**CAREER GUIDANCE AND COUNSELLING PROGRAMMES IN HIGHER SECONDARY SCHOOLS OF**

**KOZHIKODE DISTRICT**

**RANJITH. N.P**

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**DECLARATION**

I, RANJITH. N.P, do hereby declare that this dissertation, **CAREER GUIDANCE AND COUNSELLING PROGRAMMES IN HIGHER SECONDARY SCHOOLS OF** **KOZIKODE DISTRICT** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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I, Dr. **T. MOHAMED SALEEM**, do here by certify that this dissertation **CAREER GUIDANCE AND COUNSELLING PROGRAMME IN HIGHER SECONDARY SCHOOLS OF KOZHIKODE** **DISTRICT** is a record of bonafide study and research carried out by **RANJITH. N.P.,** under my supervision and guidance. The report has not been submitted by him for the award of Degree, Diploma Title or Recognition before.

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**INTRODUCTION**

The very term guidance and counselling has been widely used in the educational scenario all over the world. Though guidance as a social and educational concept, is a new concept, not even hundred years old, but guidance as a practice in human society is as old as family in human civilization. Hence the principles of guidance in social sense in particular, are deep rooted in socio-educational sense and they have always influenced human behaviour and personality. The guidance movement is gathering strength from the efforts of individuals in many states and nations. Originally these efforts were from persons interested in the problems of youth as they entered the world of work. Today it is realized that those, in the academic disciplines of Sociology, Anthropology, Economics and Political Science, as well as those in education and psychology have contributions to make to the waxing strength of the guidance movement.

The beginning of guidance and counselling is traced back to 1908 when Frank parsons (2003) concerned about the rapidity of social change that he proposed and developed an occupational counselling programme for young people seeking a job. The National Vocational Guidance Association (NVGA) was found in USA in 1913, at which times three guidance needs were identified, economic more efficient use and distribution of workers in industry, educational appropriate courses for pupils, and social the preservation of societal values.

In its beginning guidance was centered on problem related to vocations. It was largely concerned with getting jobs for young people. Shirley Hamrin’s (2003) definition of guidance as “helping John to see through himself in order that he may see himself through” is a simple and practical but challenging concept of guidance. Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. It is a service that is universal not confined to the school or the family. It is found in all phases of life in the home, in business and industry, in government, in social life, in hospitals, and in prisons, indeed it is present wherever there are people who need help and wherever there are people who can help.

Guidance has a pivotal role to play in education. It is more clear in the words of kitson (2003). He says “Guidance is an attempt to individualize education. Each pupil should be helped to develop himself in the maximum possible degree in all respects. Cox (2003) pointed out that “Guidance is inherent in education and as classroom teacher, he should try to help pupils set up dynamic, reasonable and worthwhile objectives for themselves. Brewer (2003), a consistent advocate of vocational guidance, recognized the close relationship between guidance and education. Education may be used to mean the process of changes that take place within the individual, instruction, or the conscious effort of society to guide and direct the physical, mental, emotional, and moral growth of the individual so that he will be able to live a life that will be socially effective and individually satisfying.

One of the standard techniques of guidance is counselling. Counselling should not be limited to students who have difficulties and who are conscious of problems it should be extended to include all pupils as an aid to their optimum development. It should be directed toward the prevention of maladjustment not merely toward their removal.

Who should do counselling is a big question in the field of counselling. This question lead inevitably to the rapidly growing belief that counselling should not be confined to the counsellor but should be used, as far as possible by the entire school staff especially the teacher. In fact counselling is basically a teaching technique. The relationship between the counsellor and the counsellee is very important and it should be father-son or mother-daughter relationship. This relationship depends in large measure on the counsellor. He must have the ability to show that he likes them and to act really interested in them. He must also be a person whom people like and in whom they can trust.

A teacher can be a good counsellor too. In India teacher is simply concerned with teaching without any formal responsibility as a counsellor but in America and other western countries he does both the jobs. A teacher can perform the role of a counsellor well if he provides with good training. Teachers are one of the important stake holders in the school counselling process. School counsellors often gain access to clients through referral made by teacher; hence their attitudes and perceptions of school counselling are significant.

**I. NEED AND SIGNIFICANCE**

The concept of guidance and counselling has recently got a pivotal positions in every field especially in the educational scenario. The implementation of guidance and counselling programmes in schools is an attempt to understand the students as it incorporates with the learner centered present educational system. Guidance and counselling are the two sides of the same coin. Hence it is very difficult to consider this as independent entities. The educational thinkers and policy makers envisaged that as the world becomes complex in nature the need for guidance and counselling are widely demanded.

The term guidance represents a concept that is neither simple nor easily understood. The complexity of human nature, developmental differences even among offspring of the same parents, personal and social problems associated with changing environmental conditions and cultural mores all require that many and various guidance approaches be utilized.

Life problems are becoming more and more complex. Traditional mores and personal convictions concerning rightness and wrongness of attitude and behaviour are breaking down. Many diverse factors inherent within our home, school and social and occupational activities and relationships pull us in different directions. We often find ourselves in such a state of confusion or bewilderment that it is difficult to steer unaided the course of our conduct toward ends which will be satisfying to ourselves and to those about us.

According to statement prepared recently by a representative group of Virginia educators, guidance is necessary in meeting the need: For each person to find a place in which he enjoys personal happiness. To develop a sensitivity for moral and spiritual values. To be recognized and respected as an individual. For each person to feel that he is making contribution to any group of which is a part.

To understand himself his abilities, his limitations, and his potentialities. For the opportunity to develop and use his abilities and experiences. For warmth, affection and understanding.To develop resourcefulness and self- direction in adapting to change in society. The above factors are based on the belief that each person is an individual in his own right and has within the power for change and development. He has capabilities for making desirable choices that will lead to continuing adjustments.

A school guidance programme is concerned in a broad sense with the mental and physical health and personality development of each child with whom the school comes in contact. Guidance is inherent in the total process of education. One of the ultimate goals of guidance is the development of a well-integrated personality. The guidance programme should concern itself with the problems of all youth, not just those who are disciplinary problems, failing in class work or asute maladjustment cases. It is the purpose of the guidance programme to help each individual make the best possible adjustment between his own emotional needs and the demands of the society in which he lives. Therefore, the immediate objective in guidance is to help each pupils meet and solve his problems as they arise. To achieve such a guidance programme demands that we have a belief in and a respect for the dignity and worth of each individual child.

Every teacher on the school staff has a responsibility for aiding in the guidance of boys and girls. Every person accepts responsibility for a share in the guidance programme must aid in discovering the needs and problems of each child and help the child in resolving his problems.

One of the central features of education today is specialization. Hence comes the significance of vocational and educational guidance. As Gandhi states the immediate aim of education is the vocational aim. It enables an individual to be self reliant.

Guidance is a means to understand individual’s personality and it also provides self understand. Understanding oneself can be achieved through guidance. The need for guidance is universal whenever at any age help is need in making choice of adjustments or in solving problems, therefore it is continuous process throughout life but guidance given during the academic period to the child greatly reduces the need for help later and, hence guidance in secondary schools are of great value because at this stage students develop their own personalities and they are able to make their own choices. Adolescence is the period of choice making, and guidance is the systematic effort to improve the quality of choice, therefore it is important that the secondary school have a programme of guidance for the adolescence it serves.

Counselling process is defined as both a self-confirming experience and validating experience that helps establish productive methods of self-defining behaviour for each individual person. Counselling helps one learn to impose a structure upon the ambiguity of new and novel experience. Counselling process leads a person through the “learning- how-to- learn.” Counselling and guidance is preoccupied with the pursuit of the possible in the immediate movements of the here and now with in the life situation of an individual.

Guidance and couselling programmes can eradicate adjustments problems of students in schools. Although the learning problems encountered in the secondary school are not always new, many now become of increasing importance. Reading difficulties rate of reading and comprehensions, like and dislikes of studies, teachers, and types of literature, differences in aptitude for different school subjects all are very important factors in the students adjustments to the secondary schools. A guidance programme will help diagnose the learning difficulty and plan steps to overcome it. The student may need remedial reading, help in arithmetic, a different course of study, a change of teachers or perhaps prolonged counselling to overcome emotional barriers to learning.

Guidance and counselling are also contributed to emotional and social development of students. Emotional disturbance may occur in any stage of a person’s development and in any part of the school system. Some have their origin or at least become more pressing in the secondary schools. Such emotional conditions are often the causes of much maladjustment and unhappiness. Guidance has a major responsibility in assisting youth to organize or chose groups that have useful objectives and that are suited to the desires, needs, and abilities of the individual of the group. Assistance to youth in social adjustments is a function of the entire school.

As we are living in the world of technology and modernization, students are facing several psychological problems. The investigator felt the need to conduct a study on the functioning of guidance and counselling programmes in higher secondary schools.

**II. STATEMENT OF THE PROBLEM**

The problem for the present study is entitled as ‘CAREER GUIDANCE AND COUNSELLING PROGRAMMES IN HIGHER SECONDARY SCHOOLS OF KOZHIKODE DISTRICT’.

**III. DEFINITION OF KEY TERMS**

1. **Career Guidance**

According to comprehensive dictionary of education (2008) guidance is a process through which an individual or groups of individual are helped to make necessary adjustments to the environment inside or outside the school. Here the term Career Guidance is operationally defined as it is the process by which a trained person is helping or guiding the individual to choose a suitable vocation.

1. **Counselling**

It is a process of aiding an individual to solve his/her adjustment and personal problems through the medium of face to face interview. (comprehensive dictionary of education 2008)

1. **Higher Secondary Schools**

Higher Secondary School denotes, those school which are imparting instruction from XIth standard to XII th standard.

**IV. OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:

1. To assess the need for guidance and counselling in higher secondary school students of Kozhikode district.

2. To evaluate the existing conditions of career guidance and counselling programme in Higher Secondary Schools of Kozhikode district.

1. To identify the problems faced by the career guidance centers in the Higher Secondary Schools of Kozhikode district.
2. To suggest measures for the improvement of the career guidance and counselling programmes in higher secondary schools.

**V. DESIGN OF THE STUDY**

**A. Sample used for the study**

The present study was conducted on a representative sample of 45 career Guides and 600 higher secondary school students. Proper representations were given to the relevant sub sample categories such as gender, locale and type of management. Stratified random sampling technique is used for selecting the sample.

**B. Tools employed for the study**

In order to fulfill the said objectives following tools were used for collecting data:

1) Need assessment questionnaire on guidance and counselling for students of higher secondary schools.

2) Questionnaire on guidance and counselling programmes of higher secondary schools for career guides.

**C. Statistical technique used in the study**

Collected data were analyzed and interpreted qualitatively. The major technique used for analyzing and interpreting data is percentage analysis.

**VI. SCOPE AND LIMITATION OF THE STUDY**

The proposed study is an attempt to evaluate the existing conditions of career guidance and counselling programme of higher secondary schools of Kozhikode district. The investigation is proposed to conduct on a representative sample of 600 students and 45 career guides from higher secondary schools. In order to make the result more accurate, proper care was taken in the selection of sample and preparation of tools. This study may help the administrators to identify the problems faced by the career guidance centers and career guides in the higher secondary schools and to take measures for the improvement of the career guidance and counselling programme.

Though considerable efforts has been made to make the proposed study more generalisable the investigator could identify certain limitations also. The career guidance and counselling programme at higher secondary schools has implemented in Kerala as a whole, but only Kozhikode district is taken for investigation. Questionnaires have been employed for career guides and students only. The investigators have selected only government and aided schools, and have given more importance. The unaided schools are avoided.

Practical difficulties are the main reasons for the above limitations. Inspite of the above limitations the investigator tried his best to make the data as objective and valid as possible. This study would be a guideline for the career guides and students of higher secondary schools. The study will also help for the qualitative improvement of career guidance and counselling in higher secondary schools of Kozhikode district.

**VII. ORGANISATION OF THE REPORT**

This report consists of five chapters:

The first chapter presents a brief introduction of the problem, need and significance, statement of the problem, definition of key terms, objectives, design of the study and scope and limitations.

Chapter two gives a reflection regarding the theoretical overview of Career Guidance and counselling. This chapter also present the abstracts of reviewed related literature including journals books studies and technical reports.

Methodology of the study described under headings like objectives, tools, sample, data collection procedure, scoring and statistical technique used are presented in chapter three.

Details of analysis, interpretation of the results and its discussion are explained in chapter four.

The concluding chapter gives the description regarding the major findings, educational implications and suggestions for further research.

**REVIEW OF RELATED LITERATURE**

The review of related literature helps the investigator to know what sources are available in his field of enquiry, which of them are likely to use, and where and how to find them. An effective research is based upon past knowledge. Review helps to eliminate the duplication of what has been done and provides useful suggestions for the topic under investigation.

The present study is an attempt to analyse the career guidance and counselling programme facilities of Higher Secondary Schools in Kozhikode district. A brief review of related literatures in this area is summarized under following heads.

**I.** **THEORETICAL OVERVIEW OF CAREER GUIDANCE AND COUNSELLING.**

**II. REVIEW OF RELATED STUDIES**

**I. THEORETICAL OVERVIEW OF CAREER GUIDANCE AND**

**COUNSELLING**

Career guidance was the central theme of the early guidance movement and consisted of helping the individual choose a suitable vocation. Today, vocational counselling is concerned with career maturity of the individual with in a developmental stream. Towards this end a counsellor designs intervention strategies to assist his client. The questions concerning vocational guidance continue to be vexing and unresolved owing to unpredictability in the rate of change in today’s industrial society. As counsellor of students he helps to resolve the problems of a few students and as consultant he is able to serve more students by consulting teachers, parents and administrators. The increasing range of counselling service will lead to an interdisciplinary approach in the training and preparation of guidance personnel.

**A. Guidance**

The guidance is one of the major applications of psychology in education. It enables or assists the individual to solve educational, vocational and psychological problems. “To guide” means a sort of help, assistance or suggestions for progress. In the field of psychology and education, the word ‘guidance’ is having a specific meaning. It refers to a process of helping the individual to discover himself which means, his potentialities and propensity, capacities and capabilities, abilities and aptitudes, interests and natural endowments and to help him in achieving maximum development and using all these potentialities to the maximum advantage of the individual and state. In other words, guidance refers to a process of assisting the individual to develop his body, mind, personality and character and to help him in achieving maximum educational, vocational and personal or psychological adjustments.

According to narrow view, guidance is regarded as a kind of specialized service provided to the individual to solve problems of crucial nature. Under this concept help is provided by specialized guidance workers. According to the broader view guidance is regarded as any form of assistance given to child which makes his best development of personality. According to this concept assistance or help can be provided by parents, teachers, counsellors, psychologists, physicians, career masers, social workers guidance workers.

Guidance is as old as human civilization. In the primitive society, guidance was offered to the young by elders in the family and to persons in distress by the family priest or the medicine men who conjured up the spirits of the dead or supernatural forces to help the client. Even today in India, guidance, whether in personal, educational, vocational or political matters, is sought from the family priest, palmist, astrologer or numerologist.

Guidance unorganized and informal has in all places and at all levels been a vital aspect of the educational process. Good teachers have always been interested in providing understanding assistance to students to help them overcome problems of speedy learning and optimum adjustment. They have been generally sagacious and wise in their handling of students.

Guidance, as a personalized assistance made readily available by a sympathetic, mature, experienced and professionally qualified person, which gives it the status of a separate field of endeavour with adequate sophistication and specificity separate from teaching, is a twentieth century concept. In view of the tremendous increase in the number of students, their wants and aspirations, a need is being felt everywhere for a nucleus of an organized programme of professional help in the form of guidance and counselling in the educational institutions.

The technological advance of the Industrial Revolution brought in its wake increased division of labour and occupational complexities which made real the need for vocational guidance. The revolution also brought changes in the way of life. The development democratic values and the utilitarian emphasis on education gave an impetus to two things freedom of the individual and a feeling of need for practical education.

**B. Guidance movement in India**

As far as India is concerned, the techniques of guidance informal and incidental can be traced far back to ancient times. Guidance, as an organized professional activity, is more than four decades old in our country. While in America the guidance movement started as an attempt to fulfill the practical needs of employers and teachers, in India it began as an academic discipline.

In 1941, Baltiboi a retired accountant working in Calcutta realized the practical implications of guidance and with the help of a Calcutta University Psychologists set up the Baltiboi vocational guidance Bureau in Bombay, with the sole purpose of providing guidance services to the community. The Bureau made a significant contribution to guidance and offered an orientation course to the teachers and workers interested in the guidance of young people.

