also for an 'efficient life'. From the individual stand point, the child has to be helped to develop himself physically, morally, intellectually and socially, so that he is able to live a good life.' From the view point of society, the child has to be helped to develop himself, especially, vocationally and civically, so that he grows in to an efficient worker and good citizen. This highlights that the main aim of education is the all round development of each individual.

Most of the educational institutions have tried to attain the goals of education. But due to the rapid advancement in the area of science and technology our present society is growing complex day by day. These complexities have engendered in our schools and pupils which have created problems to every individuals especially students in the process of educational, vocational, social and psychological adjustments which in turn have resulted in the mental ill health and maladjustment of the students.

 Adolescence is the age of turmoil and confusion and it is they who face a large number of problems and it is they who have a lot of needs. The needs of adolescents are not restricted to a particular area or field. Most of the adolescents do have intrapersonal and interpersonal problems concerning vocation, education, health, family matters, society, personal and psychological matters, financial matters etc. which results in maladjustments and mental ill health.

 It was being felt since independence that educational system in India was not considering to the needs of student and it was not close to life and needs aspiration of the people. Unfortunately, in our Indian scenario most of the educational institutions are ignoring the needs and aspirations of our adolescents which leads to the mental illhealth and wastage of human potential. If we want to bring up the prosperity of our nation and develop the potentialities and capacities of the nation's future citizen to the optimum, it is essential to provide relevant guidance services to our citizens especially to our adolescents according to the needs and problems. In this context, it become necessary to identify the needs and problems of the adolescents, especially higher secondary school students, to provide proper assistance to solve their problems which will help in the all round development of future citizens.

**NEED AND SIGNIFICANCE**

 'Youth is the season of hope.' But many of the youth are not stepping towards their future life according to their abilities and interest.

 Complexities in the society and lack of proper assistance to these adolescents, many of them are now unemployed, drug addicts, alcohol addicts, immoral and maladjusted. To save the youth from the turmoil of confusion and maladjustment it is necessary to provide proper assistance to these youths.

 In India at present many of the schools have already established guidance services and many are in the path of establishing them. But the guidance being given in schools are not according to the needs and aspirations of the adolescents. Guidance being given without proper assessment of students needs is a mere wastage of human potential. So, it is necessary to identify the needs and aspirations of the adolescents along with the changing time and develop a need based guidance programme in our educational institutions.

 A successful man is one who have attained all round development in his life and this makes him to be identified as a well balanced personality. To be a successful man in this complex world one has to meet his needs and aspirations of life and for this the needs of the individuals are to be identified and the problems are to be solved. Today's students are tomorrow's citizens. To improve the prosperity and welfare of the nation, the potentialities and capacities of the individual are to be developed and for this, the individuals' needs and aspirations are to be identified and their problems are to be solved. It is in this context, the investigator felt it as necessary to identify the needs and problems of the future citizens and to provide proper assistance to solve their problems.

 The two year higher secondary education is important because for about half of those entering it represent the terminal point of formal schooling. Hence the characteristic feature of this stage is diversification. This stage is a bridge between general information of the mind and personality which represent school education is a higher learning and specialisation which the colleges and university represent. The higher secondary is in relation to the school, both a mirror and a reflector. On the other hand, the foundations for higher learning are laid at this stage. This stage is thus both a judge of the school system and the forecaster of learning futures of learning.

 The stage derives its uniqueness in human terms, because it is dealing with human person at a period of development where he is emotionally stable and intellectually mature. During this period of life, the personality and its components are growing, clashing, watching, imitating, demanding, giving, receiving and sharing. Perhaps more than any period of life¸ it is at this stage character begins to be formed, character as a multifaceted expression of the affection, the slowsetting of volitational and the boundless vistas opened up by the spiritual and intellectual. Due to the above said reasons, the investigator decided to select higher secondary students as the population. So the investigator conducted the study to assess the guidance needs of higher secondary students.

 There have been attempts to study the guidance needs of children of various age groups (Palsane, 1969; Mulay, 1971; Grewal and Sharma, 1982; Premlata, 1984; Pant, 1998) for which opinions of administrators, principals, teachers and pupils have been collected. Although large number of studies have been conducted, there is still confusion regarding the guidance needs of higher secondary students. In the present study the investigator have attempted to find the various guidance needs by classifying the needs in to various categories. The results of the study may help in ascertaining appropriately the guidance needs of higher secondary students which may further help in adopting proper guidance service programmes in schools.

**STATEMENT OF THE PROBLEM**

 The present study is entitled as "GUIDANCE NEEDS OF HIGHER SECONDARY SCHOOL STUDNTS."

**DEFINITION OF KEY TERMS**

 The key terms in the statement of the problem are explained below so as to get operational definitions.

**Guidance Needs**

 The term 'need' means a want, desire or psychological motive. In the present study 'Guidance Needs' stands for the needs felt by the students studying in higher secondary schools for which they seek or need guidance.

**Higher Secondary School Students**

 Higher secondary school students are those studying in plus one and plus two classes. In this study plus one students are taken as higher secondary school students.

**VARIABLE OF THE STUDY**

 The only variable in the study is "Guidance Needs."

**OBJECTIVES**

i) To find out the extent of guidance needs of higher secondary school students in the total sample and subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of study

ii) To find out whether there exists significant difference in the guidance needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 d) Subject of Study

**HYPOTHESIS**

i) There exists significant difference in the mean scores of Guidance Needs of higher secondary school students between the relevant subsamples based on

 a) Gender

 b) Locality

 c) Type of School Management

 c) Subject of Study

**METHODOLOGY**

***a) Sample***

 The study was conducted on a sample of 750 higher secondary school students drawn from three districts – Malappuram, Kozhikode and Kannur in Kerala. The sample was selected by stratified sampling technique.

***b) Tool used for the study***

 The investigator developed a 'Guidance Needs Inventory' to measure the guidance needs of higher secondary school students. It consists of 7 areas which include 74 items.

***c) Statistical technique used***

 The main statistical technique used for analysis are;

i) Test of significance of difference between means for large independent samples.

**SCOPE AND LIMITATIONS OF THE STUDY**

 The present study is an attempt to find out the extent of guidance needs of higher secondary school students. For this, investigator considered 74 guidance needs which is broadly classified in to seven areas viz., Vocational needs, Educational needs, Psychological needs, Social needs, familial needs, physical needs and emerging needs. The investigator by this study hopes that the findings of the study will help the authorities of educational institutions to start an effective need based guidance programmes in their educational institutions. The investigator further hopes that the findings of the study will help teachers, principals, administrators, parents etc. to understand the extent of guidance needs of higher secondary school students in a better way which will help them to minimise the incidence of maladjustment among the students to a large extent. The investigator also hopes that the findings of this study will provide opportunities and facilities for higher secondary school students to solve all sorts of problems related to their life and will also helps to reduce the wastage of human potential.

 The findings of this study will be valuable in extending the frontiers of knowledge relating to the guidance needs of higher secondary school students.

 Even though every attempt was made to make the study as precise and objective as possible, some limitations have crept into the study.

 The following are some of the limitations:-

1. It is widely accepted that there are so many needs of higher secondary school students for which guidance is essential. In this study only seven major areas, consisting of 74 items, are considered.

2. The sample selected for study was confined only to three districts, viz., Malappuram, Kozhikode and Kannur based on the assumption that sample will represent the whole population under study.

3. The sample of pupils selected for the study included only plus one students of higher secondary school students.

**MAJOR FINDINGS OF THE STUDY**

 The following are the major findings obtained after the analysis of the collected data.

1. i) From the percentage of mean scores of guidance needs, it is observable that the percentage of mean scores of total guidance needs obtained is 80.10 which highlights that there is greater need for guidance.

ii) From the percentage of mean scores of guidance needs, highly required guidance needs are in the following area:

 Vocational area - 86.64

 Educational area - 85.29

 Social area - 83.05

 Emerging area - 80.65

 Physical area - 78.49

 Psychological area - 75.02

 Familial area - 70.21

2. There exists significant difference between the mean scores of guidance needs of boys and girls at 0.01 level of significance in

 i) the total area (C.R. = 3.71)

 ii) vocational area (C.R. = 4.64)

 iii) educational area (C.R. = 7.92)

 iv) psychological area (C.R. = 15.91)

 v) social area (C.R. = 19.47)

 vi) familial area (C.R. = 10.12)

 vii) physical area (C.R. = 14.22)

 viii) emerging area (C.R. = 10.14)

3. There exists significant difference between the mean scores of guidance needs of students in rural area and urban area at 0.01 level of significance in

 i) the total area (C.R. = 12.38)

 ii) vocational area (C.R. = 11.07)

 iii) educational area (C.R. = 7.50)

 iv) psychological area (C.R. = 15.25)

 v) social area (C.R. = 5.31)

 vi) familial area (C.R. = 13.12)

 vii) physical area (C.R. = 16.09)

 viii) emerging area (C.R. = 7.07)

4. There exists significant difference between the mean scores of guidance needs of students in private schools and government schools at 0.01 level of significance in

 i) the total area (C.R. = 3.04)

 ii) educational area (C.R. = 7.19)

 iii) social area (C.R. = 3.07)

 iv) familial area (C.R. = 5.07)

 v) emerging area (C.R. = 6.77)

5. There exists no significant difference between the mean scores of guidance needs of students in private schools and government schools at 0.01 level of significance in

 i) vocational area (C.R. = 0.13)

 ii) psychological area (C.R. = 0.34)

 iii) physical area (C.R. = 0.52)

6. There exists significant difference between the mean scores of guidance needs of science students and commerce students at 0.05 level of significance in

 i) the total area (C.R. = 2.42).