The movement received impetus when the Trustees of the Parsi Panchayath funds and properties decided to establish a guidance services bureau Parsi Panchayath Vocational Guidance Bureau for the Parsi community in Bombay. This bureau worked on meager resources and scanty staff, but with the help of the devoted workers it was able to do pioneering work in guidance. It organized a career conference for the first time to disseminate occupational information. This became a popular feature of guidance programme in all states and institutions. It was also the first institution to organize a course for career masters and started publishing the Journal Education and Vocational Guidance which provides the guidance workers with a professional organ of communication and interchange of ideas and information regarding research and practice in the field. After a few years of successful work, the bureau was forced to closedown, but it reopened in 1963 and conducted a number of interesting programmes of the guidance for the Bombay schools.

In 1947, the government of Utter Pradesh officially recognized the movement by setting up a Bureau of psychology at Allahabad. One of the aims of the Bureau was to provide educational and vocational guidance to the school-going children of the state as well as other young people in need of help.

Bombay was the next to give official recognition to the guidance programme for the school going children. The Bureau of vocational guidance, Bombay was set up in 1950. In 1957, the Bureau was renamed and its functioning as the institute of vocational guidance, Bombay. This was the first institution to provide occupational informational service in the country and to conduct training programmes.

In 1952, the Vocational Guidance Association of Bombay was formed to help co-ordinate the work done by individuals in Bombay. Barnette (1997) brought all the guidance workers together during a seminar in 1952 at the Central Institute of Education, New Delhi. An opportunity was provided to guidance personal to exchange ideas and discuss problems with their colleagues and others interested in guidance. The decision to form an All India Educational and Vocational Guidance Association affiliated with the international association for Vocational Guidance was taken at seminar held in 1954. In 1956, the association was formed during a meeting held at the M.S.University of Baroda.

An important factor which influenced the development of guidance movement in India was appointment of the secondary education commission in 1952. As a result of the recommendations of this commission, the old education system which was unilateral in character was replaced by a scheme of diversified courses. The commission provided for seven streams at the secondary stage humanities, science, agriculture, commercial, technical, fine arts, and home science. The commission found that, the secret of good education consists in enabling the student to realize what are his talents and aptitudes and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and right types of employment. The commission recommended the introduction of educational and vocational guidance not to be regarded as a mechanical process whereby the advisers and teachers sort out boys and girls as a grading machine sorts out apples.

Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mustered about themselves and about the world in which they are to live and work. Guidance is not confined to the vocational field only. It covers the whole gamut of youth problems and should be provide in an appropriate form at all stages of education through the co-operative form at all stages of education through the co-operative endeavour of understanding parents, headmasters, principals and guidance officers.

The nationwide guidance and counselling programmes during the first decade following the publication of the report of the Secondary Education Commission was the result of this progressive national policy on secondary education.

Following the commission’s recommendations, the Government of India established the Central Bureau of Educational and Vocational Guidance at Delhi in 1954, to give technical advice and help in the organization of the guidance movement. It also offered assistance to the state government to establish their own state bureaus and provide guidance services in their secondary schools. With the setting up of the All India Educational and Vocational Guidance Association in 1956, the guidance movement assumed an all India character.

Soon private agencies and universities started evincing interest in the field and the Journal of Educational and Vocational Guidance was started by a private agency in 1954. This was later taken over by All India Educational and Vocational Guidance Association. Some universities also began to offer courses in guidance as optional papers for master’s degree in education and psychology.

The commission emphasized that educational and vocational guidance could play a significant and useful role in the qualitative improvement of educational standards at all levels and suggested a new policy on education from the primary to the university stages. It scrapped the recommendations of the Secondary Education Commission as a result of which the multipurpose system gave place to the traditional system of a unitary type. The scheme bade farewell to the objective of vocationally oriented education envisaged in the previous system.

After having made a strong case for guidance as contributory to a students all round development, the commission recommended that it was not counsellors but teachers who would have to take the responsibility for guidance for the next twenty years.

**C. The present position**

At present two major establishments are developing guidance programmes for school going children in our country, government organizations and private agencies. The government agencies include the Department of Educational Psychology and Foundations of Education, the National Council for Educational Research and Training, state Bureaus of Guidance and the guidance units of the National employment service.

Teachers and headmasters shirk responsibility and the guidance master cannot work under a management where the guidance programme does not figure in the time schedule. The trained career masters with their normal teaching load are unable to give guidance in the schools and the pupils remain ignorant.

The state Guidance Bureaus have no administrative control over the district or school counsellors. School counsellors are also found to be doing teaching and neglecting actual guidance. Thus due to the luck of administrative control over the guidance personnel in the state, the guidance work has not made much headway. Besides, occupational and guidance literature is neither available in sufficient quantity nor in the latest and attractive form which dampens the enthusiasm of guidance personnel.

**D. Nature of Guidance**

To define guidance in clear words is not easy. Guidance is assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens. Hamrin and Erickson (2007) define guidance as “that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities, and social needs”. According to Jones (2007), “Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do or now he can best accomplish his purpose; it assists him to solve problems that arise in his life.”

**E. Guidance and counselling**

Guidance is a broad term. Counselling is only a part of guidance which deals pupils at problem points. Counselling refers to a process in which the individual is helped to make a decision, to make a choice or to find a direction about all the important matter like a programme in the school, getting employment, planning for life etc. Counselling is considered as one of the techniques in guidance programme.

Counsellor knows the child as well as his profession. The work of guidance is to relate the child with education and profession. This task cannot be performed unless the counsellor knows about the individual-his education and various professions. Thus, the first step is to know about the child. Thus counselling is rightly considered to be the ‘heart’ of programme. If no counselling is undertaken, the time, money and energy spent in collecting information would get wasted.

According to Tolber (2007), “Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of his daily life. Guidance is not teaching but it may be done by teachers. It is not separate from education but is an essential part of the total educational programme. Guidance is a term which is broader than counselling and which includes counselling as one of its service.

Butler makes a logical separation of the counselling process discerned as having two phases called ‘adjustive’ and ‘distributive.’ In the adjustive phase, the emphasis is on the social, personal and emotional problems of the individual; in the distributive phase the focus is upon his educational, vocational and occupational problems.

**F.** **Functions of Guidance and Counselling**

Guidance and counselling are adjust mental in the sense that they help the student in making the best possible adjustment to the current situation in the educational institution and occupational world, in the name and the community professional and individualized aid is given in making immediate and suitable adjustment at problem point. Guidance and counselling have orientation function also. They orientate the students in problems of career planning, educational programming and direction towards long term personal aims and values.

Guidance and counselling have another important function developmental function. They should try not only to cure where the problems have occurred and done their damage, rather they should begin before the problems arise and maladjustments occur.

Guidance and counselling have a very important development function for helping the students achieve self development and self realization. Guidance and counselling also have to discharge the important function of furthering the welfare of the society and be important instruments of national development.

**G. Need of Career Guidance**

Education is expanding its frontiers making it well-night impossible for an individual student to make a choice of courses and careers without expert guidance. Occupational scene too is changing so rapidly.

A big number of students at the threshold of a college or university are in for compelling and difficult life situations. They lack self knowledge which may enable them to form realistic life goals and plans. They lack both focus and meaningful direction.

**H. Guidance and Education**

There are many common elements between guidance and education. Guidance cannot be separated from education. W.D. Wall (2007) considered guidance as an intrinsic aspect of education. In other words, it is not possible to think of education devoid of guidance. It was this close relationship between “guidance” and “education” which made Hall and Lauwergs (2007) to say that much overlapping exists between the terms guidance and education.

Guidance has been an inseparable part of the educative process. Guidance refers to a service which should be involved in the teaching situation. Wrinkle & Gilchrist (2007) rightly stated, “Teaching without intelligent guidance cannot be good teaching and guidance without good teaching is incomplete. Teaching and guidance are inseparable.”

**I. Counselling**

One of the standard techniques of guidance is counselling. There does not seem to be any specific definition of counselling which is acceptable to all authorities. A well-organized attempt by a group of clinical psychologists to develop such a definition is described in Roles and Relationships in Counselling. A careful analysis of counselling and developed principles and techniques are important for effective counselling.

Counselling is a learning-orientated process carried on in a simple one-to-one social environment in which the counsellor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter’s needs, and within the context of the total personnel programme, to learn more about himself and to accept himself, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals, to the end that the client may become a happier and more productive member of society.

The goal of counselling is problem clarification and self directed needs. The counsellor helps the student to understand the problems and encourages the student to help himself in this process, the role of student is objective self assessment of the situation and that of counsellor is to formulate the decision making process and to act the stimulator of insights and sensitivities of the student. Counselling does not solve the problems but helps in solving. If the solution not possible it helps face challenges and line with them.

Blocher (1966) explains counselling as “helping an individual become aware of himself and the ways in which he is reacting to the behavioral influences of his environment. It further helps him to establish some personal meaning for this behaviour and to development and clarify a set of goals and values for further behaviour.”

Rogers (1952) describes “counselling as the process by which the structure of the self is relaxed in the safety of the client’s relationship with the therapist, and previously denied experiences are perceived and then integrated into an altered self.”

Counselling involves two individuals one seeking help and the other, a professional, trained person, who can help the first. There should be a relationship of mutual respect between the two individuals the counsellor should be friendly and co-operative and the counselee should have trust and confidence in the counsellor. The aim of counselling is to help a student form a decision, make a choice or find a direction at some important fork in the road such as that of planning a life career, a programme in college or university, or a campaign to obtain employment.

It is more than advice giving. The progress comes through the thinking that person with a problem does for himself rather than through solutions suggested by the counsellors. It involves something more than the solution to an immediate problem. Its function is to produce changes in the individual that will enable him to extricate himself from his immediate difficulties. Counselling is a generic service of student personnel work with a wide range of activities and includes faculty advising counselling in psychological clinics, mental hygiene and specialized counselling.

The scope of counselling is very wide in nature. According to Williamson (1997), “The techniques of counselling individual students may be observed in greatly modified form, in the individualized service; granting loans and scholarships; handling discipline cases; assignment of rooms and selection of roommates in dormitories; advising on student activities and programmes; helping students choose vocational objectives; selecting optional courses of study, learning to read at college rate and comprehension.”

**J. Higher Secondary Education in Kerala**

Consistent with the National Education Policy of 1986, Government decided to delink Pre-degree Courses from colleges in a phased manner and to introduce 10+2 system in the Higher Schools of Kerala. Accordingly Higher Secondary Course was introduced in selected Government, Aided and Unaided high schools in the State to reorganize secondary and collegiate education in Kerala. The two-year course was named as ‘Higher Secondary (Plus Two) Course’. The process of de-linking Pre-degree from colleges has been completed by the academic year 2000-2001.

Higher secondary school denotes, those schools which are imparting instruction from XIth standard to XIIth standard. The two year course is conducted by the board of higher secondary education, Government of Kerala and is attached to high schools. Those who pass the S.S.L.C or equalent examination are eligible for admission to the courses in higher secondary school. The principal is the head of the institution.

**II. REVIEW OF RELATED STUDIES**

George (1968) found 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.

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.

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

Dastidar, (1981). Conducted a study on An analysis of Examination Anxiety among high school students and Evaluation of a Group counselling method Employed to Reduce. The main findings of the study were is the counselling technique consisted of changing the stimulus environment, clue-strengthening, reinforcement, feedback and improving study efficiency related to what was studied, hours of study, time table, lecture and note-making, back papers, revision, how to spend the day before examination and the last night. Behavioural counselling with group relaxation therapy significantly reduced examination anxiety as compared to the control group.

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 guidance in vocations.

Tripathi (1986) in her study examine that there exist significant relationship between the trades 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 and 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.

Bhatnagar and Gupta (1988) conducted a study to find out the effect of a short-term guidance programme on the effective domain of career decision making of class IX students. The results revealed higher career maturing scores after the guidance intervention programme. However, no sex difference emerged in career maturity either before or after his intervention.

Robert (1988) studied whether the vocational choice of higher secondary school students related to the vocational aspirations of the parents and found out that vocational choices of students were in dependent of their socio-economic status and vocational aspirations of their parents.

Sodh’s study (1988) centers around the problems of congruence of vocational interests and occupational choices of girls. It was concluded that a very small fraction of adolescent girls was able to make correct occupational choices in accordance with their vocational interests and occupational choices were comparatively more congruent for and vocational interest’s girls of urban background and those belonging to the high income group as against their counterparts from semi-urban areas and low income group.

Van Schoor W.A. & Whittaker S.R. (1988). Conducted a study on counselling needs of students of South African Campus. The objective of the study was to determine the major needs of students at the Universtiy of Wester Cape (U.W.C). A second aim was to determine how students view the nature of centre for student counselling (C.S.C). The result had indicated that problems were predominantly seen to be in vocational academic area and that students were more willing to refer fellow students to C.S.C with above mentioned problems of a move personal social nature.

Zipora Magen (1988) conducted a study on attitudes towards counselling of 2296 Israeli adolescents. Data analysis showed that the students of Asian – African origin (oriental) who occupy a lower socio – economic stratum, feel more stigmatized by counselling than their European origin. Both groups experienced less stigma when the counselling service was hybridized with normative functions.

Nevin Sally L.(1989) determined status of guidance and counselling in Botswane. Through interview and questionnaire data from 106 primary school teachers 89 secondary school teacher, 405 secondary school students were analysed. Data from their sources comprised the foundation for recommendation for sequence of developmental tasks for Guidance and counselling progamme development Botswane Educational system, six primary counsellor role including 1) Counselling service, 2) Consulting service, 3)Information service, 4) Referral service, 4) Placement and follow up service, 5) Evaluation and Research service are basis for these recommendation.

Gailkwad’s (1989) investigation purported to study factors that affect class Y student’s decision making abilities related to educational and vocational career and the effect of vocational guidance on these abilities. The study showed that psychological testing, occupational information and group guidance programme certainly helps the students in making appropriate educational and vocational choices.

The purpose of Chandna’s (1990) investigation was to study the attitudes of high school students towards career choice process and to investigate the relationship between selected psycho-social variables and an aspect of the career development of high school student’s attitudes towards career choice process. It was found that factors related to career maturity may differ for males and females and that there is relationship between self-concept and career choice attitudes of adolescents.

In a study to find out the difference in educational and vocational aspirations of Tibetan students, Sharma and Dhundup (1990) found that no significant sex difference exist in the educational vocational aspirations of the students.

Gupta (1991) made a study of the impact of training in career awareness and career decisions making skills upon career related attitudes and the guidance needs of secondary school students. He found significant impact of training on career planning skills.

Kaur (1991) evaluated the guidance programme in particular in high and higher secondary schools of Punjab and Chandigarh. It was revealed that guidance is not a regular feature in most of the schools and existing guidance programmes are not fully achieving the objectives set forth.

Kaur (1992) attempted to investigate the predictors of career maturity and the efficacy of self-concept, locus of control and sex to predict the career maturity of 700 students of class XI of twelve government senior secondary schools of Delhi. It was found that self concepts and locus of control are significantly predictors of career maturity with a mixed sample, where as no sex differences were found.

Saraswat (1992) conducted a study to develop a need based guidance programme for Navodya 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.

Kaur, et.al,(1993) evaluated guidance programmes and practices in high/higher secondary schools of Punjab. This study aimed to examine the effectiveness of the guidance programme and practices and the evaluations of this programmes done by policy makers, implementers and beneficiaries. Data were collected from the students, guidance workers administrators and teachers through questionnaires and interview schedules. Findings showed that guidance programme was not being carried out effectively in the schools. Guidance programme faced several problems such as financial support, lack of administrative support, high councilor-pupil ratio, professionally ill equipped guidance workers, lack of adequate in service orientation, lack of awareness on the part of students and their parents about the utility of the guidance programme.

Singh, Vibha (1994) conducted a study on ‘Job-preferences of male and female students.’ find that, the comparison of job preferences between male and female undergraduate students of the teaching, Library, Engineering, Medical profession, Administrative service, Police service, Bank. L.I.C, Film and miscellaneous professions, the male and the female students did not differ significantly but for the Railway service, factory workers and social worker. Professions, they showed different job preferences. For the Railway services, Factory workers and social worker the male students showed better choice than the females.