7. There exists no significant difference between the mean scores of guidance needs of science students and commerce students at 0.05 level of significance in

 i) vocational area (C.R. = 1.23)

 ii) educational area (C.R. = 1.26)

 iii) psychological area (C.R. = 1.40)

 iv) social area (C.R. = 0.83)

 v) familial area (C.R. = 1.93)

 vi) physical area (C.R. = 0.46)

 vii) emerging area (C.R. = 1.79)

8. There exists no significant difference between the mean scores of guidance needs of science students and humanities students at 0.05 level of significance in

 i) the total area (C.R. = 1.87)

 ii) vocational area (C.R. = 0.61)

 iii) educational area (C.R. = 1.70)

 iv) social area (C.R. = 0.58)

 v) physical area (C.R. = 1.58)

 vii) emerging area (C.R. = 0.53)

10. There exists significant difference between the mean scores of guidance needs of commerce students and humanities students at 0.05 level of significance in

 i) familial area (C.R. = 2.39)

 ii) physical area (C.R. = 2.02)

11. There exists no significant difference between the mean scores of guidance needs of commerce students and humanities students at 0.05 level of significance in

 i) the total area (C.R. = 0.20)

 ii) vocational area (C.R. = 1.67)

 iii) educational area (C.R. = 0.82)

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**CONCLUSIONS**

 The analysis of the collected data reveal that the percentage of mean scores for total guidance needs is very high which shows the importance of guidance needs. It is very clear that major problems of adolescents need guidance. From the percentage of mean scores of guidance needs for each of the area viz., vocational area, educational area, psychological area, social area, familial area, physical area and emerging area, it is observable that there is high need of guidance in each of these areas and there is no area which does not require guidance needs. This findings emphasise the cry of the teenagers for guidance to satisfy their needs and solve their problems.

 The critical ratios reflects the significant differences in the mean scores of guidance needs in the relevant subsamples. Significant difference has been observed between girls and boys. Girls needs for guidance is high in total area, educational area, psychological area, familial area and emerging areas but boys needs more guidance in vocational area, social area and physical area. This shows that there is difference in the guidance needs of boys and girls, but still there is the requirement of guidance. The need for guidance for boys and girls though differs, it indicate that both the groups are having unsatisfied needs and unsolved problems.

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**APPENDIX I**

**UNIVERSITY OF CALICUT**

**FAROOK TRAINING COLLEGE, CALICUT**

**GUIDANCE NEEDS INVENTORY**

**ABDUL BASHEER. U. SREE PRIYA. C.**

***Lecturer (Senior Scale) M.Ed Student***

***Farook Training College FarookTraining College***

hnZymÀ°n-bpsS t]cv : B¬Ip«n/s]¬Ip«n :

kv¡qÄ : hnjbw :

Kh:/ss{]häv : AÀ\_³/dqdÂ :

**\nÀt±-i-§Ä**

 lbÀ sk¡-­dn Xe-¯nse Ip«n-IÄ¡v klmbw th­n ht¶-¡m-hp¶ Nne Bh-iy-§fpw {]iv\-§fpw BWv XpSÀ¶v \ÂIn-bn-cn-¡p-¶-Xv. Htcm Bh-iy-¯n\v ({]-iv\-¯n-\v) t\scbpw bYm-{Iaw "AÂ]w t]mepw Bh-iy-anÃ' "Bh-iy-anÃ ,' "Adn-ªp-IqSm' "Bh-iy-ap­v' "hfsc IpSp-XÂ Bh-iyap­v' F¶o A©v {]Xn-I-c-W-§sf kqNn-¸n-¡p¶ A©vv NXp-c-§Ä D­v. Hmtcm Bh-iy-hpw ({]-iv\-hpw) {i²m-]q-ÀÆw hmbn-¡p-I. AXn-\p-tijw, B Bh-iy-¯n\v ({]-iv\-¯nÂ) \n§Ä¡v F{X-am{Xw klmbw Bh-iy-am-sW-¶v, X¶n-cn-¡p¶ A©v {]Xn-I-c-W-§-fnÂ A\p-tbm-Py-am-b-Xns\ kqNn-¸n-¡p¶ NXp-c-¯nÂ "X' (KpW-\-Nn-Ów) AS-bm-f-an«v tcJ-s¸-Sp-¯p-I.