Bhargava,et.al, (1995) conducted a study on scholastic attainment and career maturity. The study examines the relative status of career maturity among high and low achievers. The sample of the study comprised 80 students, covering 40 high achievers and 40 low achievers study in class XII. Findings showed that a significant difference was found in all the areas between students of high and low achiever’s group. High achievers group showed more favourable career competence as compared to low achievers group.

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 experience s 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.

Tarkasband, Ujjwala, K. (1996) ‘A critical study of the guidance and counselling practices in secondary schools in greater Mumbai’ find that the average number of students guided with non-test technique by the guidance workers was more per year, per guidance worker than the students guided with test. The percentage of exceptional children guided by guidance workers ‘private’ was more than the guidance workers from school. It was found that 39% schools had funds available for conducting guidance and counselling activities.

Dixie W.Maluwa-Banda (1998) conducted a study on school counsellor’s perception of guidance and counselling programmes in secondary schools of Malwi. The survey revealed that the school counsellors were fulltime class room teachers and had no formal training in guidance or counselling. Moreover the services offered to students varied from school.

Panchanatham, N. (1999) conducted a study on psychologist and Auto-counselling on the Academic Achievement of University Students. The study was an attempt to understand the role of auto-counselling in enhancing the academic performance of individuals under the guidance of psychologists. A sample of 60 post-graduate students of both the sexes belonging to Faculties of Arts, Science, Education and Management with different cultural backgrounds who had failed in their first semester examination was selected randomly and divided into two groups as control and experimental. Findings showed that the experimental group, who underwent auto-counselling programme through a psychologist, fared well in their university examination than the control group.

Robert Fiventine (2001), reported that findings from a prospective investigation of out patient drug treatment (N356) indicate that higher frequency of participation in group counselling during abstinence even for those who complete 6 month treatment programme and maintain weekly as more frequent attendance of 12 step meeting.

Arulmani (2002) has reported a study conducted by Thomas (1997) which reveals the attitudinal influences on career planning. The study found that the science group of subjects was considered more prestigious. Students who did well at high school were not likely to consider other stream of education regardless of the suitability of their aptitudes and their interests for the sciences. He also found that a large percentage of his sample from Kerala, aspired to go to college but had no specific goals linked to going to college.

Reed et.al, (2003) assessed the effectiveness of a university career development course based on cognitive information processing theory. Students showed a significant decrease in their negative career thought. When the career thought inventory was used as per-test and post-test measures. The greatest decrease in negative career thinking, decision making, confusion and commitment anxiety, contributed significantly to the main effect. There were no significant interactions with race of gender.

A study conducted by Farah. M. Adanan (2004) traces development of guidance and counselling movement in Jordan. The study focuses on need for counselling, counselling settings, counsellors training and problems of guidance and counselling programmes and services. Finally, suggestions for over coming existing limitations are presented.

Cooper.et.al (2005) conducted a study on Scottish secondary school teacher’s attitudes towards and conceptualization of school counselling. Results showed that teachers expressed positive attitude and they opined that counselling service is not fully integrated with existing guidance arrangements provided by teachers in school. Most of the respondents conceptualized counselling in terms of advice-giving.

The moving project done by Bundy and Penny (2006) focuses on lasting impact of long – term institutional child abuse and the way drama is being used in the counselling process to build self –capacity of abuse survivors.

A study conducted by L.J. Nicholas (2006) Counselling needs and preferred counselling sources of South African first year students indicates that they desired individual counselling and professional help outside University.

Yuen et al.,(2007) conducted a study on teacher’s perceptions and involvement in comprehensive guidance and counselling programmes in the primary schools of Hong Kong. The result indicated that majority of teachers agreed that guidance activities should be implemented in class rooms on a regular basis and that students with problems should have ready access to guidance professional. The study also showed that class teachers spent an average of four hours per five day week on guidance and related activities.

Nyutu and Gysbers, (2008). Conducted a study on Assessing the councelling needs of high school students in Kenya. The result reveal the data were analyzed using exploratory factory analysis yielding five factors human relationships, career development, self development, social values, and learning skills were assessed. The findings highlighted the importance of using assessment instruments to identify student’s councelling needs in Kenya.

Low (2009) in his study on the challenges of counselling practice in schools identified various challenges and special issues. These can be categorized into four distinct domains: Internal challenges, which include issues related to clientele groups, teachers attitudes towards counselling, and students’ willingness to seek counselling; External challenges, which refer to social-economic changes beyond the school. These include popular culture, globalization and societal trends of more families and students moving across borders; systems challenges, which are those within the guidance programmes implemented by ministries, schools or counselling bodies. These issues may reside in the guidelines for practice in schools, referral procedures, and resource planning; Personal challenges, which relate to the needs as well as the skills of the counsellor. Some examples here are training, supervision, and attitudes towards school systems.

**Conclusion**

The investigator does not feel that the studies reviewed in this chapter is complete. In India there are some studies in the field of Guidance and Counselling in higher secondary schools. But in Kerala context the number of studies in this field is very rare. The investigator has made some effort to fill this gap to a considerable extent. The investigator hope that the present study on counselling and guidance in higher secondary schools in Kozhikode district, Kerala will be a guideline for future studies in this area and it will help for a deep and fruitful discussions in this area. Theoretical review and related literature studies helped the investigator to enrich the knowledge about the present conditions and its related aspects.

**METHODOLOGY**

Research methods are of great importance in a research process. The success of any research depends largely on the suitability of method, tools and techniques used for the collection of data. A suitable method helps the researcher to explore the diverse areas of the study. The decision about the methods depends up on the nature of research problem and the kinds of data necessary for its solution. The details contained the chapter is as follows.

I. OBJECTIVES OF THE STUDY

II. TOOLS EMPLOYED FOR THE STUDY

III. SAMPLE SELECTED FOR THE STUDY

IV. DATA COLLECTION PROCEDURE

V. SCORING AND CONSOLIDATION

VI. STATISTICAL TECHNIQUE USED FOR ANALYSIS.

**I. OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:

1. To assess the need for guidance and counselling in higher secondary school students of Kozhikode district.

2. To evaluate the existing conditions of career guidance and counselling programme in Higher Secondary Schools of Kozhikode district.

3. To identify the problems faced by the career guidance centers in the

Higher Secondary Schools of Kozhikode district.

4. To suggest measures for the improvement of the career guidance and

counselling programmes in higher secondary schools.

**II. TOOLS EMPLOYED FOR THE STUDY**

Collection of relevant data is an important aspect of any research work. The selection of a suitable tool is rather more important for a successful research. For the present study the investigator has developed two tools, they are:

1) Need assessment questionnaire on guidance and counselling for students of higher secondary schools.

2) Questionnaire on guidance and counselling programmes of higher secondary schools for career guides.

Brief descriptions regarding the tools are given below:

**A. Need assessment questionnaire on guidance and counselling for students.**

The questionnaire was used to assess the need for career guidance and counselling programme in higher secondary schools of Kozhikode district from student’s perspective. It was constructed and standardized by the investigator in consultation with the supervising teacher. The investigator reviewed a vast amount of literature regarding career guidance and counselling, including Hand book of career guides in higher secondary schools. Government of Kerala (2004) and Principles of Guidance and Counselling, K.K.Sreevasthava (2003).

The constructive description about the instructional facilitates is briefly discussed under following heads:

1. Selection of the Item

2. Try out of the Test

3. Item analysis

4. Validity

5. Reliability

6. Scoring procedure

**1. Selection of the Item**

The investigator prepared the items in consultation with the experts. The different sources used for item development were textbooks, journals and the handbook of career guides in higher secondary schools. Published by higher secondary department, government of kerala.

The item of the draft questionnaire were prepared on the basis of the following dimensions.

**a) Social**

Social dimension includes friends in schools, whether friends keeps good relationship whether experience difficult, in talking with lady classmates, difficulties in the study while serving in the N.C.C, N.S.S etc. Students wish to be effective as individuals in society. Students in schools come from heterogeneous, linguistic and socio-economic background. There should be an arrangement to give adequate direction for their proper social adjustment.

**b) Educational**

Educational dimension includes educational problems. The child is burdened with exam stress and competitive nature of job market. Parental anxiety and expectation makes the situation worse. Work experiences and vocations too form an important part of education.

**c) Familial**

The counsellor discusses family matters and individual matters with the student and can understand the problems faced by the students in the family and individual problems. This helps very much to solve individual and family problems.

**d) Personal**

Students have problems related to themselves their parents and family, their friends and teachers. They often have memories related to home as family, which create feeling of disappointment in them. Their parents leave them with a feeling of incompetence and insecurity, when they fail to live up their expectations often, parents create unfavorable atmosphere at home for studies.

**e) Vocational**

Every vocation requires certain educational and professional qualifications and preparation and only those having them can succeed in it. Hence needs for guidance in the right vocation consistent with the assets and limitations of the individual. Students have to be helped in the selection of an occupation, preparation for it through the relevant courses and programmes, enter upon and progress in it.

**2. Try out of the Test**

The draft questionnaire thus prepared was given to a representative sample of 400 students of higher secondary school of Kozhikode district. Proper weightage was given to each category such as locale and type of management. A score of one mark was given to each correct responds and zero mark to each wrong answer. Thus a student can get maximum of 49 marks and minimum of zero mark.

**3. Item analysis**

Items were selected for the final test on the basis of comparison of mean scores. For the comparison, two groups were selected, as suggested by Ebel (1972) through the following procedure.

The answer sheets of 400 students were scored. After deleting the incomplete answer sheets, finally 370 answer sheets were selected for item analysis. Those scores obtained for each item and total score for each individual were marked. On the basis of total score obtained, the response sheets of 370 respondents were arranged in descending order of scores. The top 100 (27%) response sheets were identified as high group and bottom 100 (27%) were identified as low group, under each group, for each item the number of subjects making responds to yes/no were found out and are presented in the form of a frequency table. The ‘t’ value was calculated using the following formula.



Where, ‾XH  = Mean score of high group.

‾XL = Mean score of low group.

n = Size of the sample.





Those items exceeding the ‘t’ value 2.58 were selected for the final test.

**a) Preparation of final questionnaire**

Items having ‘t’ value of 2.58 and above accepted. A total number of 34 items were selected for final test. The final form of questionnaire is appended in Appendix III. Some of the illustrative items are given below.

1. Do you have many friends in school? Yes/No.

2. Have you ever discussed new courses with your teachers? Yes/No.

3. Have you ever wished to be the class leader, the school leader and the club convener? Yes/No.

4. Do you dine with your parents? Yes/No

**4. Validity**

Validity is the quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure. The validity of the present questionnaire is done through face validity. A test is said to have face validity when it appears to measure what ever the author had in mind, viz, what he thought he was measuring (Garrett, 1973). The items in the present questionnaire were phrased in least ambiguous way and the meaning of the terms is clearly defined. It is found that expert comprehended the questionnaire clearly and responded to the items without misunderstanding. Thus questionnaire possess face validity.

**5. Reliability**

Reliability of a test refers to the consistency. Whatever it is, measuring, it does so consistency. The investigator established reliability of the present questionnaire by using test-retest method. The time interval between first and second administration was two weeks. Both the administration was made for same set of 30 students. The correlation between the first test score and second test score were calculated using Pearson’s product moment coefficient of correlation.



Where r = Correlation coefficient

N= number of respondents in the sample

X = Scores obtained from first test

Y = Scores obtained from second test

Using this formula a cross examination of the responses in the two administration of the questionnaire is done. Thus, the obtained reliability co-efficient is 0.6831. There is no wide variation in the responses between first test and second test. It suggests that there is high degree of consistency in the responses which means the questionnaire prepared for students is reliable.

**6. Scoring procedure**

Scoring key was prepared for final questionnaire. The correct response was awarded with one mark and the incorrect response was awarded zero. Thus a student can get a maximum of 34 marks and minimum of zero mark.

**B. Questionnaire on guidance and counselling programmes of Higher**

**Secondary Schools for career guides**

The questionnaire was used to measure the existing conditions of career Guidance and counselling centers of higher secondary schools in Kozhikode district from teachers perspective. It was constructed and standardized by the investigator in consultation with the supervising teacher. The investigator reviewed a vast number of literature regarding career Guidance and counselling.

The constructive description about the tool is briefly discussed under following heads:

1. Selection of the Item

2. Try out of the Test

3. Item Analysis

4. Validity

5. Reliability

6. Scoring procedure

**1. Selection of the Item**

The investigator prepared the items in consultation with the experts. The different sources used for item development were textbooks, journals and the handbook of career guides in higher secondary schools, published by higher secondary department, Government of Kerala.

The item of the draft questionnaire were prepared on the basis of the following dimensions.

**a) Infrastructural Facilities**

Infrastructural facilities are essential for career guidance centers in higher secondary schools. Infrastructural facilities such as, convenient rooms to give direction to the pupils, furniture, computer and internet facilities for gathering more information about career guidance have to be made available in these centers.

**b). Instructional Facilities**

Instructional facilities have to play vital role in the career guidance and counselling programme. Instructional facilities includes regular career guidance classes and ‘Career Talk’ by experts in the subject. A committee including students teachers and parents have to setup in every school for the smooth functioning of the programme. Instructional facilities also includes conducting seminars for giving guidelines to the students regarding the new course of study. Instructional facilities such as group counselling, using audio visual aids in teaching usage of information technology and Library resources, such as books and journals are essential for career and guidance centers.

**c) Organizational Support**

Financial aid and co-operation from government, management, local bodies, parents and Parent Teachers Association (PTA) are essential for the success of the career guidance and counselling programmes in schools. Financial aid from government is essential for the purchase of publication and periodicals to the career centers of the schools.

**d) Parental Involvement**

Parental involvement is essential for the success of career guidance and counselling programmes in schools. The constant contact of the parents with the counsellors make convenient to discuss the problems faced by the students and find solution to the problem. The co-operation of the parents and counsellors make the programme success.

**e) Training and Development**

Training and development includes satisfactory training from the authorities and provision for organizing and experimenting innovative programmes in the area of guidance and counselling. The co-operation and help from principal and co-workers are essential to make the programme success. Necessary referring books and magazines dealing with career guidance and counselling and training have to be obtained from the government.

**2. Try out of the test**

The draft questionnaire thus prepared consist of 50 items and was administrated on 45, career guides of higher secondary schools of Kozhikode district. Proper weightage was given to each category such as gender, locale and type of management. A score of one mark was given to each correct responds and zero mark to each wrong answer. Thus a teacher can get maximum of 50 marks and minimum of zero mark. Draft form of questionnaire is appended as Appendix V.

**3. Item analysis**

Items were selected for the final test on the basis of comparison of mean scores. For the comparison, two groups were selected, as suggested by Ebel (1972) through the following procedure.

The answer sheet of 52 were scored. After deleting the incomplete answer sheets finally 45 answer sheets were selected for item analysis. Those scores obtained for each item and total score for each individual were marked. On the basis of total score obtained, the response sheet of 45 were arranged in descending order of scores. The top 8 (18%) respond sheet were identified as high group and bottom 8 (18%) were identified as low group. Under each group for each item the number of subjects making responds to yes/no were found out and are presented in the form of a frequency table. The ‘t’ value was calculated using the following formula.



Where, ‾XH  = Mean score of high group.

‾XL = Mean score of low group.

n = Size of the sample.





Those items exceeding the ‘t’ value 2.58 were selected for the final test.

**a) Preparation of final questionnaire**

Items having ‘t’ value of 2.58 and above accepted. A total number of 32 items were selected for final test. The final form of questionnaire is appended in Appendix VII some of the illustrative items are given below.

1. Do you get financial aids from government or management, for career

guidance and counselling programmes?

Yes/No

2. Are you satisfied with the training programmes that you have got so far as a counsellor?

Yes/No

3. Apart from handbook do you provide any other information regarding

career guidance and counselling to students?

Yes/No

4. Do you conduct programmes to measure the inborn capacities, attitudes and aptitudes of students?

Yes/No

**4. Validity**

Validity is the quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure. The validity of the present questionnaire is done through face validity. A test is said to have face validity when it appears to measure what ever the author had in mind, viz, what he thought he was measuring (Garrett, 1973). The items in the present questionnaire were phrased in least ambiguous way and the meaning of the terms are clearly defined. It is found that expert comprehended the questionnaire clearly and responded to the items without misunderstanding. Thus questionnaire possess face validity.

**5. Reliability**

Reliability of a test refers to the consistency. Whatever it is, measuring, it does so consistency. The investigator established reliability of the present questionnaire by using test-retest method. The time interval between first and second administration was two seeks. Both the administration was made for same set of 25 career guides. The correlation between the first test score and second test score were calculated using Pearson’s product moment coefficient of correlation.



Where r = Correlation coefficient.

N= number of respondents in the sample.

X = Scores obtained from first test.

Y = Scores obtained from second test.

Using this formula a cross examination of the responses in the two administration of the questionnaire is done. Thus, the obtained reliability co-efficient for teachers are 0.7239. There is no wide variation in the responses between first test and second test. It suggests that there is high degree of consistency in the responses which means the questionnaire prepared for teachers is reliable.

**6. Scoring procedure**

Scoring key was prepared for final questionnaire. The correct response was awarded with one mark and the incorrect response was awarded zero. Thus a career guide can get a maximum of 32 marks and minimum of zero mark.

**III. SAMPLE SELECTED FOR THE STUDY**

A sample may be defined as the finite number of observations or cases selected from all areas in a particular universe, often assumed to be representation of the total group or universe of which it is a part (Good, 1973).

The population of the present study is career guides and students of Higher Secondary Schools, in Kozhikode district. The sample for the study constituted 45 career guides and 600 students. Stratified random sampling technique was used for the selection of sample. In the case of career guides there are only 45 schools in Kozhikode district having the career guides. Hence the population as a whole considered for the collection of data.

**IV. DATA COLLECTION PROCEDURE**

As a first step, investigator collected list of Higher Secondary Schools in Kozhikode district. The investigator contacted head of the institutions for permission of collection of data. The investigator met career guides individually and explained the nature and confidentiality of the study and made them convinced. After providing proper instruction to students also, copies of the questionnaire where given and collected back.

**V. SCORING AND CONSOLIDATION**

Scoring and consolidation of answer sheet was done according to the direction provided with each questionnaire.For career guide, response sheet was provided along with the questionnaire. One mark was allotted for each correct answer and zero mark for incorrect answer. Thus, a teacher can get a maximum of 32 marks and minimum of zero marks.

For students, response sheet was separately given. One mark was allotted for each correct answer and zero mark for incorrect answer. Thus, a student can get a maximum of 34 marks and minimum of zero marks.

Out of 52 career guides and 626 students, incomplete answer sheet were deleted. Thus 45 career guides and 600 students were available for the final analysis. Break up of the final sample is given table 3.1.

**TABLE 3.1**

**Break up of the Final Sample**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sample** | **Locale** | | | **Type of Management** | | |
| **Urban** | **Rural** | **Total** | **Govt.** | **Aided** | **Total** |
| Career guides | 13 | 32 | 45 | 18 | 27 | 45 |
| Students | 142 | 458 | 600 | 251 | 349 | 600 |

**VI. STATISTICAL TECHNIQUE USED FOR ANALYSIS**

Analysis of the collected data and its interpretation can be done only with the help of statistical technique. The major statistical technique used for analyzing the data is percentage analysis.

**ANALYSIS AND INTERPRETATION**

The purpose of the present study is to assess the need for guidance and counselling and existing condition of career guidance and counselling in higher secondary schools of Kozhikode district. This chapter describes the details of data analysis done and discussions of the result obtained. The analysis of the collected data is done on the basis of objectives of the study.

**I. OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:

1. To assess the need for guidance and counselling in higher secondary school students of Kozhikode district.

2. To evaluate the existing conditions of career guidance and counselling programme in Higher Secondary Schools of Kozhikode district.

1. To identify the problems faced by the career guidance centers in the Higher Secondary Schools of Kozhikode district.
2. To suggest measures for the improvement of the career guidance and counselling programmes in higher secondary schools.

The analysis of the data discussion of the result with regard to above objectives are described under the following heads:

A. NEED FOR GUIDANCE AND COUNSELLING OF THE HIGHER

SECONDARY SCHOOL STUDENTS.

B. EXISTING CONDITION OF CAREER GUIDANCE AND COUNSELLING PROGRAMMES OF HIGHER SECONDARY SCHOOLS.

**A. NEED FOR GUIDANCE AND COUNSELLING OF THE HIGHER SECONDARY SCHOOL STUDENTS**

A questionnaire containing 34 items was prepared for the students of higher secondary schools. Responses from 600 students were collected. The questionnaire was based on five dimensions that is, social, educational, familial, personal and vocational. Interpretations of collected data are done under these five dimensions. Purpose of this questionnaire is to assess the need for guidance and counselling of students in higher secondary schools.

**1. Social**

Students wish to be effective individuals in society. Students in schools are coming from heterogeneous, linguistic and social economic background. There should be an arrangement to give adequate direction for their proper social adjustment.

**a) Percentage analysis of need for guidance and counselling from student’s perspective regarding social dimension for the total sample.**

The table 4.01 shows the number of respondents and the percentage of their responses based on the social dimension for the total sample selected.

**TABLE 4.01**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding social dimension for Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 347 | 57.86 |
| **No** | 253 | 42.14 |
| **Total** | 600 | 100 |

Table 4.01 reveals that 347 out of 600 higher secondary school students are of the opinion that they need social counselling; while 253 out of 600 students opined that they do not need counselling. This mean 57.86% of students need social counselling, but 42.14% of total sample responded negatively.

**b) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Social dimension for the sub sample based on locale.**

The table 4.02 shows the number of respondents and the percentage of their responses regarding the social dimension for the sub sample based on locale.

**TABLE 4.02**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding social dimension for the sub sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 370 | 81 | 112 | 79 |
| **No** | 88 | 19 | 30 | 21 |
| **Total** | 458 | 100 | 142 | 100 |

The table 4.02 shows that 81% of rural higher secondary school students that is 370 out of 458 responded that they need social counselling, the remaining 19% are against this opinion. Similarly, 79% of urban school students that is 112 out of 142 responded that they need social counselling. Remaining 21% are against this opinion.

It reveals that both rural and urban students need social counselling.

**c) Percentage analysis of need for Guidance and Counselling need Assessment from Students Perspective regarding Social dimension for the sub sample based on Gender**

The table 4.03 shows the number of respondents and the percentage of their responses regarding the social dimension for the sub sample based on gender.

**TABLE 4.03**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding social dimension for the sub sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Girls** | | **Boys** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 254 | 83 | 229 | 78 |
| **No** | 52 | 17 | 65 | 22 |
| **Total** | 306 | 100 | 294 | 100 |

Table 4.03 shows that 254 out of 306 higher secondary school girls and 229 out of 294boys opined that they need social counselling. Remaining 52 out of 306 girls and 65 out of 294 boys of higher secondary school are against this opinion. 83% of girls and 78% of boys responded infavour of social counselling. Remaining 17% of girls and 22% of boys are against this opinion.

It reveals that both boys and girls in higher secondary schools in need of social guidance and counselling.

**d) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Social dimension for the sub sample based on Type of Management**

The table 4.04 shows the number of respondents and the percentage of their responses regarding the social dimension for the sub sample based on locale.

**TABLE 4.04**

**Percentage of need for Guidance**

**and Counselling from students perspective regarding**

**social dimension for the sub sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 279 | 80 | 206 | 82 |
| **No** | 70 | 20 | 45 | 18 |
| **Total** | 349 | 100 | 251 | 100 |

Table 4.04 shows that 279 out of 349 aided higher secondary school students and 206 out of 251 government higher secondary school students opined that they need social counselling. Remaining 70 out of 349 aided higher secondary school students and 45 out of 251 government higher secondary school students are against this opinion. 80% of aided school students and 82% of government school students responded that they need social counselling. Remaining 20% of aided school students and 18% of government higher secondary school students are against this opinion.

It reveals that both Aided and Government school students are in need of social guidance and counselling.

**2. Educational**

Educational dimension includes educational problems, the curricular today are fairly comprehensive. The child is burdened with exam stress and competitive nature of job market.

**a) Percentage analysis of need for guidance and counselling from student’s perspective regarding Educational dimension for the total sample.**

The table 4.05 shows the number of respondents and the percentage of their responses based on the Educational dimension for the total sample selected.

**TABLE 4.05**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding Educational dimension for the Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 411 | 68.5 |
| **No** | 189 | 31.5 |
| **Total** | 600 | 100 |

Table analysis of 4.05 shows that 68.5% of 600 students responded that they need educational counselling, remaining 31.5% of total 600 students negatively responded of the need of educational counselling.

It reveals that majority of the students are infavour of need for educational counselling.

**b) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Educational dimension for the sub sample based on Locale**

The table 4.06 shows the number of respondents and the percentage of their responses regarding the educational dimension for the sub sample based on locale.

**TABLE 4.06**

**Percentage of need for Guidance**

**and Counselling from students perspective regarding**

**Educational** **dimension for the sub sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 311 | 68 | 98 | 69 |
| **No** | 147 | 32 | 44 | 31 |
| **Total** | 458 | 100 | 142 | 100 |

The table 4.06 reveals that 311 out of 458 rural higher secondary school students and 98 out of 142 urban higher secondary school students opined that they need educational guidance and counselling in schools, while remaining 147 out 458 rural higher secondary school students and 44 out of 142 urban higher secondary school students are against this opinion; 68% of rural school students and 69% of urban school students are infavour of the need of educational counselling. But 32% of rural higher secondary school students and 31% of urban school students are against this opinion.

It reveals that there is no difference in opinion between rural and urban students in the need for educational counselling.

**c) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Educational dimension for the sub sample based on Gender**

The table 4.07 shows the number of respondents and the percentage of their responses regarding the educational dimension for the sub sample based on gender.

**TABLE 4.07**

**Percentage of need for Guidance**

**and Counselling from students perspective regarding**

**Educational dimension for the sub sample based on Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Girls** | | **Boys** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| Yes | 226 | 74 | 185 | 63 |
| No | 80 | 26 | 109 | 37 |
| Total | 306 | 100 | 294 | 100 |

Table 4.07 shows that 226 out of 306 girls and 185 out of 294 boys opined that they need educational guidance and counselling in school. Remaining 80 out of 306 girls and 109 out of 294 boys opined that they do not need educational counselling. This means that 74% of girls and 63% of boys need educational counselling. Remaining 26% of girls and 37% of boys responded negatively.

It reveals that there is a slight difference in the opinion between boys and girls regarding the need of educational counselling. Comparatively more number of girls are opined infavour of educational guidance than boys.

**d) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Educational** **dimension for the sub sample based on Type of Management**

The table 4.08 shows the number of respondents and the percentage of their responses regarding the educational dimension for the sub sample based on locale.

**TABLE 4.08**

**Percentage of need**

**for Guidance and Counselling from**

**students perspective regarding Educational**

**dimension for the sub sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 227 | 65 | 153 | 73 |
| **No** | 122 | 35 | 98 | 27 |
| **Total** | 349 | 100 | 251 | 100 |

Table 4.08 reveals that 227 out of 349 aided higher secondary school students and 153 out of 251 government higher secondary school students responded that they need educational guidance. This means that 65% of aided school students and 73% of government higher secondary school students are infavour of the need of educational guidance, remaining 35% of aided higher secondary school students and 27% of government higher secondary school students are against this opinion.

It reveals that comparatively more government higher secondary school students are infavour of the need of educational guidance compared to the students of aided higher secondary school.

**3. Familial**

The counsellor discusses family matters and individual matters with the student and can understand the problems faced by the students in the family and individual problems. This helps very much to solve individual and family problems.

**a) Percentage analysis of need for guidance and counselling from student’s perspective regarding Familial** **dimension for the total sample.**

The table 4.09 shows the number of respondents and the percentage of their responses based on the Familial dimension for the total sample selected.

**TABLE 4.09**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding Familial** **dimension for the Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 396 | 66 |
| **No** | 204 | 34 |
| **Total** | 600 | 100 |

Table 4.09 shows that 396 out of 600 higher secondary school students responded positively to the need of familial counselling while 204 out of 600 higher secondary school students do not agree with this aspect. This means that 66% of higher secondary school students are infavour of the need for familial counselling while remaining 34% of higher secondary school students responded negatively in this regard.

**b) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Familial dimension for the sub sample based on Locale**

The table 4.10 shows the number of respondents and the percentage of their responses regarding the familial dimension for the sub sample based on locale.

**TABLE 4.10**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding Familial dimension for the sub sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 284 | 62 | 99 | 70 |
| **No** | 174 | 38 | 43 | 30 |
| **Total** | 458 | 100 | 142 | 100 |

Table 4.10 reveals that 284 out of 458 rural higher secondary school students and 99 out of 142 urban higher secondary school students responded that they need familial counselling while remaining 174 out 458 rural higher secondary school students and 43 out of 142 urban higher secondary school students are against this opinion. 62% of rural school students and 70% urban school students responded positively to the need for familial counselling. But remaining 38% of rural school students and 30% of urban school students responded negatively in this aspect.

It reveals that there is slight difference in opinion between rural higher secondary school students and urban higher secondary school students for the need of familial counselling. Comparatively more urban students are infavour of counselling need in the familial matters.

**c) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Familial dimension for the sub sample based on Gender**

The table 4.11 shows the number of respondents and the percentage of their responses regarding the familial dimension for the sub sample based on gender.

**TABLE 4.11**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding Familial for the sub sample based on Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Girls** | | **Boys** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 220 | 72 | 199 | 68 |
| **No** | 86 | 28 | 95 | 32 |
| **Total** | 306 | 100 | 294 | 100 |

Table 4.11 reveals that 220 out of 306 girls of higher secondary school and 199 out of 294 boys responded positively for the need of familial counselling while remaining 86 girls and 95 boys responded negatively in this aspect. 72% of girls and 68% of boys responded positively for the need of familial counselling. But remaining 28% of girls and 32% of boys of higher secondary school responded negatively to the need of familial counselling.

In general majority of girls and boys of higher secondary school are infaour of the need of familial counselling. The data reveals a slight difference in boys and girls i.e. majority of the girls are infavour of the need familial counselling compared to the boys.

**d) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Familial** **dimension for the sub sample based on Type of Management**

The table 4.12 shows the number of respondents and the percentage of their responses regarding the familial dimension for the sub sample based on type of management.

**TABLE 4.12**

**Percentage of need**

**for Guidance and Counselling from**

**students perspective regarding Familial**

**dimension for the sub sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 246 | 70.5 | 178 | 71 |
| **No** | 103 | 29.5 | 73 | 29 |
| **Total** | 349 | 100 | 251 | 100 |

Table 4.12 shows that 246 out of 349 aided higher secondary school students and 178 out of 251 government higher secondary school students responded positively for the need of familial counselling; while remaining 103 aided higher secondary school students and 73 government higher secondary school students responded negatively to the need for familial counselling. 70.5% of aided government higher secondary school students and 71% of government higher secondary school students responded positively by in this regard, while remaining 29.5% of aided higher secondary school students and 29% of government higher secondary school students responded negatively for the need for familial guidance and counselling. In general majority of the students are infavour of the need for familial guidance and counselling. Data reveals no difference in opinion between aided higher secondary school students and government higher secondary school students regarding the need for familial guidance and counselling.

**4. Personal**

Students have problems related to themselves with regard to their parents, family, their friends and teachers, which create feeling of disappointment in them. Their parents leave them with a feeling of incompetence and insecurity, when they fail to live up their expectations often, parents create unfavorable atmosphere at home for studies. All such factors are coming under personal dimension.

**a) Percentage analysis of need for guidance and counselling from student’s perspective regarding Personal** **dimension for the total sample.**

The table 4.13 shows the number of respondents and the percentage of their responses based on the personal dimension for the total sample selected.

**TABLE 4.13**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding Personal dimension for the Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 453 | 75.5 |
| **No** | 147 | 24.5 |
| **Total** | 600 | 100 |

Table 4.13 shows that 453 out of 600 higher secondary school students responded that they need personal guidance and counselling while 147 out of 600 higher secondary school students are of the opinion that they do not need personal counselling. This means that majority of the students i.e. 75.5% of students need personal counselling and 24.5% of higher secondary school students do not need personal guidance and counselling.

**b) Percentage analysis of need for Guidance and Counselling from Student’s Perspective regarding Personal** **dimension for the sub sample based on Locale**

The table 4.14 shows the number of respondents and the percentage of their responses regarding the dimension personal for the sub sample based on locale.