|  |  |
| --- | --- |
| klmbw Bh-iy-ambn ht¶-¡m-hp¶ taJ-e-IÄ | klmbw Bh-iy-amb tXmXv |
| AÂ]wt]mepw Bh-iy-anÃ | Bh-iy-anÃ | Adn-ªp-IqSm | Bh-iy-ap­v | hfsc IqSp-XÂ Bh-iy-ap­v |
| **I** |
| 1. | hnhn[ Xc-¯n-epÅ sXmgn-ep-I-sf-¡p-dn¨v Adn-bp-¶-Xn-\pw, AXn-\p-th­ tbmKy-X-IÄ Ah-bpsS kz`m-hw, Npa-X-e-IÄ, B\p-Iq-ey-§Ä apX-em-b-h-sb-¡p-dn-¨-dn-bm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 2. | lbÀ sk¡-­dn ]T-\-¯n-\vtijw GsXÃmw Xc-¯n-epÅ sXmgn-ep-I-fmWv F\n¡v ap¼n-ep-ÅXv F¶-dn-bp-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 3. | F\n¡v `mhn-bnÂ IqSp-XÂ A\p-tbm-Py-amb sXmgnÂ GXm-sW¶v Adn-bp-¶-Xn\v th­n | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 4. | Rm³ `mhn-bnÂ ]cn-K-Wn-¨p-sIm-­n-cn-¡p¶ sXmgn-en-\-\p-tbm-Py-amb Ign-hp-Ifpw, A-`n-cp-Nn-¡pw, hnZym`ymk tbmKy-X-Ifpw F\n-¡pt­m F¶v ]cn-tim-[n-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 5. | F\n¡p e`n-¨n-«pÅ hnZym-`ymkw GsXÃmw sXmgnÂ ]cn-io-e\ sImgvkp-IÄ¡v Fs¶ tbmKy-\m-¡p-sa-¶-dn-bp-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

|  |  |
| --- | --- |
| klmbw Bh-iy-ambn ht¶-¡m-hp¶ taJ-e-IÄ | klmbw Bh-iy-amb tXmXv |
| AÂ]wt]mepw Bh-iy-anÃ | Bh-iy-anÃ | Adn-ªp-IqSm | Bh-iy-ap­v | hfsc IqSp-XÂ Bh-iy-ap­v |
| 6. | sXmgnÂ ]cn-io-e\ Øm]-\-§-fnÂ (ITI, NIFE) \nÝ-bn-¡-s¸-«n-cn-¡p¶ {]th-i\ tbmKy-X-IÄ, ]cn-io-e\ Ime ssZÀLyw, ]cn-io-e-\-sN-ehv apX-em-b-hsb ]än Adn-bm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 7. | kzbw sXmgn-ens\ kw\_-Ôn-¨pw, ]mÀ«v ssSw tPmensb kw\_-Ôn¨pw hnh-c-§Ä e`n-¡p-¶-Xn-\p-th­n | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **II** |
| 8. | Ign-hp-Ifpw XmÂ]-cy-§-fpw, Bh-iy-§fpw hnI-kn-¸n-¡m³ DX-Ip¶ ]mTy-{Iaw sXsc-sª-Sp-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 9. | hnP-b-I-c-amb ]T-\-¯n\v klm-bn-¡p¶ ]T-\-io-e-§Ä hfÀ¯p-¶-Xn\pw ]T-\-]-cn-]m-Sn-IÄ X¿m-dm-¡p-¶-Xn\pw th­n | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 10. | ]mTy-hn-j-b-§-fnÂ t\cn-Sp¶ \_p²n-ap-«p-IÄ XcWw sN¿p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 11. | Hmtcm ]mTy-hn-j-b-§Ä¡pw A\p-Nn-X-amb ]mT-]p-kvX-I§Ä sXsc-sª-Sp-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 12. | kvIqÄ Xe-¯n\p ]pdsa e`n-¡m-hp¶ hnZym-`ym-k-¯n-\pÅ Ah-k-c-§-sf-¡p-dn¨v v hnh-c-§Ä tiJ-cn-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 13. | ]mTy-{I-a-t¯mSpw hnZym-eb Pohn-X-t¯mSpw s]mcp-¯-s¸-«p-t]m-Ip-¶-Xn\v th­n | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 14. | sFÑnI ]mTy-{I-a-¯n\v A¸p-d-apÅ aWvU-e-§-sf-]än kmam-\y-Úm\w e`n-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 15. | IqSp-XÂ IqSp-XÂ Adn-bm-\pÅ hy{KX \nd-th-äp-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 16. | A²ym-]-I-cp-ambpw kl-]m-Tn-I-fp-ambpw Btcm-Ky-I-c-amb \_Ôw ]peÀ¯p-hm\pw sa¨-s¸-Sp-¯p-hm\pw | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 17. | sXsc-sª-Sp-¯n-cn-¡p-¶tXm sXc-sª-Sp-¡m³ Dt±-in-¡p¶tXm Bb ]mTy-{I-a-¯n\v Rm³ F{X-am{Xw tbmKy-\m-sW¶v hne-bn-cp-¯p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 18. | D]-cn-]-T-\-¯n\p \ne-hn-epÅ ]mTy-{I-a-§sf ]än Adn-hp-t\-Sm-\pw, A\pt-bm-Py-amb hnZym`ymk Øm]-\-§-sf-¡p-dn¨pÅ hnh-c-§Ä tiJ-cn-¡p-hm\pw | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| klmbw Bh-iy-ambn ht¶-¡m-hp¶ taJ-e-IÄ | klmbw Bh-iy-amb tXmXv |
| AÂ]wt]mepw Bh-iy-anÃ | Bh-iy-anÃ | Adn-ªp-IqSm | Bh-iy-ap­v | hfsc IqSp-XÂ Bh-iy-ap­v |
| 19. | D]-cn-]-T-\-¯n\v e`n-¡m-hp¶ kvtImfÀjn-¸p-I-tf-bpw, temWp-I-sf-bpw-¡p-dn¨v Adn-hp-k-¼m-Zn-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 20. | D]-cn-]-T-\-¯n\v hntZ-i-cm-Py-§-fnse kÀÆ-I-em-im-e-I-fn-te¡v t]Ipt¼mÄ ]qÀ¯n-bm-t¡­ Hu]-Nm-cn-I-X-I-sf-¡p-dn-¨-dn-bm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 21. | t\Xr-Xz -Kp-W-hn-ti-j-§Ä {]Zm\w sN¿p-Ibpw hnI-kn-¸n-¡p-Ibpw sN¿p¶ ]mtTy-Xc {]hÀ¯-\-§sf ]än hnhcw e`n-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 22. | hnhn[ hnj-b-§Ä ]Tn-¡p-¶-Xn-epÅ ]nt¶m-¡m-hØ ]cn-l-cn¨v ]T-\-¯nÂ IqSp-XÂ ]ptcm-KXn ssIh-cn-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 23. | ]co-£m-k-a-b-¯pÅ DXvI-WvT- XcWw sN¿p-¶-Xn-\p-th­n | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **III** |
| 24. | aäp-Å-h-cp-ambn kw`m-j-W-¯nÂ GÀs¸-Sp-t¼mÄ D­m-Ip¶ ]cn-{`aw CÃm-Xm-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 25. | Bh-iy-amb L«-§-fnÂ Bßm-`n-am-\-t¯m-sSbpw ss[cy-t¯mSpw ¡qSn {]hÀ¯n-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 26. | aäp-Å-h-cpsS AwKo-Im-chpw {]iw-kbpw e`n-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 27. | F¶n-epÅ Bßm-hn-izmkw hfÀ¯p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 28. | kl-]m-Tn-I-tfmSv kulr-Z-]qÀÆw s]cp-am-dm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 29. | Xocp-am-\-§Ä FSp-¡p-¶-Xnepw {]hÀ¯n-¡p-¶-Xnepw kzm{i-b-ioew ]peÀ¯p-¶-Xn\v th­n. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 30. | kz´w Ign-hp-IfpsS ]cn-an-Xn-tbmÀ¯v \ncm-i-s¸-Sm-Xn-cn-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 31. | hyàn-]-c-amb {]iv\-§sf hnP-b-I-c-ambn t\cn-Sp-¶-Xn\pw Xr]vX-nI-c-amb ]cn-lmcw Ims­-¯p-¶-Xn\pw | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 32. | Iuam-c-{]m-b-¯nse {]iv\-§Ä Adn-bp-hm\pw Ahsb t\cn-Sp-hm\pw | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 33. | {]tem-`-\-¯n\v hnt[-b-ambn hnt£m-`-§Ä¡v ASn-a-s¸-Sm-Xn-cn-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