**TABLE 4.14**

**Percentage of need for**

**Guidance and Counselling from students**

**perspective regarding Personal dimension for the sub sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 348 | 76 | 106 | 75 |
| **No** | 110 | 24 | 36 | 25 |
| **Total** | 458 | 100 | 142 | 100 |

Table 4.14 reveals that 348 out of 458 rural higher secondary school students and 106 out of 142 urban higher secondary school students are of the opinion that they need personal guidance and counselling, while remaining 110 out of 458 rural higher secondary school students and 36 out of 142 urban higher secondary school students responded that they do not need personal guidance and counselling. This means that 76% of rural higher secondary school students and 75% of urban higher secondary school students need personal guidance and counselling; while remaining 24% of rural school students and 25% of urban school students responded that they do not need personal guidance and counselling in schools.

It reveals that there is no difference of opinion between rural higher secondary school students and urban higher secondary school students regarding the need of personal guidance and counselling in schools.

**c) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Personal** **dimension for the sub sample based on Gender**

The table 4.15 shows the number of respondents and the percentage of their responses regarding the personal dimension for the sub sample based on gender.

**TABLE 4.15**

**Percentage of need for Guidance**

**and Counselling from students perspective**

**regarding Personal dimension for the sub sample based on Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Girls** | | **Boys** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 226 | 73.82 | 225 | 76.5 |
| **No** | 80 | 26.18 | 69 | 23.5 |
| **Total** | 306 | 100 | 294 | 100 |

Table 4.15 reveals that 226 out of 306 girls and 225 out of 294 boys responded that they need personal guidance and counselling in schools. While remaining 80 out of 306 girls and 69 out of 294 boys are of the opinion that they do not need personal guidance and counselling in schools. This mean that 73.82% of girls and 76.5% of boys need personal guidance and counselling in schools. While remaining 26.18% of girls and 23.5% of boys responded that they do not need personal guidance and counselling in schools.

It reveals that both boys and girls have the same opinion with regard to the need for personal guidance and counselling in the school.

**d) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Personal** **dimension for the sub sample based on Type of Management**

The table 4.16 shows the number of respondents and the percentage of their responses regarding the personal dimension for the sub sample based on type of management.

**TABLE 4.16**

**Percentage of need for Guidance**

**and Counselling from student’s perspective regarding**

**Personal** **dimension for the sub sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 251 | 72 | 198 | 79 |
| **No** | 98 | 28 | 53 | 21 |
| **Total** | 349 | 100 | 251 | 100 |

Table 4.16 shows that 251 out of 349 aided higher secondary school students and 198 out of 251 government higher secondary school students opined that they need personal guidance and counselling in schools. While remaining 98 out of 349 aided school students and 53 out of 251 government higher secondary school students are of the opinion that they do not need personal guidance and counselling in schools. This means that 72% of aided higher secondary school students and 79% of government higher secondary school students need personal guidance and counselling in schools. While remaining 28% of aided higher secondary school students and 21% of government higher secondary school student’s stated that they don’t need personal guidance and counselling in schools.

It reveals that comparatively more government school students need personal counselling in schools other than the aided higher secondary school students.

**5. Vocational**

Every vocation requires certain educational and professional qualifications and preparation and only those having them can succeed in it. Hence needs for guidance in the right vocation consistent with the assets and limitations of the individual. Students have to be helped in the selection of an occupation, preparation for it through the relevant courses and programmes, enter upon and progress in it.

**a) Percentage analysis of need for guidance and counselling from student’s perspective regarding Vocational** **dimension for the total sample.**

The table 4.17 shows the number of respondents and the percentage of their responses based on the vocational dimension for the total sample selected.

**TABLE 4.17**

**Percentage of need for**

**Guidance and Counselling from student’s**

**perspective regarding vocational dimension for the Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 369 | 61.5 |
| **No** | 231 | 38.5 |
| **Total** | 600 | 100 |

Table 4.17 shows that 369 out of 600 students responded that they need vocational guidance and counselling in schools; while 231 out 600 opined that they do not want vocational guidance and counselling in schools. This means that 61.5% higher secondary school students need vocational guidance and counselling in schools. But 38.5% of higher secondary school students are against this opinion.

**b) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Vocational** **dimension for the sub sample based on Locale**

The table 4.18 shows the number of respondents and the percentage of their responses regarding the vocational dimension for the sub sample based on locale.

**TABLE 4.18**

**Percentage of need for**

**Guidance and Counselling from students perspective**

**regarding Vocational** **dimension for the sub sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 284 | 62 | 87 | 61 |
| **No** | 174 | 38 | 55 | 39 |
| **Total** | 458 | 100 | 142 | 100 |

Table 4.18 reveals that 284 out of 458 rural higher secondary school students and 87 out of 142 urban higher secondary school students are in favour of vocational guidance and counselling in higher secondary schools. While remaining 174 out of 458 rural higher secondary school students and 55 out of 142 urban higher secondary school students responded negatively for the need of vocational guidance and counselling in higher secondary schools. This mean that 62% of rural school students and 61% urban school students need vocational guidance and counselling in higher secondary schools. Remaining 38% of rural higher secondary school students and 39% of urban higher secondary school students opined that they do not need vocational guidance and counselling in higher secondary schools.

It reveals that there is no difference in the opinion of rural and urban students regarding the need of vocational guidance and counselling in higher secondary schools.

**c) Percentage analysis of need for Guidance and Counselling from Students Perspective regarding Vocational dimension for the sub sample based on Gender**

The table 4.19 shows the number of respondents and the percentage of their responses regarding the vocational dimension for the sub sample based on gender.

**TABLE 4.19**

**Percentage of need for**

**Guidance and Counselling from students perspective**

**regarding Vocational** **dimension for the sub sample based on Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Girls** | | **Boys** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 196 | 64 | 176 | 60 |
| **No** | 110 | 36 | 118 | 40 |
| **Total** | 306 | 100 | 294 | 100 |

Table 4.19 shows that 196 out of 306 girls and 176 out of 294 boys responded that they need vocational guidance and counselling in higher secondary schools; while remaining 110 out of 306 girls and 118 out of 294 boys are of the opinion that they do not need vocational guidance and counselling in their schools. This means that 64% of girls and 60% of boys need vocational guidance and counselling in their schools. But remaining 36% of girls and 40% of boys responded negatively.

It reveals that comparatively more members of girls are infavour of vocational guidance and counselling in schools than the boys.

**d) Percentage analysis of need for Guidance and Counselling need Assessment from Students Perspective regarding Vocational dimension for the sub sample based on Type of Management**

The table 4.20 shows the number of respondents and the percentage of their responses regarding the vocational dimension for the sub sample based on Type of Management.

**TABLE 4.20**

**Percentage of need for Guidance and**

**Counselling from students perspective regarding**

**Vocational** **dimension for the sub sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 213 | 61 | 161 | 64 |
| **No** | 136 | 39 | 90 | 36 |
| **Total** | 349 | 100 | 251 | 100 |

Table 4.20 reveals that 213 out of 349 aided higher secondary school students and 161 out of 251 government higher secondary school students responded that they need vocational guidance and counselling in their schools. While 136 out of 349 aided higher secondary school students and 90 out of 251 government higher secondary school students opined that they do not need vocational guidance and Counselling in schools. This mean that 61% of aided higher secondary school students and 64% of government higher secondary school students are infavour of vocational guidance and counselling in their schools, rest 39% of aided higher secondary school students and 36% of government higher secondary school students responded negatively in this aspect.

It reveals that there is a slight difference in opinion between aided and government higher secondary school students regarding vocational guidance and counselling in their schools.

**6. Consolidation of all dimensions**

A consolidated percentage analysis of need for career guidance and counselling from student’s perspectives regarding all dimensions for the total sample is done and interpretation is presented below.

**TABLE 4.21**

**Percentage of need for**

**Career Guidance and Counselling from Students**

**Perspective regarding all dimensions for Total Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl.  No. | **Dimensions** | **Percentage of responses** | |
| **Yes** | **No** |
| 1 | Social | 57.86 | 42.14 |
| 2 | Educational | 68.5 | 31.5 |
| 3 | Familial | 66 | 34 |
| 4 | Personal | 75.5 | 24.5 |
| 5 | Vocational | 61.5 | 38.5 |

Table 4.21shows that 57.86% of students responded they need social career guidance and counselling, remaining 42.14% responded negatively. 68.5% of students are of the opinion that they need educational career guidance and counselling, while 31.5% disagree with this. 66% of students opined that they need familial career guidance and counselling, rest 34% are not in need of familial career guidance and counselling. 75.5% of students opined that they need personal career guidance and counselling, remaining 24.5% opined negatively. 61.5% student responded they need vocational career guidance and counselling, while 38.5% students responded negatively.

It reveals that in the case of all five dimensions, the students are responded positively and they need guidance and counselling in all respective areas. It can be concluded that there is a strong need of guidance and counselling programme in the higher secondary schools of Kozhikode district.

**B. EXISTING CONDITION OF CAREER GUIDANCE AND COUNSELLING PROGRAMMES OF HIGHER SECONDARY SCHOOLS**

A questionnaire for career guides containing 32 questions was prepared and responses from 45 career guides were collected. Questionnaire contains five dimensions that is infrastructural facilities, instructional facilities, organizational support, parental involvement, training and development. Interpretation of collected data is done under these five dimensions.

**1. Infrastructural facilities**

Infrastructural facilities are essential for career guidance centers in higher secondary schools. Infrastructural facilities such as convenient rooms to give direction to the students, furniture, computer and internet facilities for gathering more information about career guidance have to be made available in these centers.

**a) Percentage analysis of existing condition from career guides perspective regarding infrastructural facilities for the total sample.**

Table 4.22 shows the number of respondents and the percentage of their responses based on the infrastructural dimension facilities for total sample selected.

**TABLE 4.22**

**Percentage of the Existing**

**Conditions from Career Guides perspective**

**regarding Infrastructural facilities for Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 28 | 62.23 |
| **No** | 17 | 37.77 |
| **Total** | 45 | 100 |

The table 4.22 reveals that 28 career guides out of 45 are satisfied with their infrastructural facilities of the career guidance centers, while 17 career guides out of 45 are not satisfied with this aspect. This means 62.23% of higher secondary school career guides are satisfied with their infrastructural facilities, remaining 37.77% of career guides are not satisfied in this regard. It reveals that most of the higher secondary schools are having adequate infrastructural facilities for guidance and counselling programme.

**b) Percentage analysis of the Existing Conditions from career guides**

**Perspective Regarding Infrastructural facilities for the Sub-sample Locale.**

Table 4.23 shows the number of respondents and the percentage of their responses based on the dimension infrastructural facilities for the sub-sample based on locale.

**TABLE 4.23**

**Percentage of the Existing**

**Conditions from Career Guides perspective**

**regarding Infrastructural facilities for the Sub-sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 18 | 56.25 | 10 | 76.93 |
| **No** | 14 | 43.75 | 3 | 23.07 |
| **Total** | 32 | 100 | 13 | 100 |

Table 4.23 reveals that 18 out of 32 rural higher secondary school career guides and 10 out of 13 urban higher secondary school career guides are satisfied with their existing infrastructural facilities, while 14 out of 32 rural higher secondary school career guides and 3 out of 13 urban school career guides are not satisfied in this aspect that means 56.25% of rural school career guides are satisfied with the infrastructural facilities, while remaining 43.75% are not satisfied and 76.93% of urban school career guides are satisfied in this regard, while rest 23.07% of career guides are not satisfied in this aspect.

It reveals that more number of urban higher secondary school career guides are satisfied with infrastructural facilities than rural higher secondary school career guides. Comparatively urban schools are having better infrastructural facilities than compared to rural schools.

**c)** **Percentage analysis of the Existing Conditions from career guides Perspective Regarding Infrastructural facilities for the Sub-sample based on Type of Management.**

Table 4.24 shows the number of respondents and the percentage of their responses regarding the dimension infrastructural facilities for sub-sample based on type of management**.**

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**TABEL 4.24**

**Percentage of the Existing Conditions**

**from Career Guides perspective regarding Infrastructural**

**facilities for the Sub-sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 18 | 66.67 | 10 | 55.56 |
| **No** | 9 | 33.33 | 8 | 44.44 |
| **Total** | 27 | 100 | 18 | 100 |

Table 4.24 shows that 18 out of 27 aided higher secondary school career guides and 10 out of 18 government higher secondary school career guides are satisfied with their infrastructural facilities while 9 out of 27 aided school career guides and 8 out of 18 government higher secondary school career guides are not satisfied in this aspect. That means 66.67% of aided higher secondary school career guides are satisfied with this infrastructural facilities, remaining 33.33% are not satisfied in this aspect. In the case of government higher secondary school career guides 55.56% are satisfied with the infrastructural facilities and 44.44% are not satisfied with the facilities.

It reveals that more number of aided school career guides are satisfied with their infrastructural facilities, than that of government schools.

**2. Instructional Facilities**

Instructional facilities have to play vital role in the career guidance and counselling programme. Instructional facilities include regular career guidance classes and ‘Career Talk’ by experts in the subject. A committee including students teachers and parents have to setup in every school for the smooth functioning of the programme. Instructional facilities also include conducting seminars for giving guidelines to the students regarding the new course of study. Instructional facilities such as group counselling, using audio visual aids in teaching usage of information technology are essential for career and guidance centers.

**a) Percentage analysis of existing condition from career guides perspective regarding Instructional facilities for the Total Sample.**

**TABLE 4.25**

**Percentage of the Existing**

**Conditions from Career Guides perspective**

**regarding Instructional facilities for Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 20 | 44.45 |
| **No** | 25 | 55.55 |
| **Total** | 45 | 100 |

The table 4.25 reveals that 20 career guides out of 45 are satisfied with the instructional facilities of the career guidance centers, and while 25 career guides out of 45 are of the opinion that they are not satisfied with the instructional facilities. This means that 44.45% of total sample are satisfied with the instructional facilities, but 55.55% of total sample are not satisfied in this aspect. It reveals that the instructional facilities of guidance and counselling programmes of higher secondary schools to be strengthened.

**b)** **Percentage analysis of the Existing Conditions from career guides Perspective Regarding Instructional facilities for the Sub-sample based on Locale.**

Table 4.26 shows the number of respondents and the percentage of their responses regarding the dimension instructional facilities for sub-sample based on locale.

**TABLE 4.26**

**Percentage of the Existing**

**Conditions from Career Guides perspective**

**regarding Instructional facilities for the Sub-sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 13 | 40.63 | 7 | 53.85 |
| **No** | 19 | 59.73 | 6 | 46.15 |
| **Total** | 32 | 100 | 13 | 100 |

Table 4.26 shows that 13 out of 32 rural higher secondary school career guides and 7 out of 13 urban higher secondary school career guides are satisfied with the instructional facilities of the career guidance centers, while 19 out of 32 rural higher secondary school career guides and 6 out of 13 urban higher secondary school career guides are not satisfied with this aspect. That means 40.63% rural higher secondary school career guides and 53.85% urban higher secondary school career guides are satisfied with the instructional facilities, while 59. 73% rural school career guides and 46.15% of 13 urban schools. Career guides are not satisfied with the instructional facilities of career centers.

It reveals that rural schools are lagging behind with regard to instructional facilities for guidance and counselling when compared to urban schools.

**c)** **Percentage analysis of the Existing Conditions from career guides Perspective Regarding Instructional facilities for the Sub-sample based on Type of Management.**

Table 4.27 shows the number of respondents and the percentage of their responses regarding the dimension instructional facilities for sub-sample based on Type of Management.

**TABLE 4.27**

**Percentage of the Existing Conditions**

**from Career Guides perspective regarding Instructional**

**facilities for the Sub-sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 13 | 48.15 | 7 | 38.88 |
| **No** | 14 | 51.85 | 11 | 61.12 |
| **Total** | 27 | 100 | 18 | 100 |

Table 4.27shows that 13 out of 27 aided higher secondary school career guides and 7 out of 18 government higher secondary school career guides responded that sufficient instructional facilities are available in their career guidance centers, while 14 out of 27 aided school career guides and 11 out of 18 government higher secondary school career guides responded negatively. That means 48.15% of aided school career guides and 38.88% of government higher secondary school career guides are satisfied with the instructional facilities, remaining 51.85% of aided school career guides and 61.12% of government higher secondary school career guides responded that the instructional facilities are not sufficient in the guidance centers.

It reveals that there is not much difference in opinion between aided school career guides and government school career guides regarding the instructional facilities.

**3. Organizational Support**

Financial aid and co-operation from government, management, local bodies, parents and Parent Teachers Association (PTA) are essential for the success of the career guidance and counselling programmes in schools. Financial aid from government is essential for the purchase of publication and periodicals to the career centers of the schools.