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| klmbw Bh-iy-ambn ht¶-¡m-hp¶ taJ-e-IÄ | klmbw Bh-iy-amb tXmXv |
| AÂ]wt]mepw Bh-iy-anÃ | Bh-iy-anÃ | Adn-ªp-IqSm | Bh-iy-ap­v | hfsc IqSp-XÂ Bh-iy-ap­v |
| 34. | ssewKnI Imcy-§-fnÂ Btcm-Ky-I-c-amb at\m-`mhw ]peÀ¯p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 35. | ssZ\w Zn\ {]iv\-§-tfm-S-\p-\_-Ôn-¨pÅ kwLÀj-§Ä AXn-Po-hn-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 36. | BÀ¡pw th­m-¯-h-\m-sW-¶pÅ tXm¶Â adn-I-S-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 37. | ]mc-P-b-§Ä kw`-hn-¡p-t¼mÄ AXnÂ \n¶v Ic-I-b-dm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **IV** |
| 38. | Iq«p-Im-cnÂ \n¶pw ka-{]m-b-¡m-cnÂ \n¶pw kl-I-cWw e`n-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 39. | ka-{]m-b-¡m-cnÂ \n¶p-­m-Ip¶ k½À±-§Ä AXn-Po-hn¨v hnP-b-I-c-ambn apt¶m«p t]mIp-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 40. | Iq«p-Im-cp-ambpw, AbÂhm-kn-I-fp-ambpw ho«p-Im-cp-ambpw kl-I-cn¨v {]hÀ¯n-¡p-¶-Xn\pw \Ã \_Ôw ]peÀ¯p-¶-Xn\pw Bh-iy-amb ioew hfÀ¯n-sb-Sp-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 41. | ¢ºp-I-fnepw kwL-S-\-I-fnepw AwKXzw kzoI-cn¨v kmaq-ln-I-Po-hn-X-¯nÂ ]s¦-Sp-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 42. | Iq«p-ImÀ¡nS-bnÂ Fsâ A`n-{]m-b-§Ä¡v AwKoImcw e`n-¡p-¶-Xn-\pw,-A-Xp-hgn AÀl-amb `b-¯nÂ \n¶pw tamNn-X-\m-Ip-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 43. | kaqlw Fs¶ ]n³X-Åp-sa¶ AIm-c-W-amb `b-¯nÂ \n¶pw tamNn-X-\m-Ip-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 44. | aäp-Å-h-cpsS A`n-{]m-b-§sf Xpd¶ a\-tÊmsS kzoI-cn-¡p-¶-Xn\pw hne-bn-cp-¯p-¶-Xn\pw th­n | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 45. | apXnÀ¶-h-tcmSpw A²ym-]-I-tcmSpw icn-bmb at\m-`mhw hfÀ¯n-sb-Sp-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 46. | FXnÀenw-K-¯nÂs¸-«-h-tcmSv kzX-{´-ambn s]cp-am-dp-hm³  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 47. | ho«p-Im-cpsS bmYm-Øn-XnI at\m-`mhw Imc-Ww, Rm³ kaq-l-¯nÂ t\cn-Sp¶ {]iv\-§Ä XcWw sN¿p¶Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