**a) Percentage analysis of existing condition from Career Guides perspective regarding Organizational Support for the Total Sample.**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 28 | 62.23 |
| **No** | 17 | 37.77 |
| **Total** | 45 | 100 |

Table 4.28shows the number of respondents and the percentage of their responses regarding the dimension organizational support for total sample.

**TABLE 4.28**

**Percentage of the Existing**

**Conditions from Career Guides Perspective**

**regarding Organizational Support for Total Sample**

Table 4.28 reveals that 28 out of 45 career guides get proper organizational support, while 17 out of 45 career guides opined that they are not getting organizational support that means 62.23% of career guides are getting organizational support, while 37.77% of career guides are not getting organizational support. It reveals that majority of career guides have getting organizational support for the guidance and counselling programmes in their schools.

**b.** **Percentage analysis of the Existing Conditions from Career Guides Perspective regarding Organisational Support for the Sub-sample based on Locale.**

Table 4.29 shows the number of respondents and the percentage of their responses regarding the dimension infrastructural facilities for sub-sample based on locale.

**TABLE 4.29**

**Percentage of the Existing**

**Conditions from Career Guides Perspective regarding**

**Organizational Support for the Sub-sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 17 | 53.13 | 11 | 84.62 |
| **No** | 15 | 46.87 | 2 | 15.38 |
| **Total** | 32 | 100 | 13 | 100 |

Table 4.29 shows that 17 out of 32 rural higher secondary school career guides and 11 out of 13 urban higher secondary school career guides have opined that they are getting proper organizational support, while 15 out of 32 rural higher secondary school career guides and 2 out of 13 urban higher secondary school career guides opined negatively in this regard. That means 53.13% of rural higher secondary school career guides and 84.62% of urban higher secondary school career guides get proper organizational support, remaining 46.87% of rural higher secondary school career guides and 15.38% of urban higher secondary school career guides do not get proper organizational support.

It reveals that majority of the rural and urban higher secondary school career guides get proper organizational support.

**c)** **Percentage analysis of the existing conditions and Counselling from Career Guides perspective regarding Organizational Support for the Sub-sample based on Type of Management.**

Table 4.30 shows the number of respondents and the percentage of their responses regarding the dimension organizational support for sub-sample based on Type of Management.

**TABLE 4.30**

**Percentage of the existing conditions from**

**Career Guides Perspective regarding Organizational**

**Support for the Sub-sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 17 | 62.96 | 11 | 61.12 |
| **No** | 10 | 37.04 | 7 | 38.88 |
| **Total** | 27 | 100 | 18 | 100 |

The table 4.30 shows that 17 out of 27 aided higher secondary school career guides and 11 out 18 government higher secondary school career guides responded infavour of getting organizational support, but remaining 10 out of 27 aided higher secondary school career guides and 7 out of 18 government higher secondary school career guides opined that they are not getting proper organizational support. This means that 62.96% of aided higher secondary school career guides and 61.12% of government higher secondary school career guides are getting proper organizational support. But 37.04% of aided school career guides and 38.88% of government higher secondary school career guides are not getting proper organizational support.

It reveals that there is no difference in opinion between aided higher secondary school career guides and government higher secondary school career guides regarding the organizational support.

**Parental Involvement**

Parental involvement is essential for the success of career guidance and counselling programmes in schools. The constant contact of the parents with the counsellors make convenient to discuss the problems faced by the students and find solution to the problem. The co-operation of the parents and counsellors make the programme success.

**a) Percentage analysis of existing condition from career guides perspective regarding Parental Involvement for the Total Sample.**

Table 4.31 shows the number of respondents and the percentage of their responses regarding the dimension Parental Involvement for the total sample.

**TABLE 4.31**

**Percentage of the Existing**

**Conditions from Career Guides perspective**

**regarding Parental Involvement for Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 16 | 35.55 |
| **No** | 29 | 64.45 |
| **Total** | 45 | 100 |

Table 4.31 reveals that 16 out of 45 that is 35.55% of total sample opined that parental involvement are very active; but remaining majority, 64.45% of total sample that is 29 out of 45 career guides opined that parental involvement is not adequate. It reveals that higher secondary schools are not getting proper parental support for the guidance and counselling programme.

**b)**  **Percentage analysis of the existing conditions from Career Guides perspective regarding Parental Involvement for the Sub-sample based on Locale.**

Table 4.32 shows the number of respondents and the percentage of their responses regarding the dimension Parental Involvement for sub-sample based on locale.

**TABLE 4.32**

**Percentage of the Existing**

**Conditions from Career Guides Perspective**

**regarding parental Involvement for the Sub-sample based Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 12 | 37.5 | 4 | 30.76 |
| **No** | 20 | 62.5 | 9 | 69.24 |
| **Total** | 32 | 100 | 13 | 100 |

Table analysis 4.32 reveals that 12 out of 32 rural higher secondary school career guides and 4 out of 13 urban higher secondary school career guides opined that they are getting actual parental involvement; while 20 out of 32 rural higher secondary school career guides and 9 out of 13 urban school career guides opined that they don’t get active parental involvement. This means that 37.5% of rural career guides and 30.76% or urban higher secondary school career guides are getting proper parental involvement. But 62.5% of rural school career guides and 69.24% of urban school career guides are not getting proper parental involvement.

It reveals that majority of both rural and urban career guides are not getting proper parental involvement.

**c)**  **Percentage analysis of the existing conditions from Career Guides perspective regarding Parental Involvement for the Sub-sample based on Type of Management.**

Table 4.33 shows the number of respondents and the percentage of their responses regarding the dimension Parental Involvement for sub-sample based on Type of Management.

**TABLE 4.33**

**Percentage of the existing conditions**

**from Career Guides perspective regarding Parental**

**Involvement for the Sub-sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 10 | 37.04 | 6 | 33.34 |
| **No** | 17 | 62.96 | 12 | 66.66 |
| **Total** | 27 | 100 | 18 | 100 |

Table 4.33 reveals that 10 out of 27 aided higher secondary school career guides and 6 out of 18 government higher secondary school career guides opined that they get proper parental involvement, while 17 out of 27 aided school career guides and 12 out of 18 government higher secondary school career guides are not getting parental involvement properly. This means that 37.04% of aided school career guides and 33.34% of government school career guides responded positively regarding parental involvement while the remaining majority of 62.96% aided school career guides and 66.66% of government higher secondary school career guides opined that they are not getting proper parental involvement.

It reveals that there is not much difference in the opinion of aided school career guides and government school career guides, in the dimension of parental involvement.

**e) Training and Development**

Training and development includes satisfactory training from the authorities and provision for organizing and experimenting innovative programmes in the area of guidance and counselling. The co-operation and help from principal and co-workers are essential to make the programme success. Necessary referring books and magazines dealing with career guidance and counselling and training have to be obtained from the government.

**a) Percentage analysis of existing condition from career guides perspective regarding Training and Development for the Total Sample.**

Table 4.34 shows the number of respondents and the percentage of their responses regarding the dimension Training and Development for the total sample.

**TABLE 4.34**

**Percentage of the existing conditions**

**from career guides perspective regarding the**

**dimension of Training and Development for Total Sample**

|  |  |  |
| --- | --- | --- |
| **Responses** | **Number of**  **respondents** | **Percentage (%)** |
| **Yes** | 19 | 42.23 |
| **No** | 26 | 57.77 |
| **Total** | 45 | 100 |

Table 4.34 shows that 19 out of 45 career guides of total sample responded that they have obtained proper training while remaining 26 out of 45 career guides of total sample responded negatively. This means that only 42.23% of the career guides are satisfied in the aspect of training and development. It reveals the need for training and provisions for development aspects of career guides in the higher secondary schools.

**b.** **Percentage analysis of the existing conditions from career guides perspective regarding Training and Development for the Sub-sample based on Locale.**

Table 4.35 shows the number of respondents and the percentage of their responses regarding the dimension Training and Development for sub-sample based on locale.

**TABLE 4.35**

**Percentage of the existing conditions from**

**Career Guides perspective regarding the dimension of**

**Training and Development for the Sub-sample based on Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Rural** | | **Urban** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 13 | 40.63 | 6 | 46.16 |
| **No** | 19 | 59.37 | 7 | 53.84 |
| **Total** | 32 | 100 | 13 | 100 |

Table 4.35 reveals that 13 out of 32 rural higher secondary school career guides and 6 out of 13 urban higher secondary school career guides are satisfied in the aspect of training and development, while 19 out of 32 rural higher secondary school career guides and 7 out of 13 urban higher secondary school career guides are not satisfied in this aspect. This means that 40.63% of rural school career guides and 46.16% of urban school career guides are of the opinion that they have obtained proper training, while remaining 59.37% of rural school career guides and 53.84% of urban school career guides are of the opinion that they have not obtained training and development properly.

It reveals that both rural and urban career guides needs better training and development for the effective implementation of the programme.

**c)**  **Percentage analysis of the existing conditions from Career Guides perspective regarding Training and Development dimension for the Sub-sample based on Type of Management.**

Table 4.36 shows the number of respondents and the percentage of their responses regarding the dimension Training and Development for sub-sample based on Type of Management.

**TABLE 4.36**

**Percentage of the existing conditions from**

**Career Guides Perspective regarding the dimension of Training**

**and Development for the Sub-sample based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Aided** | | **Govt.** | |
| **Number of**  **respondents** | **Percentage**  **(%)** | **Number of**  **respondents** | **Percentage**  **(%)** |
| **Yes** | 12 | 44.45 | 7 | 38.88 |
| **No** | 15 | 55.55 | 11 | 61.12 |
| **Total** | 27 | 100 | 18 | 100 |

Table 4.36 shows that 12 out of 27 aided higher secondary school career guides and 7 out of 18 government higher secondary school career guides are satisfied in the aspect of training and development while 15 out of 27 aided school career guides and 11 out of 18 government school career guides are not satisfied in this regard. This means that 44.45% of aided school career guides and 38.88% of government school career guides get proper training and development, rest 55.55% of aided school career guides and 61.12% of government school career guides do not get proper training and development.

It reveals that aided and government school career guides are not getting proper training and development for the better implementation of the programme.

**6. Consolidation of all dimensions**

A consolidated percentage analysis of existing conditions of career guidance and counselling programme from career guides perspective regarding all dimensions for the total sample is done and interpretation is presented below.

**TABLE 4.37**

**Percentage of existing**

**conditions from career guides perspective**

**regarding all dimensions for the total sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl.  No. | **Dimensions** | **Percentage of responses** | |
| **Yes** | **No** |
| 1 | Infrastructural Facilities | 62.23 | 37.77 |
| 2 | Instructional Facilities | 44.45 | 55.55 |
| 3 | Organizational Support | 62.23 | 37.77 |
| 4 | .  Parental Involvement | 35.55 | 64.45 |
| 5 | Training and Development | 42.23 | 57.77 |

Table 4.37 shows that 62.23% of career guides are satisfied with existing infrastructural facilities, remaining 37.77% not satisfied. 44.45% of career guides are satisfied with their instructional facilities in career centers, while 55.55% opined that they are not satisfied with their instructional facilities. 62.23% career guides have opined they have obtained proper organizational support. Rest 37.77% has not satisfied with their organizational support. 64.45% of career guides are opined that the parents are not involved properly. Only 42.23% career guidance has obtained training systematically, remaining 57.77% of career guides responded negatively.

It reveals that when considering the existing conditions of career guidance and counselling programmes of higher secondary schools as a whole on the basis of all five dimensions, infrastructural facilities and organizational support are showing better performance, while all the other dimensions such as instructional, parental involvement and training and development are lagging behind.

**SUMMARY OF FINDINGS,**

**CONCLUSIONS AND SUGGESTIONS**

This chapter covers details of the relevant aspects such as major findings, conclusion, educational implications and suggestions presented in a concise way. To have a comprehensive view, the study in retrospect is also attempted.

**I. THE STUDY IN RETROSPECT**

**A. RESTATEMENT OF PROBLEM**

The study was intended to explore the career guidance and counselling programme in Higher Secondary Schools of Kozhikode District. The problem was stated as, ‘CAREER GUIDANCE AND COUNSELLING PROGRAMME IN HIGHER SECONDARY SCHOOLS OF KOZHIKODE DISTRICT’.

**B. OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:

1. To assess the need for guidance and counselling in higher secondary school students of Kozhikode district.
2. To evaluate the existing conditions of career guidance and counselling programme in Higher Secondary Schools of Kozhikode district.
3. To identify the problems faced by the career guidance centers in the Higher Secondary Schools of Kozhikode district.
4. To suggest measures for the improvement of the career guidance and counselling programmes in higher secondary schools.

**C. METHODOLOLGY**

**1. Design of the study**

For the present study the investigator used survey method for assessing need for guidance and counselling and existing condition of career guidance and counselling programme in higher secondary schools of Kozhikode district For making the study qualitative, the data is to be collected through two approaches. This enhances cross checking of the data and there by ensures reliability and minimizes subjectivity. Hence the investigator collected the data from career guides of higher secondary school section and the students of the higher secondary schools.

**2. Sample for the study**

The population selected for the study was the higher secondary school career guides and students of Kozhikode revenue district. For the selection of an adequate sample for the investigation, the investigator followed stratified random sampling technique. Samples were collected from three educational district of Kozhikode. Sample consisted for two categories a) Higher secondary school career guides b) Higher secondary school students.

**3. Tools used in the study**

In the present study the investigator used the survey method as a main technique to investigate about career guidance and counselling programme in Kozhikode district. The following tools were used for the study

1. Need assessment questionnaire on guidance and counselling for students of higher secondary schools.

2. Questionnaire on guidance and counselling programmes of higher secondary schools for career guides.

**4. Statistical Techniques**

Percentage analysis was carried out for the data collected through the questionnaire, result obtained through the above technique were interpreted qualitatively.

**II. SUMMARY OF THE MAJOR FINDINGS**

Evaluating all the findings obtained by analyzing the data through the view points of multiple samples, major findings can be summarized as follows:

1. When considering the need for guidance and counselling there exist a strong nee for guidance and counselling in all the five dimensions.
2. 76 % of the total sample responded for the need for personal guidance and counselling.
3. In educational and vocational dimensions girls students need more guidance and counselling than boys.
4. In personal and educational dimensions government school students need more guidance and cousnelling than aided school students.
5. In familial dimensions urban school students need more guidance and counselling than rural school students.
6. 62 % of total sample have satisfied in the infrastructural facilities in the career guidance and counselling centers of the higher secondary schools.   
   Considering the infrastructural facilities of rural and urban higher secondary schools the urban higher secondary school possess more infrastructural facilities than the rural higher secondary schools. Where as aided school possess more infrastructural facilities compared to the government higher secondary schools.
7. In the career guidance and counselling centers 44% have sufficient instructional facilities remaining 56% have not sufficient instructional facilities. While comparing the locale category urban higher secondary schools have sufficient instructional facilities than the rural higher secondary schools.
8. In organizational support 62% of total sample are getting proper organizational support. But 38% do not obtain proper organizational support. Urban higher secondary schools are comparatively better than the rural higher secondary schools regarding organizational support and there is not much difference between aided and government higher secondary schools in this regard.
9. Of the total sample only 36% get parental involvement. Here rural higher secondary schools are comparatively better than urban higher secondary schools and aided schools are better than government higher secondary schools in this aspect.
10. In training and development dimension only 42% of total sample get proper training and development. The remaining 58% are not getting proper training and development. Here also urban schools and aided schools are getting better training than rural and government schools.

**III. CONCLUSIONS**

1. The study reveals the strong need for guidance and counselling in higher secondary schools in all dimensions especially in personal dimension.

2. Comparatively girls students are in need of guidance and counselling when compared to boys.

3. Government school students want more assistance when compared to aided school in guidance and counselling.

4.In the existing conditions of career guidance and counselling centers,

Infrastructural facilities and organizational support are comparatively better, where as other aspects such as instructional facilities, parental involvement and training and development are not a satisfactory level.

5. Presently career guidance and counselling are handled by teachers teaching the subjects and there is no special post of career guidance in higher secondary schools.

6. Parental support is essential for the smooth functioning of counselling and guidance programme in higher secondary schools. But parental involvement is not satisfactory in this aspect in the higher secondary schools.

**IV. EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. Guidance and counselling programmes should be implemented in all higher secondary schools as a compulsory aspect.

2. There should be separate career guide in every higher secondary schools to attend the problems of children.

3. Mjority of the schools are still lagging behind in organizing guidance and counselling centers in their schools, this condition should be changed.