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| klmbw Bh-iy-ambn ht¶-¡m-hp¶ taJ-e-IÄ | klmbw Bh-iy-amb tXmXv |
| AÂ]wt]mepw Bh-iy-anÃ | Bh-iy-anÃ | Adn-ªp-IqSm | Bh-iy-ap­v | hfsc IqSp-XÂ Bh-iy-ap­v |
| 48. | P\m-[n-]Xy hyh-Ø-bnse Hcp ]uc-s\¶ \ne-bnÂ Fsâ Ah-Im-i-§-tfbpw D¯-c-hm-Zn-¯-§-tfbpw ]än [mc-W-bp-­m-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **V** |
| 49. | IpSpw-\_-Im-cy-§-fnÂ Fsâ A`n-{]mbw ho«p-ImÀ AwKo-I-cn-¡m-¯-Xp-aq-e-ap-­m-Ip¶ hnj-a-§Ä Zqco-I-cn-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 50. | c£n-Xm-¡Ä Fsâ Imcy-§Ä th­hn[w {i²n-¡p-¶nÃ F¶ tXm¶Â ]cn-l-cn-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 51. | ktlm-Z-c-§Ä CÃm-¯-Xp-aqew Rm³ A\p-`-hn-¡p¶ hnj-a-§Ä XcWw sN¿m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 52. | ktlm-Z-c-§Ä X½n-epÅ A`n-{]m-b-h-Xym-k-§Ä ImcWw Rm³ t\cn-Sp¶ {]iv\-§Ä AXn-Po-hn-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 53. | c£n-Xm-¡-fp-am-bpÅ A`n-{]m-b-hy-Xy-k-§Ä ]cn-l-cn-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 54. | amXm-]n-Xm-¡-fp-sS Ielw aqew Rm³ A\p-`-hn-¡p¶ am\-kn-I-kw-LÀjw adn-I-S-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 55. | c£n-Xm-¡-fpsS hnZy-`ym-k-¡p-d-hvaqew t\cn-Sp¶ \_p²n-ap-«p-I-fnÂ \n¶v Ic-I-b-dm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 56. | c£n-Xm-¡-fpsS ZpÈoew ImcWw aäp-Å-hÀ Fs¶ Ah-K-Wn-¡p-¶Xv XcWw sN¿m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 57. | km¼-¯n-I-ambn ]nt¶m¡w \nÂ¡p-¶Xv XcWw sN¿m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 58. | ho«nse Øe-]-cn-an-Xnbpw Aku-I-cy-§fpw aqew D­m-Ip¶ \_p²n-ap-«p-IÄ AXn-Po-hn-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| VI |
| 59. | \Ã BtcmKy ioe-§-sf-¸än hyà-amb [mcW e`n-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 60. | tcmK-]-cn-N-c-W-¯n-\pÅ amÀ¤-§-sf-¡p-dn-¨pw, AXnsâ {][m-\y-s¯-¡p-dn¨pw a\-Ên-em-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 61. | kao-Ir-Xm-lm-c-¯nsâ {][m-\y-s¯-¡p-dn¨v Adn-bp-hm\pw a\-Ên-em-¡p-hm\pw | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 62. | ipNnXzw ]men-¡p-¶-Xn-\pw, tcmK-§Ä XS-bp-¶-Xn\pw Bh-iy-amb hnh-c-§Ä e`n-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| klmbw Bh-iy-ambn ht¶-¡m-hp¶ taJ-e-IÄ | klmbw Bh-iy-amb tXmXv |
| AÂ]wt]mepw Bh-iy-anÃ | Bh-iy-anÃ | Adn-ªp-IqSm | Bh-iy-ap­v | hfsc IqSp-XÂ Bh-iy-ap­v |
| 63. | ]cn-kcw hr¯n-bmbpw shSn-¸mbpw kq£n-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 64. | ImbnI cwK-§-fnÂ XmXv]cyw hfÀ¯m-\pw, Imbn-Im-`ym-k-¯nsâ {][m-\y-s¯-¡p-dn¨v a\-Ên-em-¡p-hm\pw | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 65. | Iuam-c-{]m-b-¯nÂ hcp¶ imco-cnI amä-§-sf-¡p-dn¨ Adn-bp-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 66. | imco-cnI hymbm-as¯ kw\_-Ôn¨v Adn-bp-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 67. | ]T-\-¯n-tâbpw Dd-¡-¯n-tâbpw kabw {Iao-In-c-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 68. | t\cs¯ Fgp-t¶Â¡p¶ ioew F¶nÂ hfÀ¯p¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **VII** |
| 69. | \_lp-P-\-am-[y-a-§-fpsS (mass media) kzm[-o\w aqew hgn-sX-än-t]m-Im-Xn-cn-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 70. | ]cn-Øn-Xn-tbmSv CW-§n-Po-hn-¡p-¶-Xn-\m-h-iy-amb Po-hn-X-co-Xn-IÄ a\-Ên-em-¡p-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 71. | AIDS, Cancer apX-emb tcmK-§-sf-¡p-dn-¨pÅ hni-Z-hn-h-c-§Ä tiJ-cn-¡p-hm³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 72. | P\-kwJy hÀ[-\-hnsâ tZmj-§-fpw, \nb-{´-W-amÀ¤-§fpw Adn-bp-¶-Xn\v | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 73. | hnhc kmt¦-Xn-I-hn-Zy-bpsS IT {]m[m-\y-s¯-¡p-dn¨pw AXv ]Tn-t¡-­-Xnsâ Bh-iy-I-X-sb-¡p-dn¨pw a\-Ên-em-¡m³ | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 74. | B[p-\n-I-bp-K-¯nse {]iv\-§sf XcWw sN¿p-¶-Xn\v th­ hg-¡hpw Ignhpw BÀÖn-¡p-¶-Xn\p th­n | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

**APPENDIX II**

**UNIVERSITY OF CALICUT**

**FAROOK TRAINING COLLEGE, CALICUT**

**GUIDANCE NEEDS INVENTORY**

**ABDUL BASHEER. U. SREE PRIYA. C.**

***Lecturer (Senior Scale) M.Ed Student***

***Farook Training College FarookTraining College***

Name of the Student : Boy / Girl :

School : Subject :

Govt. / Private : Urban / Rural :

**INSTRUCTIONS**

 This is an inventory used to assess the type and strength of guidance needs which are felt by the higher secondary school students studying in educational institutions. These needs and problems are reflected through the various items of the inventory. Read each item carefully and indicate how you feel about each of these need items. You will find that some of these needs will concern you the most and others are less applicable in your case. Choose the answer that best expresses your feeling about each need according to guidelines given below.

 Your response is to fall within the five options ranging between 'Not at all Needed', 'Least Needed', 'Ignorant', 'Most Needed' and 'Very Highly Needed'. These responses are arranged in an increasing order from left to right of these five responses.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Area which may require guidance | Not at all Needed | Least Needed | Ignorant  | Most Needed | Very highly Needed |
| **I** |
| 1. | To know about various jobs, its required qualification, its characteristics, responsibilities, benefits, etc. | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 2. | To know about various job opportunities opened before me after higher secondary studies | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 3. | To know about the best suited job for me in future  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 4. | To know whether I have the required skills, aptitude and educational qualifications for the vocation which I prefer for future  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 5. | To secure information about various vocational training courses suited according to my educational qualifications | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 6. | Acquiring information about educational qualifications, duration of training, expenses for the course, etc. of various vocational training institutions (like, ITI, NITE) | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 7. | Getting information about part time and self employable jobs  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **II** |
| 8. | To select a course of study which helps to develop one's skills, interests and needs | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 9. | To develop good study habits and prepare good study schemes which help for successful education  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 10. | To overcome the difficulties facing in the subjects of the study  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 11. | To select text books according to each subject  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 12. | To collect information about educational opportunities beyond school stage  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 13. | To adjust with school life and course of study | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 14. | To get general information about the area beyond the optional subject  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 15. | Gratifying the intense desire for acquiring more and more knowledge  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 16. | To keep up and improve sound relationship with teachers and classmates  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 17. | Course of study selected or going to select is suited to me or not  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 18. | Secure information regarding the suitable courses of study and educational institutions for higher education  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 19. | Seek information about the available scholarships and loans for higher education  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 20. | To know about the formalities that is to be completed before joining for higher education in foreign universities  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 21. | Secure information about co-curricular activities which provide and develop leadership qualities  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 22. | To compensate the deficiency in the study of various subjects  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 23. | To overcome the anxiety related to the examination  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 24. | Remove the hesitations while having conversation with others  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 25. | To do things with courage and self respect at required situations  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 26. | Getting others approval and appreciation  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 27. | To develop my self confidence  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 28. | Behaving friendly with classmates  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 29. | To cultivate the behaviour of taking independent decisions and acting upon it | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 30. | Overcome the inferiority feeling due to personal weaknesses  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 31. | Solving personal problems successfully and reaching at appropriate solutions  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 32. | To know about and to overcome teenage problems  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 33. | To control anger under inducement  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 34. | Maintaining healthy attitude towards sex | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 35. | Overcoming the conflicts due to day to day problems | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 36. | Overcome the feeling of being an unwanted person | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 37. | Overcome the failures in life | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **IV** |
| 38. | Availing co-operation from friends and peers | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 39. | Moving forward successfully by overcoming the pressure from the peers  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 40. | Developing the habit of maintaining good relations with friends, neighbours and family members  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 41. | Participating in social life by accepting the membership in clubs and associations  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 42. | Getting acceptance for my opinions in between friends and be released from that fear  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 43. | Releasing from the fear of being rejected from the society | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 44. | Accepting and assessing others opinion open heartedly | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 45. | Developing proper attitude towards teachers and elders  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 46. | Behaving freely with opposite sex | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 47. | For overcoming the problems faced by me in society due to the orthodox mentality of family members  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 48. | To know about my rights and responsibilities as a citizen of the democratic society  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **V** |
| 49. | Overcome the feelings due to non acceptance of my opinions in family matters  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 50. | To overcome the feelings that parents are not properly taking care in my matters  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 51. | To overcome the feeling of being a single child  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 52. | To overcome the problems that I face due to the conflicts between my siblings  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 53. | Solving the difference of opinion with my parents  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 54. | To overcome my mental tensions due to my parents' quarrel  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 55. | To get rid of the difficulties due to low education of my parents  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 56. | To overcome others avoidance due to bad habits of my parents  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 57. | Overcome financial backwardness | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 58. | To overcome the difficulties due to the inconveniences and limitations of space in home  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **VI** |
| 59. | Gaining clear understanding about good healthy habits  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 60. | To understand the significance and methods of nursing  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 61. | To know and understand about the significance of balanced diet | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 62. | Seeking information about maintaining cleanliness and preventing diseases  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 63. | Keeping the surroundings neat and tidy | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 64. | Creating interest in the sports field and understanding the importance of sports and games | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 65. | To know about the physical changes that occur in adolescents  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 66. | To know about physical exercise  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 67. | Regulating my study hours and sleeping hours  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 68. | Developing in me the habit of early rising | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| **VII** |
| 69. | Not to go astray due to the influence of mass media  |  |  |  |  |  |
| 70. | To understand how to live in harmony with the environment  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 71. | To collect details about the diseases like AIDS, Cancer, etc.  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 72. | To know about the consequences of over population and know its control methods | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 73. | To understand the importance of IT and the necessity to study it | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |
| 74. | To acquire the skill and ability to overcome the problems of the modern world  | 🞏 | 🞏 | 🞏 | 🞏 | 🞏 |