4. Existing conditions of career guidance centers of higher secondary schools are not in a satisfactory level. So all the facilities both instructional and infrastructural should be provided to all schools, and government should take initiation in this regard.

5. Parental pressure for securing academic positions by student should be reduced by giving awareness programmes.

6. Presently higher secondary department giving priority for career guidance aspect. Really the students are in need of guidance and counselling in all aspect. Hence the concept of school Counsellor should be promoted instead of career guide concept.

**V. SUGGESTIONS FOR FURTHER RESEARCH**

1. A similar study can be conducted in higher secondary schools of Kerala.

2. A comparative study on career guidance and counselling of Kerala with other states can be undertaken.

3. A study on career guidance and counselling in teacher training institutions of Kerala can be conducted.

4. A comparative study can be conducted about career guidance and counselling in various levels of education.

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**CAREER GUIDE**

1. Do the Career guidance counseling programmes get financial support from government/ management?
2. Are you satisfied in the training programes so far you got us a counsellor?
3. As a counsellor do you get help and encourages from principal for improving your role?
4. A part from the hand book is there any other information given to the students?
5. Do any programes conduct for assessing the inborn talents of students, their attitude and aptitude?
6. Can you make use of the scope of information communication technology in career guidance programmes?
7. For improving the activities of the centre do you mingle with parents in any ways?
8. Do you read book and magazines related to career guidance/counselling?
9. Do you introduce new courses to the students?
10. If there any help from the PTA for conduct career guidance programmes?
11. Do the parents raise the need for counseling in the PTA meeting?
12. Do you take initiation to participate in career guidance training programmes?
13. Do the approaches of your colleagues positively influence your activities as a counsellor?
14. Do you collect information needed for career guidance from internet?
15. Do you conduct group counseling?
16. Do the career guidance counseling centre keep any relation with medias?
17. Are the parents reluctant to send their children for career guidance classes?
18. Do you practice any other means to improve your activities as a counsellor?
19. Do you seek advices from the experts in this field?
20. Is there any infra-structural facilities available in your school for providing instructions and help to students?
21. Do you conduct career talk with enpents in your schools?
22. Is a large hall available in your school for giving instruction to students publically?
23. Do you conduct seminar for giving guidance to students?
24. Are the parents demanded you to counsel the students?
25. Before becoming a career guide/counsellor?
26. Is computer facility available in your school?
27. Do you discuss the activities of career guidance centre with parents?
28. Have you got government training in career guidance and counselling?
29. Do you get help from PTA?
30. Do you school have internet facility for career guidance activities?
31. Do you make use of audio-visual aids while taking career guidance classes?
32. Do the parents discuss the problems of their children with you?

FAROOK TRAINING COLLEGE

INTERVIEW SCHEDULE ON GUIDANCE AND COUNSELING CENTERS OF HIGHER SECONDARY SCHOOLS

Dr. T. MOHAMED SALEEM RANJITH N.P

Lecturer in Education M.Ed Student

1. Schedule No:
2. Date of Recording:
3. Name of Principle:
4. Sex:
5. Educational Qualifications:
6. Name of School
7. Rural/Urban
8. Government/Aided:
9. Do the career guidance counseling centre keep relation with medias?
10. Do the centre conduct exhibition, seminar etc… with the co-operation of other counseling centers?
11. Do the guidance centre conduct symposiums about career fields?
12. Is computer facility available for career guidance activities?
13. Is any magazines about career guidance available in your school is infra-structure facilities ensured in your school for providing instructions and help to students?
14. Have the parents raised the need for counseling in the PTA meeting?
15. Do any help get from the PTA for career guidance programme?
16. Do the PTA conduct any career guidance counseling programmes in school?
17. Do you discuss the activities of career guidance centre with parents?
18. Are the local self government bodies help career guidance and counselling?
19. Do the guidance and counseling programmes get any final support from government/management?
20. Do your parents introduce your before the guests and talk them about you?
21. Have you felt that the career talks in your school are useful to you?
22. Do you like to be alove always?
23. Are you reluctant to sit together and talk with your family member?
24. Do you feel any difficulty in mingling with friends?
25. Do you mingle closely with your brother/sisters?

**FAROOK TRAINING COLLEGE**

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1. Schedule No :
2. Date of Recording :
3. Name of Principal :
4. Sex :
5. Educational Qualifications :
6. Name of School :
7. Rural/Urban :
8. Government/Aided :
9. Icn-bÀ ssKU³kv Iu¬kn-en§v skâÀ am[y-a-§-fp-ambn \_Ôw ]peÀ¯m-dpt­m? D­v / CÃ
10. aäv Iu¬kn-en§v skâ-dp-I-fp-ambn tNÀ¶v FIvkn-\_n-j³, skan-\mÀ apX-em-bh \S-¯m-dpt­m? D­v / CÃ
11. Icn-bÀ taJ-e-Isf kw\_-Ôn-¡p¶ knt¼m-kn-b-§Ä kwL-Sn-¸n-¡m-dpt­m? D­v / CÃ
12. Icn-bÀ ssKU³kv {]hÀ¯-\-§Ä¡mbn I¼yq-«À kuIcyw e`y-amtWm? D­v / CÃ
13. Icn-bÀ ssKU³kv hnj-b-§-fp-ambn \_Ô-s¸« {]kn-²o-I-c-W-§Ä \n§-fpsS hnZym-e-b-¯nÂ e`y-amtWm? D­v / CÃ
14. Ip«n-IÄ¡v th­ \nÀt±-i-§fpw klm-b-§fpw e`y-am-¡m³ Bh-iy-amb ^ÀWn-¨À kuI-cy-§Ä Icn-bÀ ssKU³kv Iu¬kn-en-§nsâ `mK-ambn \n§-fpsS hnZym-e-b-¯nÂ e`y-am-¡n-bn-«pt­m? D­v / CÃ
15. c£m-I-c-Xr-k-anXn IqSp-t¼mÄ c£n-Xm-¡Ä Iu¬kn-en-§nsâ Bh-iy-IX D¶-bn-¡m-dpt­m? D­v / CÃ
16. Icn-bÀ ssKU³kv ]cn-]m-Sn-IÄ kwL-Sn-¸n-¡p-¶-Xn\v ]n.-Sn.-F-bpsS klm-b-§Ä D­m-Im-dpt­m? D­v / CÃ
17. ]n.-Sn.F ap³ssI FSp¯v hnZym-e-b-¯nÂ Icn-bÀ ssKU³kv Iu¬kn-en§v {]hÀ¯-\-§Ä kwL-Sn-¸n-¡m-dpt­m? D­v / CÃ
18. Icn-bÀ ssKU³kv skâ-dnsâ {]hÀ¯\w amXm-]n-Xm-¡-fp-ambn NÀ¨ sN¿m-dpt­m? D­v / CÃ
19. Xt±-i-kz-bw-`-cW Øm]-\-§Ä Icn-bÀ ssKU³kv/Iu¬kn-en-§p-ambn \_Ô-s¸«v GsX-¦nepw Xc-¯nÂ klm-bn-¡m-dpt­m? D­v / CÃ
20. Icn-bÀ ssKU³kv Iu¬kn-en§v ]cn-]m-Snbv¡v Kh¬saâv/amt\-PvsaânÂ \n¶pw km¼-¯nI klmbw e`n-¡m-dpt­m? D­v / CÃ

**FAROOK TRAINING COLLEGE CALICUT**

**GUIDANCE AND COUNSELLING NEED ASSESSMENT**

**SURVEY QUESTIONNAIRE FOR STUDENT OF HIGHER SECONDARY SCHOOLS**

**Dr. T. MOHAMED SALEEM RANJITH. N.P**

Supervising Teacher M.Ed Student

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Xmsg ]d-bp¶ Hmtcm {]kvXm-h-\bpw {i²m-]qÀÆw hmbn-¨-tijw AXv \n§sf kw\_-Ôn-¨n-S-t¯mfw F{X-t¯mfw icn-bm-sW¶v Xocp-am-\n-¡pI \n§-fpsS {]Xn-I-cWw '√' Cu AS-bmfw D]-tbm-Kn¨v IqsS X¶n-«pÅ sdkvt]m¬kv joänÂ D­v CÃ F¶v tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸-Sp-¯m³ {]tXyIw {i²n-¡p-I. \n§-fpsS {]Xn-I-c-W-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xpw, Kth-j-Wm-h-iy-¯n\v am{Xta D]-tbm-Kn-¡p-I-bpÅq sh¶pw Dd¸v \ÂIp-¶p.

1. hnZym-e-b-¯nÂ \n§Ä¡v Hcp-]mSv kplr-¯p-¡Ä Dt­m? D­v/CÃ
2. \qX\ tImgvkp-I-sf-¡p-dn¨v \n§Ä A[ym-]-I-cp-ambn NÀ¨ sNbvXn-«pt­m? D­v/CÃ
3. ¢mkv eoUÀ, kv¡pÄ eoUÀ, ¢\_v I¬ho-\À XpS-§nb Øm\-§-fnÂ F¯n-s¸-S-W-sa¶v B{K-ln-¨n-«pt­m? D­v/CÃ
4. amXm-]n-Xm-¡-tfm-sSm-¸-an-cp-¶mtWm \n§Ä `£Ww Ign-¡mdv? D­v/CÃ
5. hnhn[ sXmgn-e-hkc§sf-¡p-dn¨v \n§Ä¡v kmam-\y-[m-cW Dt­m? D­v/CÃ
6. aäp-Å-hÀ¡v ap³]nÂ \n§-fpsS A\_-²-§Ä Nq­n-¡m-Wn¨v amXm-]n-Xm-¡Ä \n§sf ]cn-l-kn-¡m-dpt­m? D­v/CÃ
7. kplr-¯p-¡Ä \n§-fnÂ \n¶pw AI¶v \nÂ¡m-¶-Xmbn A\p-`-h-s¸-Sm-dpt­m? D­v/CÃ
8. hnZym-e-b-¯nÂ \S-¡p¶ Icn-bÀ ssKU³kv ¢mkp-I-fn-eqsS hnhn[ tImgvkp-I-sf-¡p-dn¨pw AXnsâ tPmen km[y-X-I-sf-¡p-dn¨pw a\-kn-em-¡p-hm³ km[n-¨-«pt­m? D­v/CÃ
9. ¢mknÂ FÃm-h-tcmSpw Ft¸mgpw hfsc IqSp-XÂ kwkm-cn-¡p¶ kl-]m-Tn-I-tfmSv shdp¸v tXm¶m-dpt­m? D­v/CÃ
10. FÃm Imcy-¯nepw Xm³ aäp-Å-h-tc-¡mfpw ]n¶n-em-sW¶v tXm¶m-dpt­m? D­v/CÃ
11. hnZym-e-b-¯ns\ At]-£n¨v ho«n-em-bn-cn-¡p-t¼mÄ \n§Ä¡v IqSp-XÂ kt´mjw A\p-`-h-s¸-Sm-dpt­m? D­v/CÃ
12. \n§-fpsS `mhn Imcy-§-sf-¡p-dn¨v Xocp-am-\-sa-Sp-¡p-t¼mÄ c£n-Xm-¡Ä \n§-sfbpw NÀ¨-bnÂ DÄs¸-Sp-¯m-dpt­m? D­v/CÃ
13. sNdnb sXäp-IÄ¡v amXm-]n-Xm-¡Ä \n§sf Ipä-s¸-Sp-¯p-¶-Xmbn tXm¶m-dpt­m? D­v/CÃ
14. Xnc-sª-Sp¯ hnjbw ]Tn-¡m³ \n§Ä¡v \_p²n-ap«v tXm¶n-bn-«pt­m? D­v/CÃ
15. Ft¶mSv Bcpw kwkm-cn-¡m-dnÃ F¶v \n§Ä¡v tXm¶n-bn-«pt­m? D­v/CÃ
16. ]T-\-{]-hÀ¯-\-§Ä¡n-S-bnÂ F³.-F-kv.-Fkv/F³.-kn.kn t]mepÅ kmaq-ly-tk-h-\-cw-K¯v {]hÀ¯n-¡p-¶Xv ]T-\s¯ {]Xn-Iq-e-ambn \_m[n-¡p-sa¶v tXm¶n-bn-«pt­m? D­v/CÃ
17. Un{Kn-X-e-¯nÂ GXv tImgvkv sXsc-sª-Sp-¡-W-sa¶v \n§Ä [mc-W-bp-­m-¡n-bn-«pt­m? D­v/CÃ
18. ]Tn-¡m-\pÅ ssSwtS-\_nÄ IrXy-ambn ]men-¡-W-sa¶v amXm-]n-Xm-IÄ Bh-iy-s¸-Sm-dpt­m? D­v/CÃ
19. \n§-fpsS hyàn-]-c-amb XmÂ]-cy-§sf amXm-]n-Xm-¡Ä H«pw ]cn-K-Wn-¡p-¶nÃ F¶v \n§Ä¡v tXm¶n-bn-«pt­m? D­v/CÃ
20. Ifn-Ø-e-§-fnÂ aäp-Å-hÀ¡n-S-bnÂ Hä-s¸-Sp-¶-Xmbn tXm¶n-bn-«pt­m? D­v/CÃ
21. hnZym-e-b-¯nÂ \S-¡p¶ Imcy-§Ä \n§Ä amXm-]n-Xm-¡-fp-ambn ]¦v sh¡m-dpt­m? D­v/CÃ
22. \n§-fpsS hnj-a-§Ä Btcm-sS-¦nepw Xpd¶v ]d-b-W-sa¶v B{K-ln-¡m-dpt­m? D­v/CÃ
23. tPmen sXsª-Sp-¡m³ ]cym-]vX-amb tImgvkp-I-sf-¡p-dn¨v \n§Ä¡v Adnhv e`n-¨n-«pt­m? D­v/CÃ
24. GXv hnj-¯n-emWv IqSp-XÂ A`n-cp-Nn-bp-Å-sX¶v \n§Ä Is­-¯n-bn-«pt­m? D­v/CÃ
25. kl-]m-Tn-I-fp-am-bpÅ kulr-Z-¯n\v amXm-]n-Xm-¡Ä \nÀ\_Ô shbv¡m-dpt­m? D­v/CÃ
26. \n§Ä¡v \n§-tfmSv Xs¶ tZjyw tXm¶m-dpt­m? D­v/CÃ
27. DbÀ¶ kÀ¡mÀ tPmep Ds­-¦nÂ am{Xta kaq-l-¯nÂ Hcp ]Zhn D­mIq F¶v tXm¶m-dpt­m? D­v/CÃ
28. \n§-fpsS kl-]m-Tn-I-fmb s]¬Ip-«n-I-tfmSv kwkm-cn-¡m³ hnap-JX tXm¶n-bn-«pt­m? D­v/CÃ
29. ho«nÂ hcp¶ AXn-Yn-IÄ¡v \n§-fpsS amXm-]n-Xm-¡Ä \n§sf ]cn-N-b-s¸-Sp-¯p-Ibpw \n§sf¡pdn-¨-h-tcmSv kwkm-cn-¡p-Ibpw sN¿m-dpt­m? D­v/CÃ
30. hnZym-e-b-¯nÂ \S-¡p¶ Icn-bÀ tSm¡p-IÄ {]tbm-P-\-{]-Z-amWv tXm¶n-bn-«pt­m? D­v/CÃ
31. an¡-t¸mgpw X\n-¨n-cn-¡m-\mtWm \n§Ä Cjv«-s¸-Sp-¶Xv? D­v/CÃ
32. ho«nÂ FÃm-hcpw IqSn-bn-cp¶v kwkm-cn-¡p-t¼mÄ Ah-tcm-sSm¸w IqSm³ \n§Ä hnap-JX ImWn-¡m-dpt­m? D­v/CÃ
33. kplr-¯p-¡-fp-ambn ASp-¯n-S-]-g-Im³ \n§Ä¡v aSp¸v A\p-`-h-s¸-Sm-dpt­m? D­v/CÃ
34. ktlm-Z-c-§-tfmSv \n§Ä ASp¯v CS-]-g-Im-dpt­m? D­v/CÃ

**FAROOK TRAINING COLLEGE CALICUT**

**QUESTIONNAIRE ON GUIDANCE AND COUNSELLING CENTERS OF**

**HIGHER SECONDARY SCHOOLS FOR CAREER GUIDES**

**(Final)**

**Dr. T. MOHAMED SALEEM RANJITH. N.P**

Supervising Teacher M.Ed

Name :

Sex :Male/Female

Educational Qualifications :

Name of School :

Type of Management : Govt./Aided

Locality : Rural/Urban

**\nÀt±-i-§Ä**

Xmsg ]d-bp¶ {]kvXm-h-\-IÄ {i²m-]qÀÆw hmbn-¡p-I. Hmtcm {]kvXm-h-\-bv¡p-t\-scbpw D­v, CÃ F¶o c­p {]Xn-IcW§Ä X¶n-«p-­v. AXmXv {]kvXm-h-\bv¡v t\sc \n§-fpsS {]Xn-I-cWw '√'Cu AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. FÃm {]kvXm-h-\-IÄ¡pw {]Xn-I-W-§-§Ä tcJ-s¸-Sp-¯p-hm³ {]tXyIw {i²n-¡p-I. \n§-fpsS {]Xn-I-c-W-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xpw, Kth-j-Wm-h-iy-¯n\p am{Xta D]-tbm-Kn-¡p-I-bp-Åp-sh¶pw Dd¸p \ÂIp-¶p.

1. Icn-bÀ ssKU³kv Iu¬kn-en§v ]cn-]m-Snbv¡v Kh¬saâv/amt\-PvsaânÂ\n¶pw km¼-¯nI klmbw e`n-¡m-dpt­m? D­v /CÃ
2. Iu¬kn-eÀ F¶ \ne-bnÂ CXp-hsc e`y-amb ]cn-io-e\ ]cn-]m-Sn-I-fpsS \ne-hm-c-¯nÂ Xm¦Ä kwXr-]vX-\mtWm? D­v /CÃ
3. Iu¬kn-eÀ F¶ \ne-bnÂ IqSp-XÂ sa¨-s¸-Sp-¯p-¶-Xn-\m-h-iy-amb t{]mÕm-l-\-§fpw klm-b-§fpw {]n³kn-¸-enÂ\n¶pw e`n-¡m-dpt­m? D­v /CÃ
4. lm³Uv \_p¡n\v ]pdsa Icn-bÀ ssKU³kn-s\bpw Iu¬kn-en-§n-s\bpw kw\_-Ôn-¡p¶ atä-sX-¦nepw hnh-c-§Ä Ip«n-IÄ¡v \ÂIm-dpt­m? D­v /CÃ
5. Ip«n-I-fpsS P·-hm-k-\-IÄ A`n-cp-Nn-IÄ at\m-`mhw F¶nh Af-¡m-\pÅ {]hÀ¯-\-§Ä \S-¯m-dpt­m? D­v /CÃ
6. C³t^mÀta-j³ Iayq-Wn-t¡-j³ sSIvt\m-f-Pn-bpsS km[y-X-IÄ Icn-bÀ ssKU³knÂ D]-tbm-Kn-¡m³ km[n-¡p-¶pt­m? D­v /CÃ
7. skâ-dnsâ {]hÀ¯-\-§Ä sa¨-s¸-Sp-¯m³ c£n-Xm-¡-fp-ambn GsX-¦nepw Xc-¯nÂ CS-s]-Sm-dpt­m? D­v /CÃ
8. Icn-bÀ ssKU³kv/Iu¬kn-en-§p-ambn \_Ô-s¸« ]pkvX-I-§Ä, amkn-I-IÄ F¶nh hmbn-¡m-dpt­m? D­v /CÃ
9. \qX-\-amb tImgvkp-Isf Ip«n-IÄ¡v ]cn-N-b-s¸-Sp¯n sImSp-¡m-dpt­m? D­v /CÃ
10. Icn-bÀ ssKU³kv ]cn-]m-Sn-IÄ kwL-Sn-¸n-¡p-¶-Xn\v ]n.-Sn.-F-bpsS klm-b-§Ä D­m-Im-dpt­m? D­v /CÃ
11. c£m-IÀXr-k-anXn IqSp-t¼mÄ c£n-Xm-¡Ä Iu¬kn-en-§nsâ Bh-iy-IX D¶-bn-¡m-dpt­m? D­v /CÃ
12. kz´-ambn ap³ssI FSp¯v Icn-bÀ ssKU³kv ]cn-io-e\ ]cn-]m-Sn-IÄ Xm¦Ä ]s¦-Sp-¡m-dpt­m? D­v /CÃ
13. kl-{]-hÀ¯-I-cpsS kao-]-\-§fpw \ne-]m-Sp-Ifpw Xm¦-fpsS Iu¬kn-eÀ F¶ \ne-bv¡pÅ {]hÀ¯-\-§sf A\p-Iq-e-ambn kzm[o-\n-¡m-dpt­m? D­v /CÃ
14. CâÀs\-änÂ \n¶pw Icn-bÀ ssKU³kn\v Bh-iy-amb hnh-c-§Ä tiJ-cn-¡m-dpt­m? D­v /CÃ
15. {Kq¸v Iu¬knen§v kwL-Sn-¸n-¡m-dpt­m? D­v /CÃ
16. Icn-bÀ ssKU³kv Iu¬kn-en§v am[y-a-§-fp-ambn \_Ôw ]peÀ¯m-dpt­m? D­v /CÃ
17. Icn-bÀ ssKU³kv ¢mkp-I-fn-tebv¡v Ip«n-Isf Ab-bv¡m³ amXm-]n-Xm-¡Ä hnap-JX ImWn-¡m-dpt­m? D­v /CÃ
18. Iu¬kn-eÀ F¶ \ne-bnÂ Xm¦-fpsS {]hÀ¯\w sa¨-s¸-Sp-¯m³ kz´-amb aäp amÀ¤-§Ä Ah-ew-\_n-¡m-dpt­m? D­v /CÃ
19. Xm¦-fpsS Cu cwKs¯ {]hÀ¯-\-¯n\v klm-b-I-c-amw-hn[w hnZ-Kv[-cpsS D]-tZi-§Ä tXSm-dpt­m? D­v /CÃ
20. Ip«n-IÄ¡v th­ \nÀt±-i-§fpw klmb§fpw e`y-am-¡m³ Bh-iy-amb ^ÀWn-¨À kuI-cy-§Ä Icn-bÀ ssKU³kv Iu¬kn-en-§nsâ `mK-ambn \n§-fpsS hnZym-e-b-¯nÂ e`y-am-¡n-bn-«pt­m? D­v /CÃ
21. ]pd-sa-\n¶pw hnZ-Kv[-sc-sIm­v h¶v hnZym-e-b-¯nÂ kwL-Sn-¸n-¡m-dpt­m? D­v /CÃ
22. FÃm hnZymÀ°n-I-sfbpw DÄs¸-Sp¯n s]mXp-\nÀt±-i-§Ä \ÂIm-\pÅ henb lmÄ hnZym-e-b-¯n-ept­m? D­v /CÃ
23. Ip«n-IÄ¡v amÀ¤-\nÀt±iw \ÂIp-¶-Xn\v skan-\m-dp-IÄ kwL-Sn-¸n-¡m-dpt­m? D­v /CÃ
24. hyàn-]-c-amb {]iv\-§Ä Ip«n-IÄ¡p-s­-¦nÂ Iu¬kn-en-§n\v hnt[-b-cm-Im³ amXm-]n-Xm-¡Ä Bh-iy-s¸-Sm-dpt­m? D­v /CÃ
25. Icn-bÀ ssKtUm Iu¬kn-etdm BIp-¶-Xn\v ap³]v Hcp {]tXyI ]cn-io-e\w thW-sa¶v \n§Ä¡v tXm¶n-bn-«pt­m? D­v /CÃ
26. Icn-bÀ ssKU³kv {]hÀ¯-\-§Ä¡mbn I¼yq-«À kuIcyw e`y-amtWm? D­v /CÃ
27. Icn-bÀ ssKU³kv skâ-dnsâ {]hÀ¯\w amXm-]n-Xm-¡-fp-ambn NÀ¨ sN¿m-dpt­m? D­v /CÃ
28. Xm¦Ä¡v kÀ¡mÀX-e-¯nÂ Icn-bÀ ssKU³kv Iu¬kn-en-§p-ambn \_Ô-s¸« ]cn-io-e\w e`n-¨n-«pt­m? D­v /CÃ
29. ]n.-Sn.FbnÂ \n¶pw \n§-fpsS {]hÀ¯-\-§Ä¡v kl-I-cWw e`n-¡m-dpt­m? D­v /CÃ
30. Icn-bÀ ssKU³kv {]hÀ¯-\-§-fp-ambn \_Ô-s¸«v CâÀs\äv kuIcyw D]-tbm-K-s¸-Sp-¯m-\pÅ Ah-kcw \n§-fpsS hnZym-e-b-¯n-ept­m? D­v /CÃ
31. Icn-bÀ ssKU³kv ¢mÊp-I-sf-Sp-¡p-t¼mÄ HmUn-tbm-hn-jzÂ kwhn-[m\w D]-tbm-Kn-¡m-dpt­m? D­v /CÃ
32. Ip«n-I-fpsS {]iv\-§Ä c£n-Xm-¡Ä \n§-fpsS NÀ¨ sN¿m-dpt­m? D­v /CÃ

Ranjth

Farook traning college’calicut;questionnaire on it instructional facilities for techers of high schools (final)

Dr. t. mohammed saleem babitha.p

Supervising teacher m.ed student

As a part of my resarch work in M.ed course, study on assessment of instructional and infrastructural facilitied of IT @ school project in kozhikode revenue district is to be conducted.

A questionnaire is provided here with, for assessing instructional facilities. Kindly give our sincered responses by putting a ‘’ tick mark against each question. You are assured that responses will be kept confidential and will be used for research purpose only.

Name of the school

Name of the techer

Sex male female

Educational qualification

Subject taught

Years of teaching experience

|  |  |
| --- | --- |
| |  | | --- | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Do you prepare year plan for it | Yes | No |  |
| 2 | Considering It as a separate subject, do your agree the time allowed for It is suffient. |  |  |  |
| 3 | Are youf able to do c.e. process in it correctly? |  |  |  |
| 4 | Is it necessary to reduce present it curriculum |  |  |  |
| 5 | Do you agree the inclusion of computer hard ware in curriculum |  |  |  |
| 6 | For rendering better instructions do you refer journals or bookds |  |  |  |
| 7 | Do your agree tht time allowed for it practicl is sufficient? |  |  |  |
| 8 | Is ce essential in it? |  |  |  |
| 9 | Dis you get teahcer’s hand book in it in time? |  |  |  |
| 10 | Are you anxious in reduction of teachers post due to computerization? |  |  |  |
| 11 | Are you able to maintain computer student ratio 1:5 |  |  |  |
| 12 | Do you involve in any additional preparation in it instruction before taking it classes? |  |  |  |
| 13 | Do you find difficulty intaking two subjects? |  |  |  |
| 14 | Did you get resource cd;s for all subjects? |  |  |  |
| 15 | Is it lab utilized for office purpose? |  |  |  |
| 16 | Do you utilize it hand book for instruction? |  |  |  |
| 17 | Has sufficient time allowed for it? |  |  |  |
| 18 | Do you utilize it hand book for instruction? |  |  |  |
| 19 | Are you of the opinion that more time should be allowed for it theory calss? |  |  |  |
| 20 | Do you think project, seminar etc in it as a part of ce is unwated? |  |  |  |
| 21 | Have you become efficient in doing windows with the training provided |  |  |  |
| 21 | Do your agree that a separate It instructor should be appointed. |  |  |  |
| 23 | Are you able to organize it clkasses as per the time table? |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |

**Responses sheet**

1. Name of the school :
2. Name of the Student :
3. Class: Male Female

Please tick your responses using '√' mark.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | YES | NO |  | 18 | YES | NO |
| 2 | YES | NO | 19 | YES | NO |
| 3 | YES | NO | 20 | YES | NO |
| 4 | YES | NO | 21 | YES | NO |
| 5 | YES | NO | 22 | YES | NO |
| 6 | YES | NO | 23 | YES | NO |
| 7 | YES | NO | 24 | YES | NO |
| 8 | YES | NO | 25 | YES | NO |
| 9 | YES | NO | 26 | YES | NO |
| 10 | YES | NO | 27 | YES | NO |
| 12 | YES | NO | 28 | YES | NO |
| 12 | YES | NO | 29 | YES | NO |
| 13 | YES | NO | 30 | YES | NO |
| 14 | YES | NO | 31 | YES | NO |
| 15 | YES | NO | 32 | YES | NO |
| 16 | YES | NO | 33 | YES | NO |
| 17 | YES | NO | 34 | YES | NO |

**Responses sheet**

1. Name of the school :
2. Name of the Student :
3. Class: Male Female

Please tick your responses using '√' mark.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | D­v | CÃ |  | 18 | D­v | CÃ |
| 2 | D­v | CÃ | 19 | D­v | CÃ |
| 3 | D­v | CÃ | 20 | D­v | CÃ |
| 4 | D­v | CÃ | 21 | D­v | CÃ |
| 5 | D­v | CÃ | 22 | D­v | CÃ |
| 6 | D­v | CÃ | 23 | D­v | CÃ |
| 7 | D­v | CÃ | 24 | D­v | CÃ |
| 8 | D­v | CÃ | 25 | D­v | CÃ |
| 9 | D­v | CÃ | 26 | D­v | CÃ |
| 10 | D­v | CÃ | 27 | D­v | CÃ |
| 11 | D­v | CÃ | 28 | D­v | CÃ |
| 12 | D­v | CÃ | 29 | D­v | CÃ |
| 13 | D­v | CÃ | 30 | D­v | CÃ |
| 14 | D­v | CÃ | 31 | D­v | CÃ |
| 15 | D­v | CÃ | 32 | D­v | CÃ |
| 16 | D­v | CÃ | 33 | D­v | CÃ |
| 17 | D­v | CÃ | 34 | D­v | CÃ |

FAROOK TRAINING COLLEGE

INTERVIEW SCHEDULE ON GUIDANCE AND COUNSELING CENTERS OF HIGHER SECONDARY SCHOOLS

Dr. T. MOHAMED SALEEM RANJITH N.P

Lecturer in Education M.Ed Student

1. Do you have many friends at your school?
2. Have your ever discussed new courses with your teachers?
3. Have your wished to be class leader, school leader and club convener?
4. Do you dine together with your parents?
5. Do you have awareness about various job opportunities?
6. Do you parents insult you before others by showing your foolishness?
7. Have you even felt that your friends are keeping away from your?
8. Through the career guidance programmes have you able to understand bout various courses and its scope?
9. I feel disgust towards class mate who are talkative in nature?
10. I feel that I am behind every body in all matters?
11. Have your parents incorporated you while discussing your future?
12. Do you feel that your parents blame you for silly mistakes?
13. Have your felt difficulty in studying your optional subject?
14. Have you felt that nobody is ready to talk with you?
15. Have you ever felt that active participation in NCC/NSS would adversely affect your studies?
16. Do you have any idea about choosing a subject at the degree level?
17. Have your parents demanded you to follow time table for study?
18. Have you felt that your parents do not take in to consider your interest?
19. Have you felt that you are isolated by your friends in play ground?
20. Do you share your school matters with your friends?
21. Do you want to tell your problems to others?
22. Have you got enough information about various courses for choosing jobs?
23. Have you found out your aptitude in which subject?
24. Have your parents made restrictions in your friendship?
25. Do you feel hatred towards yourself?
26. Do you feel that for getting a good status in society government job is necessary
27. Have you felt reluctant to talk with girls in your class?

**Responses sheet**

1. Name of the school :
2. Name of the Student :
3. Class: Male Female

Please tick your responses using '√' mark.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | YES | NO |  | 18 | YES | NO |
| 2 | YES | NO | 19 | YES | NO |
| 3 | YES | NO | 20 | YES | NO |
| 4 | YES | NO | 21 | YES | NO |
| 5 | YES | NO | 22 | YES | NO |
| 6 | YES | NO | 23 | YES | NO |
| 7 | YES | NO | 24 | YES | NO |
| 8 | YES | NO | 25 | YES | NO |
| 9 | YES | NO | 26 | YES | NO |
| 10 | YES | NO | 27 | YES | NO |
| 12 | YES | NO | 28 | YES | NO |
| 12 | YES | NO | 29 | YES | NO |
| 13 | YES | NO | 30 | YES | NO |
| 14 | YES | NO | 31 | YES | NO |
| 15 | YES | NO | 32 | YES | NO |
| 16 | YES | NO | 33 | YES | NO |
| 17 | YES | NO | 34 | YES | NO |